

theories and pedagogies as they develop personal philosophies related to their own teaching and learning. During the course we will explore the history of humans' relationship with the planet that supports them and why we need to adopt a more sustainable way of living. We will examine the importance of a sense of place, how we can learn from the land and from the traditional philosophies that allowed Aboriginal peoples to maintain a healthy relationship with it.

We will examine our own lives and the choices that we make to help us develop a deeper understanding of the impact that each of us has and the implications for eco-social justice.

Finally we will devise ways to infuse environmental stewardship and approaches to FNMI education in positive ways that promote hope and that empower students.

During the course we will explore Indigenous ontology, epistemology, and pedagogy as it applies in teaching to and about Indigenous people in Canada. Infusion of Indigenous ways of knowing and learning in public education is explored through investigations of current educational policy and research and its effects on schooling. Further topics explored include decolonization, identity, Indigenous student success, culturally relevant instructional methods and teaching materials, teacher capacity, teaching in Indigenous communities, and community partnership.

The course examines the nested relationship between culture and the larger ecological system, with specific attention to developing eco-ethical consciousness as a means toward attending to the patterns of belief and behavior leading to and perpetuating the ongoing ecological and social crises. Specific attention is given to the ways in which cross-curricular approaches to environmental education can be infused in K-12 educational contexts, aspects of the globalized world economy, principles of social and ecological justice and responsibility, and food system production, distribution and sustainability. *Sustainability, n: cultural practices that do not degrade the ability of natural systems to renew themselves.*

Course Philosophy:

The learning of the history, culture and issues that affect the Original Peoples of Canada has become an integral part of the education of young people in our country today and has been recognized by the Ontario Ministry of Education through *The Ontario First Nation, Metis, and Inuit Education Policy Framework (2007)*. Many approaches used in the teaching of Indigenous children and about Indigenous people are unique and require a significant degree of sensitivity and skill. Teachers need to be creative, dynamic and sensitive when developing teaching approaches and programs for teaching to and about Canada's Indigenous people. The underlying purpose of this module is to extend the skills and knowledge of teachers in the teaching of Indigenous children and the teaching about Indigenous people.

In an age of unprecedented environmental degradation, exponential population growth, and global climate change, resulting in the loss of the biodiversity that sustains us, it is important that systems of education prioritize environmental education as part of the mainstream curriculum. In response to the Ontario government's policy framework for environmental education *Acting Today, Shaping Tomorrow (2009)* that calls for bringing forth the infusion of environmental education across the whole curriculum in K-12 contexts, this course addresses issues of sustainability, diversity, and leadership in environmental education development.

Related Learning Outcomes:

- Understanding Indigenous ontology, epistemology, axiology, and pedagogy;

- Understanding how issues of colonialism and racism toward Indigenous people have impacted Indigenous education;
- Appreciation of the importance of creating culturally relevant and responsive Indigenous education for Indigenous and non-Indigenous students;
- Understanding and implementation of the theories and pedagogies necessary to design, implement, and assess programs for students that teach to and about Indigenous people;
- Creation of learning environments conducive to the intellectual, social, emotional, physical, linguistic, cultural, spiritual and moral development of Indigenous students;
- Critical analysis of educational tools, resources, learning strategies, and assessment methods to ensure cultural relevancy and develop Indigenous education materials that are reflective of Indigenous values, traditions, and teachings in order to facilitate student success;
- Theoretical perspectives related to the deep interconnectedness between humans and the natural world;
- Exploring cross-curricular approaches to environmental and eco-justice pedagogies;
- Familiarization with eco-justice pedagogy as this contributes to an understanding of the development of eco-ethical consciousness and a revitalized commons;
- Relationships among the domination of nature and the domination of oppressed groups such as women, Indigenous peoples, and ethnic groups both locally and across the globe;
- An examination of how language encodes a culture's understanding of relationships, and thus the moral codes that shape our understandings and behaviors relative to community and to the larger ecological world;
- Analysis of ethical and educational responsibilities concerning the complex and reciprocal interactions between human cultures—social, political, and economic institutions, language, science and technology—and ecological degradation.

