SECTION 3:
PLANNING FOR
TEACHING AND LEARNING

SENIOR

2

### Senior 2 Students and the Learning Environment

Student learning is central to teachers' work. By their personality and professional practices, and through their day-to-day interactions with students, "teachers directly affect what students learn, how they learn, and the ways they interact with one another and the world around them" (Stronge, 2002, vii).

Research on effective and caring teachers (Stronge, 2002: 15) indicates the following:

- Caring teachers who know their students create relationships that enhance the learning process.

- Effective teachers consistently emphasize their love for children as one key element in their success.

- Teachers who create a supportive and warm classroom climate tend to be more effective with all students.

- Caring teachers are intentionally aware of student cultures outside the school.

- Caring teachers appropriately respect confidentiality issues when dealing with students.

- Caring teachers regard the ethics of care and learning as important in educating students to their full potential.

Characteristics of Senior 2 Learners and Their Implications
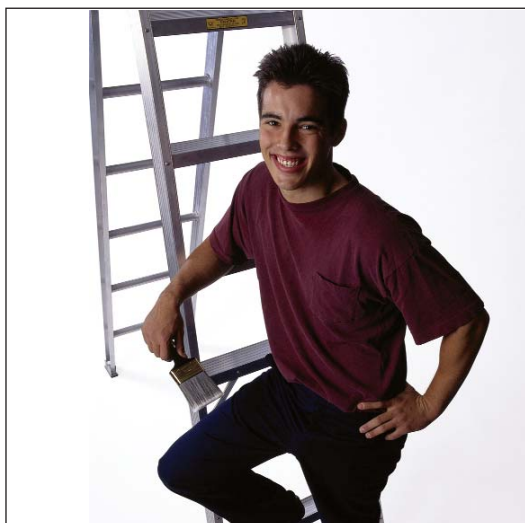
If a symbolic line could be drawn between childhood and adulthood, it would be drawn for many students during their Senior 2 year. These students begin to assume many of the responsibilities associated with maturity. Many take their first part-time job. Many embark on their first serious romantic relationship. For many, acquiring a driver's licence is a significant rite of passage.

Although many Senior 2 students handle their new responsibilities and the many demands on their time with ease, others experience difficulty. Senior 2 can be a key year for at-risk students. External interests may seem more important than school. Because of their increased autonomy, students who previously had problems managing their behaviour at school may now express their difficulties through poor attendance, alcohol and drug use, or other behaviours that place them at risk. Students struggling to control their lives and circumstances may make choices that seem to teachers to be contrary to their best interests. Being aware of what their students are experiencing outside school is important for teachers at every level.

Although the huge developmental variance evident in Grade 6 through Senior 1 is narrowing, students in Senior 2 can still demonstrate a development range of up to three years. Adolescents also change a great deal in the course of one year or even one semester. Senior 2 teachers need to be sensitive to the dynamic classroom atmosphere and

recognize when shifts in interests, capabilities, and needs are occurring, so that they can adjust learning activities for their students.

There are, however, some generalizations that can be made about Senior 2 students. The following chart identifies some common characteristics observed in educational studies (Glatthorn, 1993; Maxwell and Meiser, 1997) and by Manitoba teachers, and discusses the implications of these characteristics for teachers.

