

JESSALYN'S EDUCATIONAL PORTFOLIO

Framed by culturally responsive
pedagogy



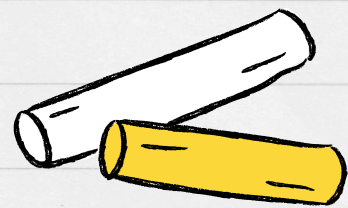
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Introduction

Who is Jessalyn?

Hi there! Welcome to my educational portfolio. My name is Jessalyn Shwaga. I am a third/fourth year student at the University of Regina currently enrolled in the Faculty of Education. I am focusing my studies on years pre k to 5., although I love and am willing to teach all grades. I am in my fourth year of university because I took a year to complete the French as a Second Language Certificate program which I finished in the spring of 2020. À cause du certificat et beaucoup de travail, je suis bilingue!



I grew up in a small farming community called Vanguard which is located about 45 minutes South East of Swift Current. I went to Vanguard School where my dad was a principal and my mom was a grade 5/6 teacher. In grade 11 and 12, I was able to attend Athol Murray College of Notre Dame to play hockey.

During my summers and I am interpreter at Buffalo Pound Provincial Park and I have been lucky enough to do so for the length of my degree. As an interpreter I am charge of sharing knowledge of the park to the general public as well as to school groups. It is a perfect job as it combines my love for the outdoors with my passion for education.



Philosophy of Education



I believe that as an educator it is my responsibility to give the best possible educational experience to my students. I believe that education should be equitable, culturally responsive, fun, and easily accessible to everyone. My teaching philosophy is structured through the lens of a culturally responsive pedagogy as opposed to simply "including it", as I have learned that "to include is not necessarily to be inclusive." (Graham, L., & Slee, R, 2008, p. 278), by framing my practice in cultural responsiveness, I hope to overcome this myth.

I want everyone to be given the tools needed to succeed in life no matter what their goals or future plans are. I also believe that school should be a safe zone for all students, regardless of what is going on in their life, they should feel safe at school. I also believe that school is the place where we change the world, we should educate our children to the greatest extent possible in our short time with them because they are the future of the world. If we educate well, these students could be and will be the ones who improve the world. In my pre-internship, my cooperating teacher said something that has stayed with me all this time and I always think back on it now: "people always say 'kids these days!' as if it is a bad thing, but I say 'no, kids these days. You have no idea how safe our future is because of kids these days.'"

Philosophy of Assessment

A large portion of my philosophy of assessment stems from what I have observed in the field, specifically, in my three-week pre-internship block.

Formative Assessment

I believe that formative assessment is something that is happening constantly, whether it be intentional or done so unintentionally. Therefore, we must be mindful of our inherent biases that might affect these assessments. For me, this means that as an educator I must ensure that our formative assessments are taking into consideration and respond to the needs of the child, after all, teachers play a large role in the processes that structure educational opportunities for minority students. (Youdell, D. 2003, p. 5)

Summative Assessment

My philosophy of assessment from the summative point of view is that assessment must be balanced, meaning diverse, creative, and variable to all students and their unique learning styles. This again relates back to my philosophy of education through a foundation of equity not equality and a culturally responsive framework as opposed to culturally responsive integration. Equal in terms of summative assessment would be always giving out the same methods of assessment and not factoring in differentiating learning styles. Equity is taking into consideration those different backgrounds, worldviews, statuses, etc. and creating diverse methods of summative assessment that cater to the individual needs of my students.

TEACHING MANIFESTO

When I teach like myself...

I build my foundation

I respect myself and others

I treat others with kindness

I love everyone. No matter what.

I match my beliefs to my teaching

I believe in...

Creating safe spaces for all

Opportunities for every student and

Being equitable, fair, and just

I strive to...

Provide tools for the real world

Change the world one day at a time

Make connections and

Create meaningful relationships

I grow by...

Taking constructive criticism

Working to better myself and my practice

Taking risks

Desiring to learn

I understand that I will make mistakes.

*I know that I will succeed and I will fail,
but, when I teach like myself I am authentic.*

Accomplishments

- Completed French as a Second Language Certificate Program with a graduating GPA of 81.9% - 2020
- Dean's Honour List Standing for the following semesters:
 - Winter 2019
 - Fall 2020
 - Winter 2021
- Current undergraduate program grade point average of 83.66%
- Centennial Merit Scholarship - 2017
- Promoted to Head Park Interpreter at the Government of Saskatchewan - 2021
- Scheduled to complete B.E.d in winter of 2021 (completed in 3.5 years)
- Campaign Manager and pace car driver for Greg's Walk for Huntington Disease which raised over \$20,000 for the Huntington Society of Canada and HD related research



Reflections

Below are some reflections that I completed after my pre-internship 3-week block. Disclaimer: in these reflections, I challenged myself to reflect upon the experience in four realms: the learner, the teacher, the subject matter, and the milieu.

The Learner

Omitting the name of my school for my 3-week block I can disclose the cultural and socio-demographic of the surrounding community. Within my school, there is about a 25% Indigenous population, a 35% EAL students (new immigrants/refugees) and the remaining being Caucasian families. The socio-demographics of the community within which the school is located is low income or working class. There is a lot of low-income housing and single-parent families. At first, I was worried about this as I grew up in an area that was mostly middle class and then I moved to a school where the parents of my friends were even higher than that in the upper class so I knew I had little to no experience with people in the situations that my students are in, but, beginning my very first day I knew that everything was going to be all right. My cooperating teacher described her students as “her heroes” because despite everything they go through on a daily basis they still show up to school and choose to be their best selves which I later discovered to be absolutely true. Kids these days (at least in my classroom) are truly remarkable and I have so much hope for the next generation after being in that classroom with those beautiful people.

In terms of their previous knowledge and how it relates to the curriculum, I was very blessed to have a diverse classroom of students who were very open to learning. One student in particular, who was Indigenous, really helped me integrate some treaty knowledge into my lessons. I introduced Cree words and he was able to help me pronounce them and he also always had amazing things to add when I taught other Indigenous concepts like the medicine wheel and interconnectedness. At first, I felt embarrassed to teach these concepts in front of what I deemed an expert (even though he is in grade 4) and I was worried I would get something wrong and make him or the other Indigenous students upset but that was not the case at all. Every time I integrated Indigenous knowledge I could see their eyes light up in pure happiness. I found myself amazed by some of the things they knew and were able to retain. Sometimes I would ask a question thinking that no one would have the answer to it, yet, someone always seemed to know something which was quite amazing. The most important thing I learned about learners is that every single one is DIFFERENT. We discuss this a lot in our courses but I never knew the extent of it. Some students are great in math but weaker in literacy, some are great in literacy but weaker in math. Some students absorb information overnight and come back better the next day, while others lose things overnight and need a total review. Some students who typically struggle grasp a random difficult concept with ease, meanwhile your “top” students will struggle to grasp something you would typically deem as easy. It is truly a mystery and all you can do is adapt on the fly.