Attendance and Participation:

Your participation in classroom workshops and discussions are important to this course and make for much livelier and engaging discourse around the topics presented. Teacher candidates will be expected to reflect on their learning through the course through sharing constructive response and critique. Attendance and a Reading Conference are also a part of the participation grade.

Course Format

The course will include many different formats, including workshops, seminars, student presentations, lectures, practical activities, outdoor activities, and guest speakers. Each section will meet for two, two-hour sessions per week, except where otherwise indicated. Full hours of the course will include additional activities to be completed individually or collaboratively, as indicated in the schedule.

Required Texts

PJ & IS Core Texts

Caduto, M. J. and Bruchac, J. (1988). *Keepers of the Earth: Native American Stories and Environmental Activities for Children*. Fulcrum, Inc.: Golden, Colorado. For PJ Teacher Candidates

Charleyboy, L. & Leatherdale, M. (Eds.). (2014). *Dreaming in Indian: Contemporary Native American Voices*. Toronto: Annick Press. For IS Teacher Candidates

Ontario Ministry of Education Documents

Ontario Ministry of Education. (2009). *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools*. Toronto.

Ontario Ministry of Education. (2011). *Environmental Education. Scope and Sequence of Expectations. The Ontario Curriculum Grades 9-12*. Toronto.

Ontario Ministry of Education. (2011). *Environmental Education. Scope and Sequence of Expectations. The Ontario Curriculum Grades 1-8 and Kindergarten Programs*. Toronto.

Ontario Ministry of Education. (2007). *The Ontario First Nation, Metis, and Inuit Education Policy Framework*. Toronto.

Ontario Ministry of Education. (2014). *First Nation, Metis, and Inuit Connections. Scope and Sequence of Expectations. The Ontario Curriculum Grades 1-8 and Kindergarten Programs*. Toronto.

Ontario Ministry of Education. (2014). *First Nation, Metis, and Inuit Connections. Scope and Sequence of Expectations. The Ontario Curriculum Grades 9-12*. Toronto.

Recommended Texts

Environmental and Sustainability-focused Readings

Chiarotto, L. (2011). *Natural curiosity: Building children's understanding of the world through environmental inquiry*. Toronto,

ON: The Laboratory School at the Dr. Eric Jackman Institute of Child Study. Available at:

<http://www.naturalcuriosity.ca/aboutus.php?m=b>

Cornell, J. (1998). *Sharing nature with children*. Nevada City, CA: Dawn Publications.

Danks, S.G. (2010). *Asphalt to ecosystems: Design ideas for schoolyard transformation*. New York : New Village Press.

Foster, A. & Linney, G. (2007). *Reconnecting children through outdoor education: A research summary*. Toronto, ON: The Council of Outdoor Educators of Ontario. Available at: <http://www.coeo.org/research-summary.html>

Gruenwald, D. A. (2003). The best of both worlds: a critical pedagogy of place. *Educational Researcher*, 32(4), 3-12.

Kozak, S. & Elliott, S. (2014). *Connecting the dots: Key strategies that transform learning for environmental education, citizenship and sustainability*. Oshawa, ON: Learning for a Sustainable Future. Available at: <http://lsf-1st.ca/dots>

Louv, R. (2008). *Last child in the woods: Saving our children from nature-deficit disorder* (2nd Ed.). Chapel Hill, NC: Algonquin Books.

Louv, R. (2012). *The nature principle: Reconnecting with life in a virtual age*. Chapel Hill, NC: Algonquin Books.

Loebach, J.E. & Jason A. Gilliland, J.A. (2014). Free range kids? Using GPS-derived activity spaces to examine children's neighborhood activity and mobility. *Environment and Behavior*, DOI: 10.1177/0013916514543177

Monkman, D. & Rodenburg, J. (2016) Big book of nature activities. Gabriola Island, BC: New Society Publishers.