Senior 2 Learners: Implications for Teachers	
Characteristics of Senior 2 Learners	**Accommodating Senior 2 Learners**
Physical Characteristics • Some Senior 2 students, particularly males, are still in a stage of extremely rapid growth, and experience a changing body image and self-consciousness. • Senior 2 students are able to sit still and concentrate on one activity for longer periods than previously, but still need interaction and variety. • Many students come to school tired, as a result of part-time jobs or activity overload.	• Be sensitive to the risk students may feel in public performances, and increase expectations gradually. Provide students with positive information about themselves. • Put physical energy to the service of active learning, instead of trying to contain it. Provide variety; change the pace frequently; use kinesthetic activities. • Work with students and families to set goals and plan activities realistically so that school work assumes a higher priority.
Cognitive Characteristics • Senior 2 learners are increasingly capable of abstract thought, and are in the process of revising their former concrete thinking into a fuller understanding of principles. • Students are less absolute in their reasoning, more able to consider diverse points of view. They recognize that knowledge may be relative to context. • Many basic learning processes have become automatic by Senior 2, freeing students to concentrate on complex learning. • Many students have developed specialized interests and expertise, and need to connect what they are learning to the world outside school.	• Teach to the big picture. Help students forge links between what they already know and what they are learning. • Focus on developing problem-solving and critical-thinking skills. • Identify the skills and knowledge students already possess, and build the course around new challenges. Through assessment, identify students who have not mastered learning processes at Senior 2 levels, and provide additional assistance and support. • Encourage students to develop literacy skills through exploring areas of interest. Cultivate classroom experts, and invite students with individual interests to enrich the learning experience of the class.

(continued)

Senior 2 Learners: Implications for Teachers *(continued)*

Characteristics of Senior 2 Learners	Accommodating Senior 2 Learners
Moral and Ethical Characteristics	
• Senior 2 students are working at developing a personal ethic, rather than following an ascribed set of values and code of behaviour.	• Explore the ethical meaning of situations in life and in texts. Provide opportunities for students to reflect on their thoughts in discussion, writing, or representation.
• Students are sensitive to personal or systemic injustice. They are often idealistic and impatient with the realities that make social change slow or difficult.	• Explore ways in which literacy activities can effect social change.
• Students are shifting from an egocentric view of the world to one centred in relationships and community.	• Provide opportunities for students to make and follow through on commitments, and to refine their interactive skills.
• Students have high standards for adult competence and consistency, and are resistant to arbitrary authority.	• Explain the purpose of every activity. Enlist student collaboration in developing classroom policies. Strive to be consistent.
Psychological and Emotional Characteristics	
• It is important for Senior 2 students to see that their autonomy and emerging independence is respected. They need a measure of control over what happens to them in school.	• Provide choice. Allow students to select many of the texts they will explore and the forms they will use to demonstrate their learning. Teach students to be independent learners. Gradually release responsibility to students.
• Students need to understand the purpose and relevance of activities, policies, and processes. Some express a growing sense of autonomy through questioning authority. Others may be passive and difficult to engage.	• Use students' tendency to question authority to help them develop critical thinking. Negotiate policies, and demonstrate a willingness to make compromises. Use student curiosity to fuel classroom inquiry.
• Students at this stage may be more reserved, aloof, and guarded than previously, both with teachers and with peers.	• Concentrate on getting to know each student early in the year. Provide optional and gradual opportunities for self-disclosure.
• Students with a history of difficulties in school may be sophisticated in their understanding of school procedures, and resistant to efforts to help.	• Learn to understand each student's unique combination of abilities and learning approaches. Select topics, themes, and learning opportunities that offer students both a challenge and an opportunity to succeed. Make expectations very clear.
• Senior 2 students have a clearer sense of identity than they had previously, and are capable of being more reflective and self-aware.	• Allow students to explore themselves through their work, and celebrate student differences.

Senior 2 Learners: Implications for Teachers *(continued)*	
Characteristics of Senior 2 Learners	**Accommodating Senior 2 Learners**

Social Characteristics

- Senior 2 students continue to be intensely concerned with how peers view their appearance and behaviour. Much of their sense of self is still drawn from peers, with whom they may adopt a "group consciousness" rather than making autonomous decisions.

- Peer acceptance is often more important than adult approval. Adolescents frequently express peer identification through slang, musical choices, clothing, body decoration, and behaviour.

- Crises of friendship and romance, and a preoccupation with sex, can distract students from academics.

- Although Senior 2 students may have an aloof demeanour, they still expect and welcome a personal connection with their teachers.

- Ensure that the classroom has an accepting climate. Model respect for each student. Use language activities that foster student self-understanding and self-reflection. Challenge students to make personal judgements about situations in life and texts.

- Foster a classroom identity and culture. Ensure that every student is included and valued. Structure learning so that students can interact with peers, and teach strategies for effective interaction.