In this practicum, I also learned a lot about myself as a learner. I often had to re-teach myself things that I had learned when I was their age but had long forgotten (my producers and consumers lesson in science for example). So not only was I planning lessons for them but I was also learning from the lessons I was creating. At first, this discouraged me because I felt like I wasn't cut out for this if I didn't even know the content myself but as time went on it was actually really fun to learn and teach at the same time.

The Teacher

I like to think that as a pre-intern teacher I had a decent amount of strengths. I worked really hard to ensure I was always prepared and that I learned about my student's backgrounds so that I could approach each of them uniquely in a way that would be most effective for them. Some weaknesses I believe I have are related to time management. My lesson plans routinely went over in time and we would get through half of what I had planned for the day. This had nothing to do with the students as they behaved perfectly and everything to do with my over-planning. I think in university we get carried away making these extremely long lesson plans because we get poor marks if the lesson doesn't look long enough or doesn't contain what the professor deems as "enough" but in reality, you have time to get through 1 or 2 things per lesson, not 3-5 like we are expected to do in lesson plans for a university class. I also learned that less is 100% more. I taught way better when my lesson plans were a general outline instead of a direct script of what to say. It's best to just use your teacher instincts and go with the flow of the conversation instead of trying to follow this rigid lesson plan.

One thing that surprised me was the level of attachment I developed for my students. I did not, in any way, shape or form, think that I would become so attached to these tiny humans in three weeks. In the grand scheme of things 3 weeks is barely any time at all, yet, it felt like I had known these students for years. On the last day, I cried so hard I didn't think I would ever stop.

Another important thing I learned is the importance of having a community. Without my pre-intern partner I would have felt so alone but having him right there beside me in the same boat helped so much even if he was just there to talk to things about. My cooperating teacher also mentioned that with COVID-19 things have been especially hard for her because she hasn't had much contact with other staff members, so I can only imagine what she has had to go through in the last year not having someone as we did. My pre-intern partner and I discussed how teaching should be a partner thing. There is more than enough work in one classroom for two teachers, so we thought it would be so cool if one day in the future teaching was something that was done in pairs but you still had the option to do it alone if you should choose. I truly believe a 2 teacher classroom would be so beneficial for both the students and the teachers. Maybe there would be less teacher burnout as well (and more jobs too!).

Most importantly, I learned that it is plausible for me to do this. Before pre-internship, I was beginning to doubt all of that. I felt like a fraud and that as soon as I was in the classroom I was going to screw up their futures by not teaching them good enough, but, pre-internship has shown me that I care way too much to allow that to happen. I will run myself to the ground ensuring that those students get the best possible education from me and it would be totally worth it. I actually reached out to my own grade 4 teachers for advice before I started pre-internship and she said something that really helped me prepare for this experience. What she said was: "they learn in spite of us". Hearing this really helped me feel some relief because she went on to explain that at this age their brains are growing and developing and that they are going to learn anyway even if you don't do the "best" job. Obviously, she was not saying in any way to not try your best, but she meant it in a way that was like as long as you're trying your best they WILL learn, which was so relieving

The Subject Matter

Science was actually the main subject I took over for these 3 weeks so I learned a lot about the grade 4 Science curriculum. The main takeaway I learned is that the science curriculum has a lot of opportunity for making cross-curricular connections, there are many many ways to bring in other subjects while teaching science. For example, I did a food chain game outside which was a Phys Ed connection, we also talked a lot about Indigenous concepts in science which helped with Treaty Ed and outdoor Ed outcomes, literacy was fairly easy to integrate because we did research projects on animals which involved writing, we also brought in Arts Ed. by drawing food chains.

Another important thing I learned in terms of subject matter is that it takes a lot longer to get through than you think it does. You have to spend a lot more than one lesson on some concepts and an outcome takes a lot more than one class period to achieve. Basically, I learned that I have to slow down my lessons and that you have to give their brains time to absorb the information.

Finally, in terms of culturally responsive pedagogy, I learned that there is virtually no excuse not to be culturally responsive, and as someone with very little teaching experience, I can confidently say that because even with that limited experience I was able to include culturally diverse lessons and respond to a variety of needs. I tried my best to understand the role of culture in my classroom by learning about my students' cultures and communities and then using them as a foundation for learning by designing and delivering my lessons based on my findings (Cheesman, E., & De Pry, R., 2010). Many people believe that it is difficult to be culturally responsive in subjects like math or science because the curriculum is "strict" and "specific", and although these notions may have some truth to them the excuse that people cannot structure these with social justice and culturally responsive frameworks is simply that: an excuse.

The Milieu

The atmosphere of the classroom was like something I have never experienced before, it was like it was just us in the classroom against the rest of the world. We were a true family. Because of COVID-19 the classroom is very contained in the sense that we were always together. Our recess time was limited to only our classroom so no students were running off the hangout with their older or younger friends from different grades. There was no bullying for rude behaviour from one student to the next because there was no escape so creating drama would only cause problems. Like I mentioned before, this class was full of the most genuinely nice human beings I have ever met in my life and they have restored my faith in the next generation.

In terms of dealing with social justice ideals, my classroom and the students were pros at it. Social justice is something that the students were completely on board with even though they were only grade 4s. We had very difficult but necessary conversations, for example, we had a long discussion with an elder about racism and the current events surrounding Dr Suess and the anti-Asian hate that is happening all around the world. We also talked about slavery, residential schools, and environmental justice among other things. I was shocked at how amazingly capable the children were in absorbing these topics. All of the students were very passionate about these topics and passionate about fighting against injustice. The school and the classroom were so inclusive and it was very refreshing to see.

Professional Development Experiences

ECS 100 - Winter 2018

In my very first year of university I was placed at W.S. Hawrylak School once per week (every Monday). The classrooms I observed were a kindergarten and kindergarten/grade 1 split with teachers who co-taught in both of these classrooms. I completed this placement with another student.