Nazir, J., Pedretti, E., Wallace, J., Motemurro, D. & Inwood, H. (2011). Reflections on the Canadian experience with education for climate change and sustainable development. *Canadian Journal of Science, Mathematics & Technology Education*, 11, 365-380.

Nisbet, E.K., Zelenski, J.M. & Murphy, S.A. (2011). Happiness is in our Nature: Exploring nature relatedness as a contributor to subjective well-being. *Journal of Happiness Studies*, 12, 303–322.

Environment-focused videos

Why do societies collapse? Jared Diamond https://www.ted.com/talks/jared_diamond_on_why_societies_collapse

Story of stuff (and various other titles) <http://storyofstuff.org/>

Rivers and Tides . The art of Andy Goldsworthy. <https://www.youtube.com/watch?v=YneW7xksBHY>

Indigenous-focused Readings

A Truthful Narrative <http://www.cea-ace.ca/education-canada/article/truthful-narrative>

10 Things Teachers Should Never Do When Teaching Native Kids Available at:
<http://indiancountrytodaymedianetwork.com/2014/08/06/10-things-teachers-should-never-do-when-teaching-native-kids-156252?page=0%2C0>

Beckford, C. L. & Nahdee, R. (2011). *Teaching for Ecological Sustainability: Incorporating Indigenous Philosophies and Practices*. What works? Research Into Practice: Literacy and Numeracy Secretariat. Available at:
http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Teaching_Ecological.pdf

Bell, N., McPherson, R., Taylor, H. (2016). *Education as Reconciliation: Indigenous Education for Teachers*. Available on the course site.

Bell, N., Wheatley, K., Johnson, B. (2010). *The Ways of Knowing Guide*. Toronto: Toronto Zoo. Available at:
http://www.torontozoo.com/pdfs/tic/Stewardship_Guide.pdf

Danyluk, P., & Sheppard, G. (2015). Preparing Bachelor of Education Candidates to Teach in Ontario's Northern, Remote, First Nations, Métis and Inuit Communities. Toronto: Higher Education Quality Council of Ontario. Available at: <http://www.heqco.ca/SiteCollectionDocuments/FNMI%20ENG.pdf>

First Nations Pedagogy <http://firstnationspedagogy.ca/sitemap.html>

Fox, D. (2000). *Teaching on the Reserve: A non-Native Perspective*. Master's Project. Available at: https://www.uleth.ca/dspace/bitstream/handle/10133/1074/Fox_David_J.pdf?sequence=1

McGregor, H. (2012). *Decolonizing Pedagogies Teacher Reference Booklet*. Vancouver School Board. Available at: http://blogs.ubc.ca/edst591/files/2012/03/Decolonizing_Pedagogies_Booklet.pdf

Stonechild, B. (2014) *Bringing Spiritual Teachings into Education*
<http://www.cea-ace.ca/blog/blair-stonechild/2014/06/4/bringing-spiritual-teachings-education>

Toulouse, P. (2016). *What Matters in Indigenous Education: Implementing a Vision Committed to Holism, Diversity and Engagement*. Toronto: People For Education Available at: <http://peopleforeducation.ca/measuring-what-matters/wp-content/uploads/2016/04/P4E-MWM-What-Matters-in-Indigenous-Education.pdf>

Toulouse, P. (2008). *Integrating Aboriginal Teachings and Values Into the Classroom*. What Works? Research Into Practice: The Literacy and Numeracy Secretariat. Available at: <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Toulouse.pdf>

Royal Canadian Mounted Police. *Native Spirituality Guide*. Available at: <http://www.rcmp-grc.gc.ca/pubs/abo-aut/spirit-spiritualite-eng.htm>