- Open doors for students to learn about relationships through poetry, film, and fiction, and to explore their experiences and feelings in language. Respect confidentiality, except where a student's safety is at risk.

- Nurture a relationship with each student. Try to find areas of common interest with each one. Respond with openness, empathy, and warmth.

Senior 2 Social Studies Learning Environment

The classroom environment affects the student learning that occurs in it. "An effective teacher plans and prepares for the organization of the classroom with the same care and precision used to design a high-quality lesson" (Stronge, 2002: 25). Teachers develop a positive classroom climate by attending to both *physical* and *non-physical components*.

Physical components may include the following:

- seating arrangements that reflect a student-centred philosophy and that facilitate flexible student grouping

- wall maps and globes reflecting various projections and perspectives of the world

- a classroom library, including books, atlases, periodicals, magazines, newsletters, newspapers, software and CD-ROM titles, dictionaries, thesauri, encyclopedias, manuals, fiction focusing on geographic regions and issues, flat files of material on various topics, previous tests or exams collected in binders, exemplars or samples of student work such as essays, projects, reports, or posters

- access to electronic media equipment, including overhead projector, television, videocassette player, video recorder, and GIS hardware and software

- posters, displays, murals, banners, charts, diagrams, pictures, and collages reflecting and celebrating student work and current learning focus

- posters, diagrams, and flow charts of learning processes and strategies such as inquiry process and reading/viewing/listening process to encourage students' independent and small-group learning

- storage places for student work that is completed or in progress to assist students in the assessment of their progress, in setting personal learning goals, and in developing action plans to accomplish these goals

- student input in classroom design and displays

Non-physical components (Cotton, 1999; Marzano, 2003; Stronge, 2002) assist teachers in building a positive learning community and may include the following:

- belief that all students are equally important in the classroom and that each student has unique qualities that contribute to the classroom learning community

- communication of interest in and attention to student interests, problems, and accomplishments

- encouragement of student efforts and development of a sense of responsibility and self-reliance

- high standards for learning for all students and provision of time, instruction, and encouragement to help **all** learners

- maximization of time for classroom learning in individual, pair, small groups, and whole-group configurations

- development of a safe, risk-free learning environment where failure to meet expectations is not penalized but is an opportunity for improving performance

- student-centred, hands-on learning strategies where students pursue learning with the assistance of the teacher and including student collaboration and co-operation

- definition and recognition of excellence in terms of learning outcomes (criterion-referenced) rather than peer comparisons (norm-referenced)

- clear and focused instruction, including orientation of students to lessons and clusters by providing exposition and discussion of targeted learning outcomes, sequence of varied learning activities and experiences (Activating, Acquiring, and Applying), connections between specific lessons and larger concepts, and opportunities for guided and independent practice

- routine feedback both on in-class and assignment work in terms of lesson and cluster learning outcomes, and collaboration with students in development of action plans for success

In addition, refer to "Chapter 3: Classroom Climate and Culture," *Success for All Learners: A Handbook on Differentiating Instruction* (Manitoba Education and Training, 1996).

Planning with Learning Outcomes

"Teaching is an extraordinarily complex undertaking…. It is the process of teaching complex disciplines and processes to complex pupils" (Stronge, 2002: 62). It is an individual and a creative process involving a number of considerations on a moment-by-moment, day-by-day, week-by-week basis. Numerous elements shape the teacher's decision making. These include:

- determining student learning needs, their strengths and interests, and their learning styles and multiple intelligences

- targeting learning outcomes to focus instruction, learning, and assessment

- selecting, adapting, and developing learning and assessment strategies and learning resources

- maximizing personal teaching strengths, resources, and interests

- adjusting planning to take advantage of community and public events that provide learning opportunities

Planning Considerations

> **"Teaching is a constant stream of professional decisions made before, during, and after interaction with students: decisions which, when implemented, increase the probability of learning."**
>
> —Madeline Hunter

- Learning outcomes are not generally taught as separate or isolated; rather, they are taught in a variety of combinations. Because knowledge (K) outcomes, skills (S) outcomes, and values (V) outcomes are frequently interdependent, teachers develop lessons and units to assist students in seeing and understanding these relationships. Furthermore, teachers help students connect the knowledge, skills, and values (targeted learning outcomes) that they learn in one lesson with those targeted in other lessons and units. As students make connections between and among what sometimes appear to be discrete pieces of knowledge, they develop a broader understanding and appreciation of the big ideas or issues that form the basis of geographic issues of the 21st century.