ELNG 200 - Fall 2018

In my second year of university, I was placed at Awasis Daycare on the U of R Campus. I was placed in the pre-kindergarten classroom so the children were anywhere from 4-5 years old. This placement was focused on the language acquisition of young children. This placement was a total of 10 hours.

ECE 325 - Winter 2019

Also in my second year, I completed a semester-long placement at The Regina Early Learning Centre in the Cathedral area. In this placement, I focused on creating running records of a specific child. The age groups I observed were 3 and 4 year olds.

FRLS 318 - Stage (Internship) Winter 2020

In the winter semester of my French certificate, I completed a mini week-long internship in a Francophone school: Du Parc École Francophone. In this internship I observed and interacted with students from grade 1 to grade 6.

Pre-Internship - Winter 2021

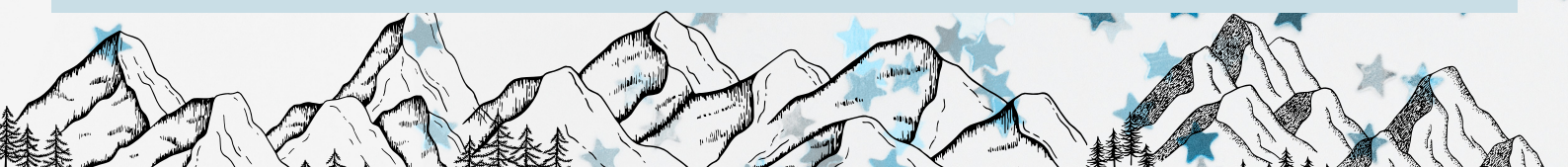
In the winter semester of 2021, I completed my pre-internship field experience. This pre-internship experience was 3 full weeks of working in the classroom. The school I was placed at was Judge Bryant School in the Glencairn area of Regina. I was paired with the most amazing cooperating teacher who taught me so much about the profession that I did not know. The main subjects I took over were Science, Math, ELA, and Health,

Internship - Coming Soon!

In the fall I will be completing my four-month internship at Pense School in Pense Saskatchewan in a grade 7/8 classroom. I am very excited to see what this has in store for me!

Interpretation - 2019 to Present

In the summers when I am not in school I work as an interpreter at Buffalo Pound Provincial Park. As an interpreter, I am tasked with running public and school education programs throughout the spring and summer months. Many of these programs meet curriculum outcomes, so much in fact, that it feels like I have my own outdoor education classroom. We lead programs with themes like nature conservation, water programs, park history, Canadian history, and survival skills.



Professional Interests & Areas of Expertise

Outdoor Education

Despite being elementary focused and not having declared a major or minor, I have found myself with a keen interest in outdoor education. My favourite activities are canoeing/kayaking, hiking, mountain biking, and survival programs. I have been lucky enough to practice these skills during my summer employment. I love outdoor ed. because it allows for me to connect with the land and expand my knowledge in Indigenous ways of knowing. The spirit of Truth and Reconciliation is at the forefront of my culturally responsive pedagogy.



Leading a school group in some navigation using old school GPS and a compass

French

After completing French 10, 20, and 30 in highschool I felt drawn to the idea of learning a new language. Being bilingual suddenly became a professional goal of mine. I heard about this program from the director of it by taking her French 101 course. I decided to take a year away from education to complete this degree so I would be able to do my remaining internships in French classrooms.

After completing the French certificate program I knew that French is a subject that I one day want to teach.



My French certificate peers and I at the Festival du Voyageur in Winnipeg (French Festival)

SAMPLE RESUME

Jessalyn Shwaga

116-3730 Eastgate Drive, Regina, SK S4Z 0A1

Email: jcshwaga@gmail.com

Cell: 1(306)750-7116

Seeking position as _____ (insert job position title) and requiring strengths in: _____, _____, _____, and _____ (highlight strengths using keywords from the job posting)

Education

Bachelor of Education - Pre K - Grade 5 (Elementary) 2017 - Present
University of Regina, Regina, SK (GPA: 83.66%)

Certificat en français langue seconde 2019-2020
La Cite Universitaire Francophone, Regina, SK (GPA: 81.9%) (Completed April 2020)

Grade 12 Diploma 2017
Athol Murray College of Notre Dame, Wilcox, SK (Honours list, all 4 semesters)

Scholarships & Awards

- Dean's Honours List, Faculty of Education Fall 2019, Fall 2020, Winter 2021
- Centennial Merit Scholarship - Post-Secondary Education 2017
- Awarded highest average in French 30 - High School 2017

Professional Development

- First Aid / CPR "C" Certification, Red Cross, Moose Jaw 2021
- UR Guarantee Program, University of Regina, Regina 2017-2021
- Outdoor Education/Interpretation, Government of Saskatchewan 2019-2021
- Culturally Responsive Literacy course, University of Regina 2021
- Working with Difference and Diversity Course, University of Regina 2021

Skills and Abilities

Teaching & Facilitating

- Teach all subject areas (kindergarten to grade 8) including science, math, literacy, social studies, health, arts education, and physical education.
- Creatively adapt lesson plans to engage learners with different needs.
- Demonstrated ability to effectively manage classrooms by providing clear instruction, modelling ideal behaviour, utilizing non-verbal and verbal cues, and building relationships.

SAMPLE RESUME

- Based short and long term planning through a culturally responsive lens. For example, Indigenous ways of knowing, history, culture, and tradition were all considered when planning lessons in pre-internship.
- Select and develop appropriate formative and summative assessment and evaluation tools for varying learner needs. For example, created alternative assessments for students with individual intervention plans in pre-internship.
- Engage and lead children and youth in extra-curricular activities (e.g., coach volleyball, cross-country, track & field, outdoor education, etc.)
- Ability to build and foster relationships with students, parents and the community.

Communication, Leadership & Transferable Skills

- Communicate respectfully with students, parents and staff of all diverse abilities and backgrounds.
- Self-Motivated, prepared, flexible
- Languages: English, French (fluent reading and writing, intermediate oral communication and comprehension)
- Computer: Microsoft office (Word, Excel, PowerPoint, OneNote), Google (Docs, Drive, Classroom), Other (Canva, Zoom, WordPress)
- Committed to lifelong learning, professional development and personal growth.
- Dedicated to culturally responsive, anti-oppressive, and social justice education.