Indigenous-focused Videos

8th Fire Maps <http://www.cbc.ca/8thfire/map.html>

Changes in Aboriginal Education – Susan Dion
<https://youtu.be/w-8VK2j36Kg>

Changes in Aboriginal Education, How teachers can support Aboriginal students – Susan Dion
<https://youtu.be/lcTqyLLbIGk>

“Cultural Genocide”: Landmark Report Decries Canada's Forced Schooling of Indigenous Children
<https://www.youtube.com/watch?v=dONTV6H5UGc>

Cultures at the far edge of the world – Wade Davis TED talk <https://www.youtube.com/watch?v=bL7vK0pOvKI>

Environmental Sustainability: What we can learn from Aboriginal culture.
<https://www.youtube.com/watch?v=38V6JDMrxXU>

Full Story: Failing Canada's First Nations Children <https://www.youtube.com/watch?v=xhEh-D7IRQc>

I'm not the Indian you had in mind <http://www.nsi-canada.ca/2012/03/im-not-the-indian-you-had-in-mind/>

Indigenous Teaching for a Sustainable Future <https://www.youtube.com/watch?v=89fsH20Bh44>

Justice for Aboriginal People – It's time <https://www.youtube.com/watch?v=r5DrXZUlinU>

Pink Feather Society <https://www.youtube.com/watch?v=dSmzwD0a1zc>

Sharing Circle Did You Know?

Part 1: <https://www.youtube.com/watch?v=i8QmxU6IZHw>

Part 2: <https://www.youtube.com/watch?v=9gVCSIHq6cc#t=390.257776>

Soapbox with Wab Kinew <https://www.youtube.com/watch?v=llGo8ltW9Ho&noredirect=1>

The Inherent Right of Self-Governance: A Timeline <http://www.fngovernance.org/timeline/timelinewindow>

The Land Owns Us <https://www.globalonenessproject.org/library/films/land-owns-us>

The Oral Tradition of Storytelling https://www.youtube.com/watch?v=BNY7L_RdObA

Through These Eyes (NFB 2012) <https://www.isuma.tv/the-national-film-board-of-canada/through-these-eyes>

Indigenous Environmental Sustainability Inquiry Project Electronic Resources

Curriculum Resources

Ontario Ministry of Education (2009) *Aboriginal Perspectives: A Guide to the Teacher's Toolkit*
www.edu.gov.on.ca/eng/aboriginal/Guide-Toolkit2009.pdf

Ontario Ministry of Education. *Practical Teaching Strategies for the Elementary Classroom*
www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html

Ontario Ministry of Education. *Practical Teaching Strategies for the Secondary Classroom*
www.edu.gov.on.ca/eng/aboriginal/secStrategies.html

This resource looks at how to incorporate First Nations perspective in courses from K-10 in all subject areas including math and science <http://www.bced.gov.bc.ca/abed/shared.pdf>

This site contains many resources for all subjects and courses.
http://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/

Indigenous Worldview

Haudenosaunee Confederacy <http://www.haudenosauneeconfederacy.com/index.html>

Water: The Sacred Relationship www.sacredrelationship.ca

Anishnaabeg Bimaadiziwin: An Ojibwe Peoples Resource www.ojibweresources.weebly.com

Alaska Native Knowledge Network www.ankn.uaf.edu

Indigenous cultural teachings www.fourdirectionsteachings.com

The Virtual Museum of Metis History & Culture www.metismuseum.ca

7 Grandfather Teachings <http://ojibwe.net/projects/prayers-teachings/the-gifts-f-the-seven-grandfathers/>

Metis Nation of Ontario www.metisnation.org/home

Inuit culture <http://icor.ottawainuitchildrens.com/>

Inuit Tapiriit Kanatmai www.itk.ca

Assembly of First Nations – honoring earth www.afn.ca/en/honoring-earth

Water and Canada's Indigenous People <https://www.ec.gc.ca/eau-water/default.asp?lang=En&n=BA5125BF-1>

Aboriginal Perspectives of Sustainable Development www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-41.pdf