- Learning is recursive. Often, learning outcomes need to be addressed many times during the school year and subsequent school years. For example, students need numerous opportunities to acquire skills (S) outcomes. As they practise, refine, and internalize these, students become more confident learners.

- Each group or classroom of learners is unique. The plans for instruction, learning, and assessment will, by necessity, differ for each unique group and classroom of learners. It will also vary during the school year as teachers identify and meet the needs of individuals and groups of learners.

Planning for Course Organization and Implementation

Teachers determine the organization, pace, methods, materials, and focus for learning. This document presents the Senior 2 social studies student learning outcomes in two organizational formats:

- general and specific student learning outcomes
- five clusters

While this document suggests using the latter organization, teachers may develop other configurations more appropriate to both their own teaching approach and to their students' learning needs.

Whatever configuration they select or develop, teachers keep the focus on the knowledge, skills, and values identified by Senior 2 social studies learning outcomes. They maintain high expectations for all students. They differentiate instruction by providing multiple and varied, developmentally appropriate and authentic learning tasks, activities, and resources, and they assist each student in achieving the learning outcomes.
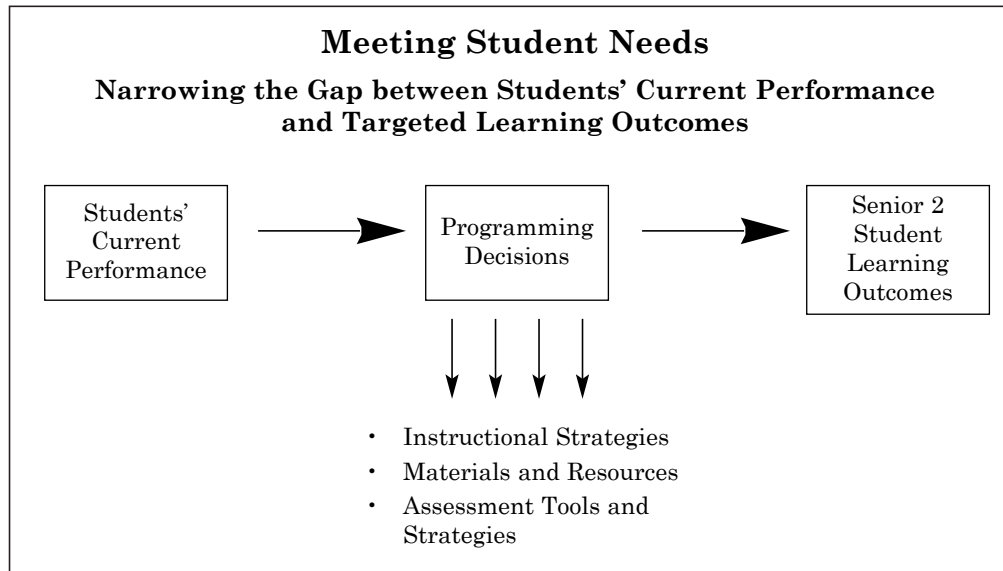
Planning a balanced Senior 2 social studies course needs to take into account the following:

- Learning outcomes are stated as end-of-year or end-of-course results. They focus on what students know and can do at the end of the year or course rather than on what material is "covered." While students may demonstrate levels of performance described by learning outcomes at particular times of the course, the learning outcomes are end-of-year/-course expectations. In most cases, teachers will assess and evaluate students' performance when the knowledge (K) and values (V) learning outcomes are learned and demonstrated at the end of a series of lessons or a cluster. Where students have additional opportunities to demonstrate these same learning outcomes (during end-of-year or -course tests, examinations, assignments, projects, et cetera), teachers need to include these later performances in the student's summative assessment. These later performances may, in fact, demonstrate greater student learning, and the teacher may consider these end-of-year or -course performances to be more accurate evaluations of students' learning and ignore previous assessments of the same learning outcomes.