Teaching Experience

Internship

September 2021 - December 2021

Location, TBD

Supervising Teacher: TBD

Assignment: TBD

- Add
- Add
- Add

Pre-Internship

March 2021- 3 weeks

Judge Bryant School, Regina, SK

Supervising Teacher: Ms. Colleen Lynch

Assignment: Taught grade 4 in a culturally-diverse low income classroom

- Prepared and taught several units in science, literacy and numeracy.
- Prepared and taught several lessons in science, literacy, numeracy and health.
- Performed homeroom duties (21 students), and supervised lunch room and school grounds.

SAMPLE RESUME

- Participated in parent/teacher interviews with cooperating teacher over the phone or video call.
- Commended by cooperating teacher for engaging, well-prepared lessons, as well as building meaningful relationships with all of the students.

Relevant Experience (selected)

Interpreter

2019 - Present

Buffalo Pound Provincial Park, Ministry of Parks Culture and Sport
Government of Saskatchewan

- Planned and delivered education programming to school groups as well as the public.
- Communicated with businesses and associations to have them come to the park and provide programming. For example: Terrence Littletent (Indigenous hoop dancer), Spikeball Regina, Ministry of Environment (conservation officers), Western Development Museum of Moose Jaw, and Prairie Spirit Connections.
- Commended by supervisor for work ethic and was promoted to head park interpreter for the 2021 park season.
- Planned and delivered creative programming that was safe amongst a pandemic.

Swimming Instructor/Lifeguard

2014 - 2018

Van Pam Pool, Gravelbourg & District Aquaplex, Assiniboia Aquatic Centre, Shamrock Park Regional Park, Buffalo Pound Provincial Park

- Planned and delivered swimming lessons for a variety of needs and abilities.
- Successfully taught lessons to children from 3 months to 18 years of age as well as adults (accompanying the young children)

Field Experiences

2017 - Present

Practicum experiences for courses such as ECS 100, ELNG 200, ECE 325, FRLS 318 in various schools and Early Childhood Education Centres.

Other Experience

Server (part-time during school terms) Rock Creek Tap & Grill, Regina, SK

2019 - Present

Labourer (part-time) Heavenly Scent Greenhouse, Vanguard, SK

2014

Interests & Activities

Volunteer

- Jean Vanier Swim, Regina SK 2017
- Greg's Walk for Huntington's Disease 2017

SAMPLE RESUME

- Various community volunteer work in my hometown

Ongoing

Interests

- Outdoor education (canoeing, kayaking, survival, geocaching, etc.)
- Extra curricular sports such as volleyball, cross country, track & field, badminton, and hockey.
- Extra curricular clubs such as yearbook and student representative council.
- Music: guitar and recorder/flute
- Languages
- Beekeeping

Activities

- University of Regina Rowing Club, Regina, SK 2018 - 2019
- Recreational Hockey, Regina, SK 2017 - 2020
- Recreational Volleyball, University of Regina, Regina, SK 2017 - 2018
- Membership and regular client at Evolution Fitness, Regina, SK 2018 - present

References

TBD: Cooperating Teacher for Internship

Email: XXXXXX@gmail.com

Phone: XXX - XXXX

Ms. Colleen Lynch

Grade 4 Teacher, Judge Bryant School

Cooperating Teacher Pre-Internship

Email: colleen.lynch@rbe.sk.ca

Phone: 1(306) 581-3255

Alison Nagy

Historic Park Specialist (former Park Program Coordinator)

Government of Saskatchewan

Email: alison.nagy@gov.sk.ca

Phone: 1(306)741-5106

IMPORTANT: This is a sample resume containing sensitive and privileged information. Do not copy or distribute. Note: Blank fields will be completed upon actual job application when more information is provided.

Assessments



In this section, I will provide a few examples of assessments I did with my classroom in pre-internship. Please note that due to student confidentiality, I was not allowed to keep any student exemplars, as well as the teacher needed to keep them for her records, however, I will explain the results I saw to demonstrate my assessment and to provide context.

Sample Assessment #1 - Summative

This was an assessment I did for my grade 4 students during my pre-internship. Their task was to pick an idiom that they liked and then draw the literal meaning and then use it figuratively in a sentence. After they had completed their poster, I had them do **peer evaluations** on each other's posters in the form of a **gallery walk**. They were assessed on both their posters and how they completed their peer evaluations. In order to ensure culturally responsive pedagogy, I showed the students everything they were being assessed on in advance and I asked them if there was anything else that they wanted to add to the assessment. I ensured that there were no surprises and they knew what was being assessed of them. Below is the rubric I used to assess their understanding of the task as well as the peer evaluation forms that they were given.

Post Peer Evaluation Assessment Rubric

	Established - 4	Meeting - 3	Progressing - 2	Beginning - 1
Completion of Peer Evaluation 4 points	- Student completed all peer evaluations for all of their assigned posters neatly and with care.	- Student completed all peer evaluations for their assigned posters.	- Student completed some but not all peer evaluations for their assigned posters and required some teacher support to stay on task.	- Student did not complete their peer evaluation forms and was asked multiple times by teacher to stay on task.
Respect 4 points	- Student was respectful on their peer evaluations and left kind and constructive comments. Went out of their way to compliment other classmates on their work in the comments section or in person.	- Student was respectful when filling out their peer evaluations. The feedback was appropriate and accurate to the poster.	- Student was somewhat respectful when filling out their peer evaluations but the feedback was not quite appropriate or accurate to the poster (missing or unnecessary element)	- Student was not respectful when filling out their peer evaluation forms. The feedback was not appropriate nor accurate to the poster. Feedback unhelpful to the artist.
Listening and Comprehension 4 points	- Student listened to the teacher's directions, completed the task, and helped others understand the task when they needed help.	- Student listened to the teacher's directions and completed the task.	- Student somewhat listened to the teacher's directions but needed some directions repeated in order to complete the task.	- Student did not listen to the teacher's directions and needed all of the directions repeated in order to complete the task.

Peer Evaluation Form (For Student Use)

1. Title of idiom art piece I am evaluating: _____

Artist's name: _____

Checklist: Put a check mark in the box if the artist completed the tasks. If you are unsure, use the comments section to explain.

Artist drew a picture that shows the literal meaning of the idiom.

Artist used the idiom figuratively in a sentence and it makes sense.

Comments (optional): Remember to be respectful and kind.