Aboriginal Worldviews <http://dragonflycanada.ca/resources/aboriginal-worldviews/>

Resource Extraction and Aboriginal Communities in Northern Canada Cultural Considerations
http://www.naho.ca/documents/naho/english/resourceExtraction/Cultural_EN.pdf

Aboriginal Perspectives of Sustainable Development http://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-41.pdf

Indigenous Knowledge

Treaty content www.firstpeoplesofcanada.com/index.html

This site provides ideas and information about Indigenous technological knowledge <http://www.nativetech.org/>

Indigenous innovations and contributions <http://www.youtube.com/watch?v=7FItStGM4>

We Are All Treaty People resources http://www.otc.ca/LEARNING_RESOURCES/videos/

Treaty education kit from the Union of Ontario Indians www.anishinabek.ca/

Indigenous Environmental Network www.ienearth.org/

Environment and Indigenous Knowledge <https://www.aadnc-aandc.gc.ca/eng/1100100034243/1100100034247>

Aboriginal Consultation in Federal Environment Assessment <http://www.ceaa.gc.ca/default.asp?lang=en&n=ED06FC83-1>

Considering Aboriginal Traditional Knowledge in Environmental Assessments Conducted Under the Canadian Environmental Assessment Act – Interim Principles <https://www.ceaa-acee.gc.ca/default.asp?lang=En&n=4A795E76-1>

Assembly of First Nations – Environmental Stewardship <http://www.afn.ca/en/policy-areas/environmental-stewardship>

Sustainable Development <https://www.aadnc-aandc.gc.ca/eng/1100100034658/1100100034662>

Aboriginal Perspectives on Environmental Management
http://jtt.hdsb.ca/content/Collinson/7%20science/ecosystems/7_science_ecosystems_aboriginal_perspectives.htm

Aboriginal Environmental Health www.ncceh.ca/topics/aboriginal-environmental-health

Environmental Health – First Nation Health Authority www.fnha.ca/what-we-do/environmental-health

First Nations Governance and Environmental Issues <http://www.cela.ca/collections/justice/first-nations-governance-and-environmental-issues>

First Nation Food, Nutrition, and Environment Study www.fnfnes.ca/

First Nations Environment Health Innovation Strategy www.fnehin.ca/

List of First Nations in Canada with links to their sites <http://firstnation.ca>

Blackboard/Google Docs

Elements of the course are on *Google Docs/Blackboard*, including: copies of resources, important dates, announcements,

assignments, student discussions, website resources. Follow the links on the My Trent page.

General Guidelines for Evaluation and Grading

In the School of Education and Professional Learning, the following general guidelines are applied to evaluation and grading:

Taking intellectual risks: This refers to your willingness to make your ideas and practices vulnerable to scrutiny and comment by yourself and others through in-class and online discussions, group projects, critical reflections. The assumption is that personal and professional growth is not possible without at least a modicum of vulnerability and openness.

Making connections: Here show evidence of your attempts to make connections between ideas, issues, etc., raised in the readings, small group sessions and your own beliefs and experiences.

Thinking clearly on paper: It is important to write effectively. This means being able to construct a text that is coherent, clearly focused, well supported and appropriate for your purpose and audience.

Contributing to the community: Personal and professional growth require an environment that is stimulating, challenging and supportive at the same time. It is the responsibility of each participant to contribute in creating and nurturing an environment of respect, collaboration and risk-taking.

Final grades in courses

A 70% (Rubric level 3 -) final assessment grade is needed to pass all B.Ed. courses in the School of Education and Professional Learning. Candidates will have opportunity to resubmit failing assignments within a reasonable time, negotiated with the course instructor.

Resubmit Policy

Teacher Candidates may resubmit a failing assignment (grade below 70%) in accordance with the School of Education's Re-submission Policy. If the resubmitted assignment is of passing quality, it will be awarded a pass and as such will be given a grade of 70%.