Note that while particular knowledge (K) learning outcomes and values (V) learning outcomes are frequently taught as part of one lesson, cluster, or theme, skills (S) learning outcomes are recursive. Students develop and refine these skills throughout the course. Consequently, teachers assess these formatively during much of the course, leaving summative assessment of skills toward the end of the course.

- Planning is ongoing and informed by students' learning needs, as these become evident through formative assessment. Teachers plan for the needs of all students. For example, students who learn at different rates or with less ease than their classmates may benefit from teachers scaffolding learning experiences, pre-teaching, conducting regular reviews, making time for additional practice, and providing multiple opportunities and means to demonstrate learning. Other students may benefit from challenging extension activities. For a comprehensive discussion of the diversity of students in classrooms and strategies for meeting their needs, refer to *Success for All Learners: A Handbook on Differentiating Instruction* (Manitoba Education and Training, 1996).

- A variety of teaching/learning approaches, classroom management techniques, assessment practices, tools, and strategies are essential.

- A variety of groupings—individual, pairs, small groups, large groups, whole class, heterogeneous, homogeneous, student-directed, teacher-directed—are essential.

- A variety of student learning resources, including print, visual, and audio formats that students are able to access and that assist them in learning the knowledge (K) identified in specific learning outcomes, are helpful. "Students can best become literate in any given subject area if reading, talking, and viewing are an integral part of content learning and of the subject-area curriculum. Talking, reading, writing, and viewing in the subject areas are known as **talking-**, **reading-**, **writing-**, and **viewing-to-learn** activities, and are ways to maximize the learning of content" (Gordon et al., 1998: 3).

- All programming decisions are directed toward addressing student needs and closing the gap between students' present level of performance and the performance identified in the learning outcomes.

Meeting Student Needs

Narrowing the Gap between Students' Current Performance and Targeted Learning Outcomes

Students' Current Performance → Programming Decisions → Senior 2 Student Learning Outcomes

Programming Decisions:
- Instructional Strategies
- Materials and Resources
- Assessment Tools and Strategies

Instructional Approaches

In planning learning experiences, teachers have a variety of instructional approaches and methods and they use these in various combinations. Instructional approaches may be categorized as
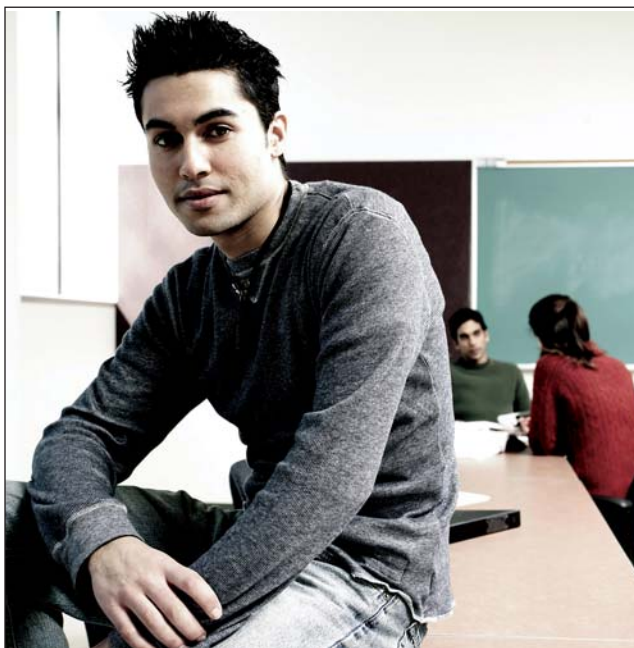
- direct instruction
- indirect instruction
- experiential instruction
- independent study
- interactive instruction

As they select and adapt instructional approaches and methods, teachers consider a number of factors:

- Will the approach meet the unique learning styles of students?
- Will it assist them in achieving the targeted learning outcomes?
- Will it engage students?
- Do students have prerequisite knowledge of the content and/or skills to enable them to learn with this approach?
- What are the advantages and disadvantages of this approach?