2. Title of idiom art piece I am evaluating: _____

Artist's name: _____

Checklist: Put a check mark in the box if the artist completed the tasks. If you are unsure, use the comments section to explain.

Artist drew a picture that shows the literal meaning of the idiom.

Artist used the idiom figuratively in a sentence and it makes sense.

Comments (optional): Remember to be respectful and kind.

3. Title of idiom art piece I am evaluating: _____

Artist's name: _____

Checklist: Put a check mark in the box if the artist completed the tasks. If you are unsure, use the comments section to explain.

Artist drew a picture that shows the literal meaning of the idiom.

Artist used the idiom figuratively in a sentence and it makes sense.

Comments (optional): Remember to be respectful and kind.

4. Title of idiom art piece I am evaluating: _____

Artist's name: _____

Checklist: Put a check mark in the box if the artist completed the tasks. If you are unsure, use the comments section to explain.

Artist drew a picture that shows the literal meaning of the idiom.

Artist used the idiom figuratively in a sentence and it makes sense.

Comments (optional): Remember to be respectful and kind.

5. Title of idiom art piece I am evaluating: _____

Artist's name: _____

Checklist: Put a check mark in the box if the artist completed the tasks. If you are unsure, use the comments section to explain.

Artist drew a picture that shows the literal meaning of the idiom.

Artist used the idiom figuratively in a sentence and it makes sense.

Comments (optional): Remember to be respectful and kind.



Sample Assessment #2 - Summative

The next sample is a science test that I finished off my grade 4 two week science unit within my pre-internship. I was hesitant to give my students a test, especially as a pre-intern because I have heard nothing but negative things about testing in my years as a pre-service teacher, however, my cooperating teacher requested that I do one but she challenged me to make a test following a Universal Design for Learning foundation. UDL is inspired by architectural designs in which right from the beginning are meant to be accessed by all people, as opposed to adding modifications later on. In education, this means ensuring that right from your lesson planning you are catering to all of your students regardless of any exceptionalities (Hutchingson & Specht, 2020, p. 5). I took this a step further and applied UDL to culturally responsive education. I ensured that this test had a variety of options: matching, true/false, long and short answer, multiple-choice, diagram, labelling, as well as personal opinion answers. For my students with IIP's, I highlighted certain questions for them to do, and for one of my students who struggled with writing, I had an EA transcribe the test for them. All students performed well on this test and one of our students who doesn't particularly enjoy school made a point of coming up to me after and saying "Ms S that test was funnest test I have ever written!"

Name:

Date:

Habitats and Communities Test

Matching

Match the words to their correct definitions:

/4 (one mark each)

- | | |
|---------------|---|
| 1. Producer | a) A living thing that breaks down dead things for energy |
| 2. Consumer | b) The order of how things eat each other (how energy is transferred from the sunlight) |
| 3. Decomposer | c) A living thing that makes its own energy through photosynthesis. |
| 4. Food Chain | d) A living thing that cannot make its own energy and eats other living things for energy |

Multiple Choice

Select the correct answer.

/3 (1 mark each)

- 1. What is a predator?**
 - a) Something that gets hunted.
 - b) Something that makes its own energy.
 - c) Something that hunts other animals for food.
 - d) A vegetarian.
- 2. What is prey?**
 - a) Something that breaks down dead plants and animals.
 - b) Something that is hunted for food.
 - c) A producer.
 - d) An animal that is at the top of the food chain.
- 3. Where does all energy on the earth come from?**
 - a) The ground.
 - b) Fruits and vegetables.
 - c) Sleeping.
 - d) The sun.

Short Answer

What is an herbivore? Provide an example of an herbivore. /1

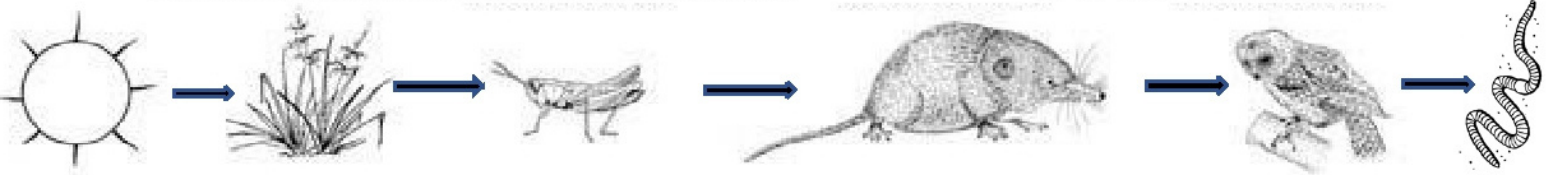
What is a carnivore? Provide an example of a carnivore. /1

What is an omnivore? Provide an example of an omnivore. /1

**What are the THREE things that plants (producers) need to make their own food?
Hint: this process is called photosynthesis. /3**

Labelling

Label the food chain below using the word bank. /3 (.5 each correct label)



Word Bank:

Primary Consumer

Tertiary Consumer

Decomposer

Energy

Secondary Consumer

Producer

**In your own words, what is Wahkohtowin and what does it mean to you?
/2**



I want to draw attention to this question on this test. Wahkohtowin is a Cree word that means we are all interconnected or related. The students were familiar with this because we had read a book and practised saying the word. Wahkohtowin is a very spiritual thing and I wanted the students to tell me what it meant to them personally. This question told me everything I needed to know about their understanding of the concept. The answers I got from this were so incredibly insightful. One of the students wrote "it means that we have to look out for our friends that can't look out for themselves." (referring to plants and animals), another student wrote, "To me, it means that we all have to love each other like they are our own family." To me, this was a successful sign that I had taught a culturally relevant and responsive science unit which was my goal.

Name:

Date:

Habitats are always changing. Some of these changes are NATURAL while others are UNNATURAL (caused by humans). Provide some examples of each in the T chart below:

Natural	Unnatural (caused by humans)

/3 (.5 each)

True or False

/2

A FOOD WEB is made up of interconnected food chains

True / False

EXTINCT means that a species of plants or animals cannot be found anywhere on the planet anymore

True / False

Long Answer

1. What are three things you can do to help habitats?

/3

2. What are 3 cool things you learned about honeybees?

/3

Sample Assessment #3 - Formative

Like many, if not all teachers, the majority of my assessments are formative assessments. Throughout my pre-internship, I evaluated my students formatively on a daily basis. At the end of each day, I would check over their workbooks, journals, etc. whatever we had been working on that day and I would then assess them on a 1-4 scale. Beginning, Progressing, Meeting and Exceeding. Sometimes I would use the corresponding numbers 1-4 so I could give partial points if that was needed. The students are very familiar with this scale and know what B, P, M, E or 1, 2, 3, 4 means if you write it on their paper. If we did not do any physical work that I could see I would still do the formative assessment but I would assess based on their responses during class time. My class was small enough that I was always aware of where each student was at by the end of the period.