Attendance Policy

The B.Ed. program prepares teacher candidates for entry into the teaching profession. Therefore, teacher candidates are expected to demonstrate professional behaviour. Courtesy in communicating with people at the University and during practicum placements is characteristic of this professional behaviour. Equally important is being on time and present for each class. Teacher candidates need to address life circumstances while maintaining a responsible approach to their academic responsibilities and are expected to organize their schedules so that they can attend all classes. Our classes incorporate collaborative and active learning strategies that require attendance. See Student Handbook for further details.

Late Submission of Assignments

Candidates are expected to submit assignments in a timely fashion. Candidates may individually request an extension for an assignment if this is done at least one week prior to the due date and in writing. Email is considered writing. It is the instructor's right to refuse extensions. If an extension is granted, the instructor must confirm the due date in writing. Unexcused lateness of an assignment will be assessed at 5% penalty per day, including weekends.

Academic Integrity

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a 0 grade on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more:

www.trentu.ca/academicintegrity.

Equity

The School of Education upholds Trent University's policy on rights and responsibilities of all members of the University states as follows: "Every member of Trent University – faculty, staff or student – has a right to freedom from discrimination in the University by another faculty, staff or student member because of race, ancestry, place of origin, color, ethnic origin, citizenship, creed, sex,

sexual orientation, age, record of offences, marital status, family status or disability.” Complete text can be found under the Equity section of the Academic Calendar.

Access to Instruction

It is Trent University’s intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Student Accessibility Services Office (SAS), (BH Suite 132, 748 1282 accessibilityservices@trentu.ca). For Trent University in Oshawa Student Accessibility Office contact 905-435-5102 ext.5024. Complete text can be found under Access to Instruction in the Academic Calendar.

The use of assessment rubrics and numeric equivalencies

Assessment rubrics may be used by course instructors and will carry the corresponding numeric equivalencies outlined below.

Achievement Level	1 -	1	1+	2 -	2	2+	3 -	3	3+	4 -	4	4+
Numeric Equivalency	50-52	53-56	57-59	60-62	63-66	67-69	70-72	73-76	77-79	80-84	85-89	90-100

Overview of Assignments

Assignments/Tasks	Weighting	Due Date
Assignment 1 Background report	35%	Second session week beginning 26 September
Assignment 2 Presentation	25%	See timetable
Assignment 3 Resource pack	35%	Second session week beginning 17 October
Professional contributions	5%	End of course

Explanation of Assignments

Working in a group of three you will select a topic that combines both environmental and Indigenous perspectives to investigate, present on and prepare a teaching resource pack for.

The work will be assessed in three assignments:

1. An initial background report on the topic (3000 words);
2. A presentation to your peers (20 minute presentation and 5 minutes for questions and discussion);
3. A resource pack to support a teacher working with a Junior or Intermediate class to explore the issue (3000 words equivalent). Identify links to the Ontario curriculum and record relevant specific expectations (which may come from a variety of subject curricula).

Each inquiry topic will require specific foci, but the questions used to underpin your research are likely to include some combination drawn from the following list:

Environmental perspectives:

What is the nature of the issue from an environmental/scientific perspective?

What efforts have been made to educate people about the issue and by whom?

What are the challenges in educating people about this issue?

What potential, if any, is there for this case study to be adapted for use in school?

Indigenous perspectives

What is the role of Indigenous people with respect to this case study? For instance are they portrayed as: victims, potential victims, protagonists, activists, part of a problem, part of a solution, leaders or, as is likely, some combination of these.

With respect to this case study topic, are there aspects of environmental/sustainability education that could be approached from an Indigenous perspective?

How does Traditional Ecological Knowledge play a part in this case study topic?

Are there any opportunities for economic development/wealth generation in Indigenous communities related to your case study topic?

Other issues

What official policies, laws or regulations (including land rights and treaties) relate to the case study?

Does the case study have regional, national or international political implications?