Direct Instruction
Lesson Overviews
Guest Speakers
Explicit Teaching
Instruction of Strategic Processes
Modelling
Didactic Questioning
Demonstrations
Mini-Lessons
Guides for Reading,
Listening, and Viewing

Interactive Instruction
Debates
Role-Playing
Panels
Brainstorming
Peer Conferencing
Discussion
Collaborative Learning Groups
Problem Solving
Talking Circles
Peer Editing
Interviewing

Indirect Instruction
Jigsaw Groups
Problem Solving
Inquiry and Research
Reading and Viewing for Meaning
Reflective Discussion
Gallery Walks
Concept Mapping

Independent Study
Computer-Assisted Instruction
Essays
Reports
Study Guides
Learning Contracts
Homework
Inquiry and Research Projects
Learning Centres

Experiential Learning
Field Trips
Simulations
Primary Research
Games
Focused Imaging
Observations
Role-Playing
Surveys

Instructional Approaches: Figure adapted, with permission, from Saskatchewan Education. *Instructional Approaches: A Framework for Professional Practice.* Copyright © 1991 by Saskatchewan Education.

Instructional Approaches: Roles, Purposes, and Methods

Instructional Approaches	Roles	Purposes/Uses	Methods	Advantages/ Limitations
Direct Instruction	• Highly teacher-directed • Teacher ensures a degree of student involvement through didactic questioning	• Providing information • Developing step-by-step skills and strategies • Introducing other approaches and methods • Teaching active listening and note making	Teachers: • Explicit teaching • Lesson overviews • Guest speakers • Instruction of strategic processes • Lecturing • Didactic questioning • Demonstrating and modelling prior to guided practice • Mini-lessons • Guides for reading, listening, and viewing	• Effective in providing students with knowledge of steps of highly sequenced skills and strategies • Limited use in developing abilities, processes, and attitudes for critical thinking and interpersonal or group learning • Students may be passive rather than active learners
Indirect Instruction	• Mainly student-centred • Role of teacher shifts to facilitator, supporter, resource person • Teacher monitors progress to determine when intervention or another approach is required	• Activating student interest and curiosity • Developing creativity and interpersonal skills and strategies • Exploring diverse possibilities • Forming hypotheses and developing concepts • Solving problems • Drawing inferences	Students: • Observing • Investigating • Inquiring and researching • Jigsaw groups • Problem solving • Reading and viewing for meaning • Reflective discussion • Gallery Walks • Concept mapping	• Students learn effectively from active involvement • Allows for high degree of differentiation and pursuit of individual interests • Teacher requires excellent facilitation and organizational skills • Focused instruction of content and concepts may be difficult to integrate
Interactive Instruction	• Student-centred • Teacher forms groups, teaches and guides small-group skills and strategies	• Activating student interest and curiosity • Developing creativity and interpersonal skills and strategies • Exploring diverse possibilities • Forming hypotheses and developing concepts • Solving problems • Drawing inferences	Students: • Discussing • Sharing • Generating alternative ways of thinking and feeling • Debates • Role-playing • Panels • Brainstorming • Peer conferencing • Collaborative learning groups • Problem solving • Talking circles • Peer editing • Interviewing	• Student motivation and learning increase through active involvement in groups • Teacher's knowledge and skill in forming groups, instructing, and guiding group dynamics are important to the success of this approach • Effective in assisting students' development of life skills in co-operation and collaboration

(continued)