In addition to the written formative feedback I would often assess the students orally, I would have them show their thumbs up if they understood, halfway if they needed a bit more guidance, and then thumbs down if they were totally lost and needed more help. I had them do this close to their body so no one could see, I found that all of the students were honest in this way of assessment because they knew the classroom was a judgement-free, safe zone. I also used checklists and other forms of assessment. Below is an example of the scale I would fill out after each class for my records.

Names omitted due to confidentiality

Name	Beginning	Progressing	Meeting	Established
			X	
			X	
			X	
		X		
			X	
				X
			X	
			X	
X				
		X	X	
			X	
			X	
		X		
		X		
			X	
				X
			X	
			X	
			X	
			X	
		X		

Reflection and Implications of Culturally Responsive Literacy Regarding Assessment

Throughout my assessments, I ensured that I was using an anti-oppressive and social justice framework. Now that I have taken ERDG 425, a culturally responsive literacy course, there are some things I would change or add to my assessment practices.

1. Utilizing a strength-based approach as opposed to a deficit-based approach to assessment. Meaning looking at what the students strengths are and incorporating those into lesson planning so that they can understand concepts in a way that makes sense to them. I do this because as the way our education is set up currently, certain students are more likely to succeed than others, and if an assessment is done through a deficit approach it is not a true testament to what students are capable of nor have learned: I found a quote that perfectly sums up this up:
"Assessment, if not done with equity in mind, privileges and validates certain types of learning and evidence of learning over others, can hinder the validation of multiple means of demonstration, and can reinforce within students the false notion that they do not belong in higher education."
(Montenegro & Jankowski, 2017, p. 5)
2. Having students more involved with the assessment process, and by that, I mean every step of the assessment process. Although I have attempted to have students involved in their own assessments through peer evaluations, they were not involved from the start, instead, I brought them in at the end. One of the main ideas behind culturally relevant education is that it is student-centred, meaning, the key is to focus on them including them from step one and building from their learned experience (p. 9). Students need to have the choice and autonomy of their education. It is also crucial that they can see their own ways of knowing in their assessments.
"Assessment approaches and processes can help reinforce a sense of belonging or add to students' belief that they do not belong because their learning or experiences are not deemed as valid or important." (p. 10)
3. Reflection, reflection, and you guessed it: more reflection. Culturally responsive teachers are constantly reflecting, examining, questioning and thinking critically about their lessons, classroom routines, and their general teaching practices to ensure that they are being culturally responsive. I will dedicate time after each assessment to evaluate whether or not that particular assessment was culturally responsive within my classroom I still have much more to go in my journey to culturally responsive assessments but reflections like these are a solid step in the right direction.

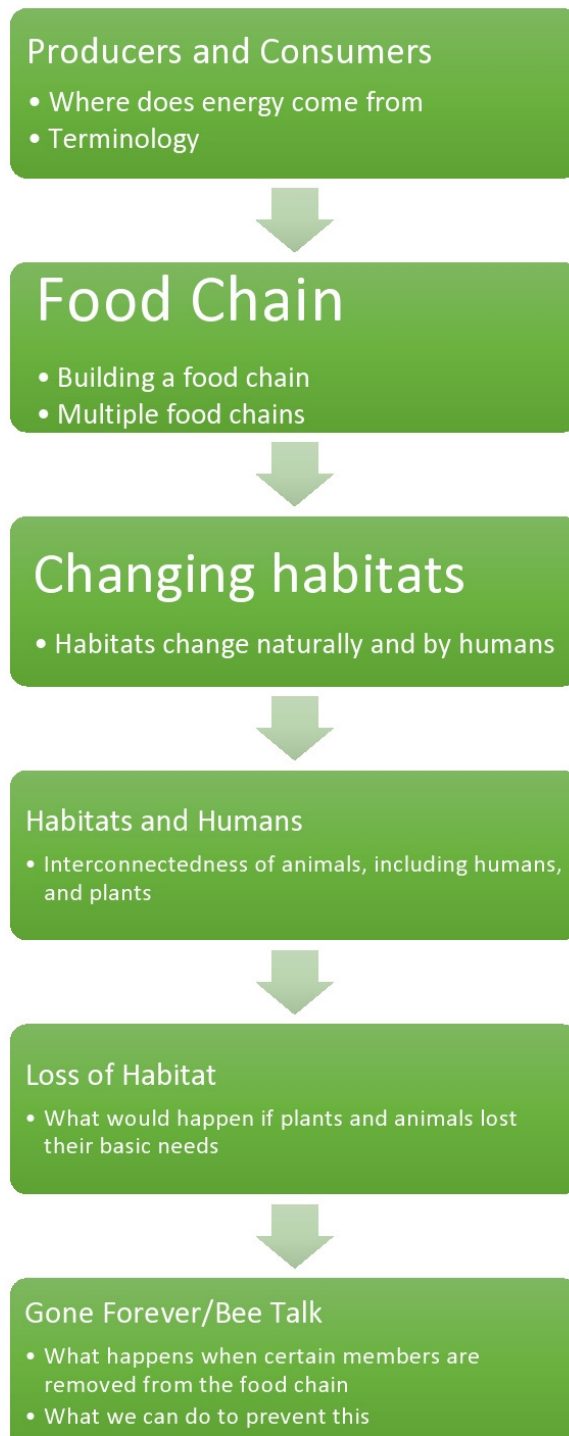
If you wish to see more sample assessments please visit my educational portfolio website:
<https://jessalynstoughts.wordpress.com/works/>

"Assessment that overlooks issues of diversity and equity contributes to inequalities in outcomes. The same can be said for assessment approaches that do not take into account students' culture." (p. 15)

Long Term Planning

Attached below are a concept map and a two-week unit plan from my pre-internship. This unit plan has been adapted to be culturally responsive by using a framework of Indigenous ways of knowing, something that was very valuable to the students in this classroom in which this unit plan was implemented. We touched on Cree concepts, Indigenous ways of knowing, and colonization in relation to Habitats and Communities.