What facts and statistics can you find that relate to the case study?

Assignment 1

An initial background report on the issues (3000 words)

Independently, you should produce an individual report on the case study that you and your partners have been researching. You should address any of the perspectives listed above that are relevant to your allocated case study.

The issue should be described clearly and from a number of perspectives, as appropriate. For instance, all cases will require a scientific description, most/all will raise social justice issues, some may relate to land rights, treaties or traditional practices. The nature of any conflict, legal or direct action in response to the issue should be described. The conflicting views and resulting actions of each party involved in the issue should be considered. You should critically consider the nature of any media coverage given to the issue and any legal or governmental responses to the issue. Important and pertinent questions to which you have so far been either unable to find answers, answer fully, or that may generate further questions to guide your inquiry, should be identified. In your account you must make reference to a number of the key readings with which you have been provided.

The report should be in the format of an illustrated essay. You should include any illustrations that help to describe the issue, e.g. maps, graphs, charts, news headlines, photographs.

Assignment 2

A presentation to your peers (20 minute presentation and 5 minutes for questions and discussion)

Working with your team mate, you should prepare an engaging presentation on your assigned issue for your peers. You may use any form of technology that is available for the presentation.

The audience should gain a clear understanding of the nature of the issue and the perspectives of the parties involved. You should look for ways to actively engage the audience in your presentation in some way. You should be ready to answer questions about the issue and/or stimulate a short discussion.

Assignment 3

A resource pack to support a teacher working with a Junior or Intermediate class to explore the issue (3000 words equivalent). Identify opportunities for links to the Ontario curriculum and record relevant specific expectations (which may come from a variety of subject curricula).

You should:

- Show how and why the issue you have been researching can be linked to subjects in the Ontario curriculum;
- Present and explain the issue and its curriculum links in such a way that a teacher would be able to follow and make use of it with their class;
- Devise lesson plans and provide accompanying resources appropriate to the topic; assume that you will have a total of 300 minutes teaching time;
- Present the materials in clear, attractive and well-organized way.

Rubrics for the assignments

Background report

Criteria	Level 4	Level 3	Level 2	Level 1
Description of the issue(s), including, where appropriate scientific, social justice, land rights, traditional practices. Emergent questions.	A thorough, detailed and accurate account that clearly explains the nature of the issue. A range of pertinent questions are identified.	A basically complete and accurate account of the issue, perhaps lacking in some detail. Some pertinent questions have been identified.	A basically complete account of the main points of the issue. Some inaccuracies or lack of detail. A limited range/relevance of questions identified.	The account includes significant inaccuracies and/or lack of detail. Little attempt to identify relevant questions.
Perspectives and actions of all the parties involved	A comprehensive and empathetic review of all the parties affected by the issue and their different perspectives. A comprehensive overview of the case study is synthesized.	A comprehensive review of all the parties involved, but may not fully understand their perspectives	Most parties involved are represented and some effort has been made to portray their differing perspectives	Significant omissions e considering the parties involved or their perspectives
The nature of media coverage	A thorough and critical account of how the media have portrayed the issue. Good use of examples	An effective overview of how the issue has been presented in the media. May lack critical analysis or appropriate examples	Some consideration of how the media has portrayed the issue. Lacking in examples and critical analysis	Minimal reference to media coverage of the issue
Third party involvement, possibly including legal and governmental action	A detailed account of how third parties have become involved in the issue, including local, provincial and federal governmental involvement	A clear summary of how third parties have become involved in the issue, including local, provincial and federal governmental involvement	Some relevant reference to the involvement of third parties, but minimal detail	Little, if any reference to the involvement of third parties. Lacking detail.
Sources	All of your sources should be properly recorded using APA format. Where there is a doubt about the reliability of a source, this should be made clear.	Sources should be properly recorded using APA format.	Most sources are properly recorded.	Recording of sources is seriously deficient.