Instructional Approaches	Roles	Purposes/Uses	Methods	Advantages/Limitations
Experiential Learning	• Student-centred • Teacher may wish to design the order and steps of the process	• Focusing on processes of learning rather than products • Developing students' knowledge and experience • Preparing students for direct instruction	Students: • Participating in activities • Field trips • Simulations • Primary research • Games • Focused imaging • Role-playing • Surveys • Sharing observations and reflections • Reflecting critically on experiences • Developing hypotheses and generalizations • Testing hypotheses and generalizations in new situations	• Student understanding and retention increase • Hands-on learning may require additional resources and time
Independent Study	• Student-centred • Teacher guides or supervises students' independent study, teaches knowledge, skills, and strategies that students require for independent learning, and provides adequate practice	• Accessing and developing student initiative • Developing student responsibility • Developing self-reliance and independence	Students: • Inquiry and research projects • Using a variety of approaches and methods • Computer-assisted instruction • Essays and reports • Study guides • Learning contracts • Homework • Learning centres	• Students grow as independent, lifelong learners • Student maturity, knowledge, skills, and strategies are important to success • Student access to resources is essential • Approach may be used flexibly (it may be used with individual students while other students use other approaches)

The title row of the table reads: **Instructional Approaches: Roles, Purposes, and Methods** *(continued)*

Phases of Learning

Teachers find the three phases of learning are helpful in planning learning experiences:

- Activating (preparing to learn)

- Acquiring (integrating and processing learning)

- Applying (consolidating learning)

In *Senior 2 Social Studies: Geographic Issues of the 21st Century,* suggested teaching/learning strategies, classroom assessment approaches, and tools for each of the learning experiences are organized by these learning phases. Teachers may select from the suggested strategies, or they may use the Activating, Acquiring, and Applying phases in planning lessons and units that they develop using alternative configurations of the learning outcomes. These phases are not entirely linear, but they are useful for thinking and planning. Note that a variety of Activating, Acquiring, and Applying teaching/learning strategies are discussed in *Success for All Learners: A Handbook on Differentiating Instruction* (Manitoba Education and Training, 1996).

Activating (Preparing for Learning)

One of the strongest indications of how well students comprehend new information is their prior knowledge of the subject. Some educators observe that more student learning occurs during the Activating phase than at any other time. In planning instruction and assessment, teachers develop activities and select strategies for activating their students' prior knowledge. These activities provide information about the extent of students' prior knowledge of the topic to be studied, their knowledge of and familiarity with the forms or genres of the texts to be used to communicate that information, and their knowledge of and proficiency in applying skills and strategies for learning, using these forms or genres.

Prior knowledge activities

- help students relate new information, skills, and strategies to what they already know and can do (e.g., if a text includes unfamiliar vocabulary, students may not recognize the connection between what they know and the new material being presented)

- allow teachers to correct misconceptions that might otherwise persist and make learning difficult for students

- allow teachers to augment and strengthen students' knowledge bases when students do not possess adequate prior knowledge and experience to engage with new information and ideas

- help students recognize gaps in their knowledge

- stimulate curiosity, and initiate the inquiry process that will direct learning

The suggestions for instruction and assessment in the Suggested Teaching and Learning Strategies column of this document contain numerous strategies for activating prior knowledge, such as Gallery Walks, brainstorming, concept maps, and KWL guides.

Acquiring (Integrating and Processing Learning)

In the second phase of learning, students engage with new information and integrate it with what they already know, adding to and revising their previous knowledge. Part of the teacher's role in this phase is to present this new information, or to help students access it from other human resources or from oral, print, and other media texts.

However, since learning is an internal process, facilitating learning requires more of teachers than simply presenting information. In the Acquiring phase, teachers instruct students in strategies that help them make meaning of information, integrate it with what they already know, and express their new understanding. These include strategies for active listening, reading, and viewing, for exploring ideas, and for representing emerging understanding orally, visually, and in writing. In addition, teachers monitor these processes to ensure that learning is taking place, using a variety of instruments, tools, and strategies such as observations, conferences, and examination of student work.