Unit on Habitats and Communities Concept Map –



FRAMEWORK FOR BACKWARDS DESIGN UNIT PLANNING

Adapted from: Wiggins, Grant and J. McTighe. (2005). *Understanding by Design*, Association for Supervision and Curriculum Development.

Title of Unit Habitats and Communities	Grade Level	4
Entry Subject Habitats (earth worm habitat) Basic needs of plants and animals Integrated Subject(s) Literacy, Social Studies, Health, Treaty Education	Time Frame 9 classes	2 weeks March 16 th – March 26 th
Developed By Jessalyn Shwaga	School	Judge Bryant School

STAGE #1: IDENTIFY DESIRED LEARNING RESULTS (Begin with the End in Mind)

What will students know, understand and be able to do?

1. OUTCOMES, Broad Areas of Learning and Cross Curricular Competencies (CCCs)

Outcomes:

HC 4.1 – Investigate the interdependence of plants and animals, including humans, with habitats and communities.

HC 4.3 – Assess the effects of natural and human activities on habitats and communities and propose actions to maintain or restore habitats.

Broad Areas of Learning:

Lifelong Learners

Sense of Community, Self, and Place

Engaged Citizens

Cross Curricular Competencies:

Developing Thinking

Developing Identity and Interdependence

Developing Literacies

Developing Social Responsibility

2. CONCEPT (BIG IDEA): Habitats

- Topics - Producers and Consumers, Food Chains, Changing Habitats, Humans and Habitats, Loss of habitats, Gone Forever, Bees
- Main Ideas:
- Terminology/vocabulary, building food chains, examining natural and human impact on habitats, what We can do to help the members of the food chain.

3. QUESTION(S) FOR DEEPER UNDERSTANDING (ESSENTIAL QUESTIONS)

ESSENTIAL QUESTION(S)

- How do plants, animals, and humans rely on each other?
- How do humans affect animal and plant habitats?
- How can humans act to prevent habitat loss?

4. BROAD AREAS OF LEARNING AND CROSS CURRICULAR COMPETENCIES

Broad Areas of Learning:

Lifelong learners – This broad area of learning is related to the following goals of education: basic skills, lifelong learning, and positive lifestyles. In this unit students will learn concepts that will help them achieve these education goals. By learning about how they can act to prevent habitat loss they will learn about how they can live a positive lifestyle in harmony with other habitats and communities. This will be a lifelong journey which will also contribute to lifelong learning as well.

Sense of Self, Community, and Place – This broad area of learning is related to the following goals of education: understanding and relating to others, self-concept development, and spiritual development. Within this unit students will be understanding and relating to others in the community and plants/animals through the learning of food chains. They will also develop their self-concept by examining how they fit into their community/habitat as well as humans as a whole.

Engaged Citizens – This broad area of learning is related to the following goals of education: career and consumer decisions, membership in society, and growing with change. In this unit students will focus on their consumer decisions as they have an effect on habitats. They will examine how their consumer habits effect the environment and contribute to habitat loss and they will reflect upon how their decisions can help to counteract these harmful effects.

Cross Curricular Competencies:

Developing Thinking – The k-12 goals for developing thinking are: thinking and learning contextually, thinking and learning creatively, and *thinking and learning critically*. Within this unit students will focus on thinking and learning critically by examining human impacts on habitats and how we fit into the community of other living and non-living things.

Developing Identity and Interdependence – The k-12 goals for developing identity and interdependence are: understanding, valuing and caring for oneself, understanding, valuing and caring for others, *understanding and valuing social, economic and environmental interdependence and sustainability*. Throughout this unit students are going to understand and value environmental interdependence and sustainability by studying the loss of habitats and why these losses are detrimental to humans and the world. Students will also study the interdependences of everything under the sun through food chains

Developing Literacies – The k-12 goals for developing literacies are: developing knowledge related to various literacies, exploring and interpreting the world through various literacies, and expressing understanding and communicating meaning using various literacies. Within this unit, students will be collecting and analyzing ideas and understanding the world in multiple forms and they will be developing knowledge, exploring and interpreting as well as expressing, understanding and communicating meaning using various forms of literacy specifically critical literacy and content literacy.

Developing Social Responsibility – The k-12 goals for developing social responsibility are: using moral reasoning, engaged in communitarian thinking and dialogue and taking social action. Within this unit students will use moral reasoning by examining human's responsibility to the habitats that they affect. They will also be coming up with action plans to help reduce habitat loss which fits into the goal of taking social action.



STAGE #2: DETERMINE EVIDENCE OF LEARNING (Assessment & Evaluation)

How will students & teachers know if the learning outcome has been achieved?

Outcomes (Students need to know) What a student is expected to know, understand and be able to do.	Indicators (Students are able to do) Ways that students demonstrate their learning of an outcome; think 'verb'; tells the story of outcome.
<p>Subject 1: Producers and Consumers</p> <p>Students will know... (K)</p> <ul style="list-style-type: none"> - What is a producer - What is a consumer - What is a food chain - What is a decomposer - What is a predator - What is prey - What is an herbivore - What is a carnivore - What is an omnivore <p>Students will understand... (U)</p> <ul style="list-style-type: none"> - That these members are related 	<p>Students will be able to do... (D)</p> <ul style="list-style-type: none"> - Classify organisms according to their role as producer or consumer - Describe what is a producer and what is a consumer - Describe what is a decomposer - Describe what predator and prey are - Describe what herbivore, omnivore and carnivore is.
<p>Subject 2: Food Chains</p> <p>Students will know... (K)</p> <ul style="list-style-type: none"> - The necessary terminology within a food chain: - What is a producer - What is a consumer - What is a food chain - What is a decomposer - What is a predator - What is prey - What is an herbivore - What is a carnivore - What is an omnivore <p>Students will understand... (U)</p> <ul style="list-style-type: none"> - That a system in which energy from the sun is transferred to animals 	<p>Students will be able to do... (D)</p> <ul style="list-style-type: none"> - Classify animals according to their role in the food chain - Construct a food chain that includes difference plant and animal species and humans - Use appropriate vocabulary to describe the parts of a food chain - Analyze food webs as representations of multiple food chains

- The interdependence of plants and animals, including humans, within habitats and communities.

Subject 3: Changing Habitats

Students will know... (K)

- Various factors that affect plants and animals in different habitats

Students will understand (U)

- Many things, including humans can affect the natural world

Students will be able do... (D)

- Describe ways in which humans can affect the natural world
- Show the effects on plants and animals of the loss of their natural habitat

Subject 4: Humans and Habitats...