Presentation

Criteria	Level 4	Level 3	Level 2	Level 1
Clarity and organization	The nature of the issue is clearly set out; the nature of any conflicts and the perspectives of the parties involved are well presented. The questions that guided your inquiry should be clearly presented. Questions for further investigation may be identified. The presentation makes good use of the time available and does not over-run.	The nature of the issue is clearly set out. The conflicts and the perspectives of parties involved are addressed but lack clarity. The questions that guided your inquiry should be presented. The presentation makes good use of the time available and does not seriously under or over-run.	The basic nature of the issue is presented, but details of the conflicts and parties involved are lacking. Some reference is made to questions that guided your inquiry. The timing of the presentation may over or under-run.	The issue is not clearly set out
Engagement	The presentation is engaging, has pace and is lively. The audience may be actively engaged in some way	The presentation is generally engaging, with reasonable pace. Some attempt may be made to actively engage the audience	The presentation is not very engaging, but some attempt is made to maintain pace	The presentation lacks pace and attempts to maintain audience engagement
Resources	Visual and other resources are used effectively, imaginatively and are well chosen	Visual and other resources are effective, but may lack imagination or be less well chosen	Visual and other resources are used, but may not be very effective or appropriate	Little attempt to incorporate visual or other resources
Learning	You reflect carefully on the inquiry process and the knowledge that you have developed and how it has impacted you personally.	You comment on the inquiry process and the knowledge that you have developed.	Some reference is made to the inquiry process and what has been learned.	No reference is made to the inquiry process or what has been learned.

Criteria	Level 4	Level 3	Level 2	Level 1
Links to the Ontario curriculum	Links to the Ontario curriculum and the rationale for those links is made clear. Links to expectations in all relevant subjects are made.	Links to the Ontario curriculum are made clear. Links to expectations in some relevant subjects are made.	Links to the Ontario curriculum are made. Links to expectations in relevant subjects are lacking or inappropriate.	Links to the Ontario curriculum are not made or are inappropriate
Guidance and support for a teacher	A third-party teacher would find this a user-friendly and complete resource	A third-party teacher would find this a useful resource	A third-party teacher may find this a useful starting point, but would need to do significant additional research	A third-party teacher would struggle to make sense of the resource
Choice, design and presentation of resources	The resource is presented to a very high, professional standard – good enough to be published!	The resource is sufficiently well presented to be used as is by a third party.	The resource has some good elements that could be used in a classroom.	The resource is of a standard that is not really suitable for use in a classroom.
Advocacy	Clear guidance is provided on how students might take action in response to their learning.	Some guidance is provided on how students might take action in response to their learning.	Little guidance is provided on how students might take action in response to their learning.	No guidance is provided on how students might take action in response to their learning.

Course Schedule

The details in this schedule are provisional. Changes may be made in response to opportunities that arise, the interests of class members and requests from the class.

Date	Focus
Week 1 29 Aug – 2 Sept	Introductory session: inquiry-based learning. Selection of research topics. Keynote Theme 1: Situating the self in the environment
Week 2 5 – 9 Sept	<i>No sessions – school placement</i>
Week 3 12 – 16 Sept	Keynote theme 2: Connections with the environment. This session will be held at the Environment Centre Keynote theme 3: Interactions between peoples and the environment. This session will be held at the Environment Centre
Week 4 19-23 Sept	Keynote themes: plenary session Inquiry-based learning: team planning session.

Week 5 26-30 Sept	Inquiry-based work, supported by instructors and interspersed with various activities.
Week 6 3-7 Oct	Inquiry-based work, supported by instructors and interspersed with various activities.
Week 7 10-14 Oct	<i>Monday 14 Oct HOLIDAY</i> Inquiry presentations
Week 8 17-21 Oct	Inquiry presentations
Week 9 24-28 Oct	Guest presentation: TRACKS Tuesday 4-6pm in OC203, Thursday 4-6pm in OC134) Film and discussion: This Changes Everything Please note the film will be shown in OC203