In practice, within an actual lesson or unit, the Acquiring phase of learning may include a series of steps and strategies, such as

- setting the purpose (e.g., lesson overviews, learning logs, Admit Slips)
- presenting information (e.g., guest speakers, mini-lessons, active reading, viewing, and listening)
- processing information (e.g., note making, group discussions, journals, visual representations)
- modelling (e.g., role-playing, think-alouds, demonstrations)
- checking for understanding (e.g., Think-Pair-Share activities, quizzes, informal conferences)
- practising (e.g., guided practice, rehearsals)

Applying (Consolidating Learning)

New learning that is not reinforced is soon forgotten. The products and performances by which students demonstrate new learning are not simply required for assessment; they have an essential instructional purpose in providing students with opportunities to demonstrate and consolidate their new knowledge, skills and strategies, and attitudes. Students also need opportunities to reflect on what they have learned and to consider how new learning applies to a variety of situations. By restructuring information, expressing new ideas in another form, or integrating what they have learned with concepts from other subject areas, students strengthen and extend learning.

To ensure that students consolidate new learning, teachers plan various activities involving

- reflection (e.g., learning logs, Exit Slips)
- closure (e.g., sharing of products, debriefing on processes)
- application (e.g., performances, publications, new inquiry cycles)

Planning with a Template

Planning Lessons

Teachers plan individual lessons and series of lessons in a variety of ways to assist students in acquiring Senior 2 learning outcomes.

Each learning experience provides teachers with a number of options. The four-column section of this document

- provides suggestions for each of the three phases of learning (Activating, Acquiring, and Applying)

- identifies or targets specific student learning outcomes (identified in the first Targeted Learning Outcomes column)

- suggests a number of teaching and learning strategies to assist students in achieving these targeted knowledge, values, and skills outcomes

- suggests a number of assessment strategies to assist teachers and students in assessing these targeted learning outcomes

Four-Column Lesson Planner

Targeted Learning Outcomes	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Teacher Tips and Resources
Activating Phase			
Acquiring Phase			
Applying Phase			

It is not intended that teachers will implement all of these suggestions in a particular class. While some teachers may select a particular configuration of targeted outcomes, teaching and learning strategies, and assessment strategies as presented in the four columns, others may combine elements from a number of configurations. In addition, teachers will draw upon their professional practice—their knowledge of theory, research, and best instructional and assessment practice—to develop their own strategies and approaches. (See pages 82 to 83 for further details.)

Targeted Learning Outcomes

Teachers select strategies that facilitate student achievement of targeted learning outcomes. While many outcomes are "in play" during a learning experience, teachers

focus on particular ones during individual lessons. Targeted outcomes may be seen as being in the foreground—the focus of attention—while other outcomes are in the background for that particular lesson.

In addition to knowledge and values learning outcomes, students are expected to achieve a number of skills (S) learning outcomes. Students learn and practise these skills throughout the five clusters. Assessment of skills will affect the choice of teaching and learning strategies as teachers and their students work through the learning experiences.

Reflecting on Planning

When reflecting on their long-term planning as well as planning for specific lessons and units, many teachers find the following questions to be of value.

Student learning outcomes:

*   What will students need to be able to do?
*   What knowledge do they need to acquire?
*   What skills and strategies do they need to develop and to make part of their personal learning toolbox?
*   What attitudes will assist them in becoming efficient learners?
*   What values toward geographic issues of the 21st century do they need to demonstrate?

Engagement:

*   How will I hook them?
*   What learning experiences will engage students in
    — exploring ideas
    — acquiring information
    — developing understanding
    — acquiring and developing skills and strategies and values?
*   What resource materials (print, visual, auditory) will I use to engage them in thought-provoking experiences¾ideas, problems, issues, challenges¾that will help them to develop the knowledge, skills and strategies, and values we want them to possess?

Methodology:

*   What methods will I use to engage them and to help them to acquire the knowledge, skills and strategies, and values that we want them to possess?
*   How will I manage time to provide them with sufficient opportunities to use the knowledge, skills and strategies, and values of the Senior 2 social studies learning outcomes?

Assessment and evaluation:

*   How will I assess and evaluate their progress and their achievements?
*   How will I help students know where they are, where they are headed, and why?
*   How will I use formative assessment information to revise my planning (i.e., targeting of student learning outcomes, teaching/learning strategies, assessment tools and strategies, and selection of student learning resources)?