Students will know... (K)

- That humans have an effect on habitats
- The habitats change because of a natural affect

Students will understand... (U)

- That their everyday consumer habits play a role in habitats and communities

Students will be able to do... (D)

- Show concern and respect for the safety of others, self, plants and animals when maintaining a habitat
- Predict how the removal of a specific plant or animal population may affect a community in the short and long term.
- Categorize human activities by the effects they have or may have on habitats and communities.
- Assess intended and unintended consequences of natural and human-caused changes to specific habitats.
- Relate habitat loss to the endangerment and extinction of plants and animals within habitats and communities in Saskatchewan and elsewhere.

Subject 5: Loss of Habitat

Students will know (k)...

Students will be able to do... (D)

- Classify organisms according to their role in the food chain

<ul style="list-style-type: none"> - That habitat loss is occurring currently around the world due to various factors including humans <p>Students will understand (u)...</p> <ul style="list-style-type: none"> - That animals and plants live in specific habitats because they are dependent on those habitats and have adapted to them. 	<ul style="list-style-type: none"> - Describe ways in which humans can affect the natural world
<p>Subject 6: Gone Forever</p> <p>Students will know... (K)</p> <ul style="list-style-type: none"> - Appropriate vocabulary to describe their investigations <p>Students will understand... (U)</p> <ul style="list-style-type: none"> - The interdependence of plants and animals, including - The effects on plants and animals of the loss of their natural habitat 	<p>Students will be able to do... (D)</p> <ul style="list-style-type: none"> - Investigate ways in which the extinction of a plant or animal species affects the rest of the natural community and humans. - Show the effects on plants and animals of the loss of their natural habitat
<p>Subject 7: What we can do/Bees</p> <p>Students will know... (K)</p> <ul style="list-style-type: none"> - Various factors that affect plants and animals in specific habitats - Ways that we can help these habitats - Some facts about pollinators (i.e. honeybees) <p>Students will understand... (U)</p>	<p>Students will be able to do...(D)</p> <ul style="list-style-type: none"> - Describe how humans affect habitats - Suggest ideas for helping sustain habitats - Identify how pollinators help habitats

- Humans can have harmful effects on environments
- Humans play a role in sustaining habitats



Key Understandings: 'I Can' statements

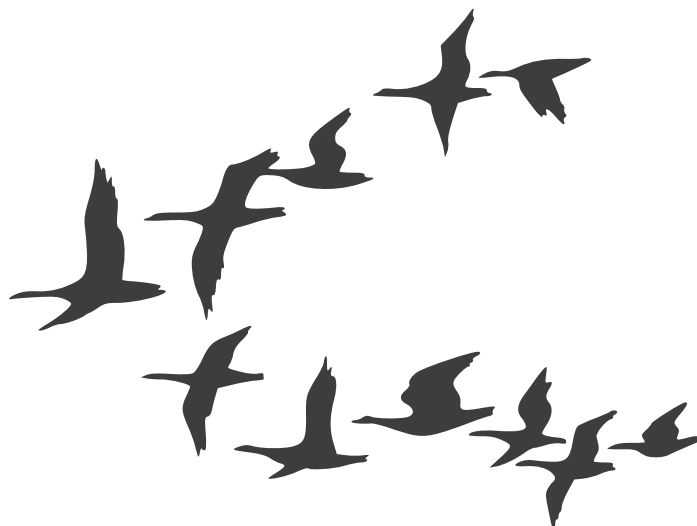
Write the key learnings into student-friendly language that begin with 'I can...'. The students should know what these are at the beginning of the lesson.

- I can investigate the interdependence of plants and animals, including humans, within habitats and communities
- I can assess the effects of natural and human activities on habitats and communities and propose actions to maintain or restore habitats.

Questions for deeper understanding

What provocative questions will foster inquiry into the content? (open ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)

- Are humans good or bad for the earth?
- Would the world be better off without humans? Why or why not?
- What would happen if humans were not on the earth?
- How do Indigenous worldviews relate to all that we have learned?
- What would the world look like if we lived according to Indigenous wisdom and knowledge in regard to their respect for Mother Earth?



STAGE 3: PLAN LEARNING EXPERIENCES & INSTRUCTION

What are the learning experiences for all students to achieve outcomes?

Learning Tasks & Experiences Where are your students headed? Where have they been? How will you make sure the students know where they are going?	
<p>Teacher Resources What teacher resources will you need to support your knowledge in this unit?</p> <ul style="list-style-type: none"> - Wesley, Addison, <i>Science and Technology: Habitats – 4</i> (Pearson Education Canada Inc) 2000 (Student and Teacher copies) - www.brainpop.com - Projector and screen - Computer - Anchor chart paper and markers - White board - Other sources will be found as lessons become more fully developed <p>Student Resources What student resources will you use in the learning experiences to meet the outcomes</p> <ul style="list-style-type: none"> - Index cards - Scissors - old magazines - glue/tape - Science and Technology – Habitats (student copy) - Paper - Pencils - Chromebooks - Clipboard <p>Community Resources What community resources will you engage (guest speakers, elders, field trips)</p> <ul style="list-style-type: none"> - Due COVID-19 there is no opportunity for community involvement, if the weather permits we may use the outdoors as a place-based resource. <p>What displays, artifacts and bulletin boards will you include in the unit?</p> <ul style="list-style-type: none"> - Anchor charts with terminology 	<p>Instructional Strategies & Adaptations (Adaptive Dimension, Differentiated Learning)</p> <p>Differentiated Learning:</p> <ul style="list-style-type: none"> - Print out sheets in advance for students who need help with reading and/or writing - Designate partners when possible to help students who need help with reading and/or writing. - See individual lesson plans for differentiated learning specific to lesson activities for that day. <p>Instruction: The “HOW”</p> <ul style="list-style-type: none"> - Class discussion - Readings - Group work - Partner work - Inquiry <p>Assessment: The “Show What You Know”</p> <ul style="list-style-type: none"> - Rubrics - Worksheets - Student journals/notes - Students will also be assessed based on various work throughout the unit - Anecdotal notes from class discussions (participation)

<ul style="list-style-type: none"> - Food chain examples 	<p>Learning Environment: The “WHERE”</p> <ul style="list-style-type: none"> - Lessons will take place in either the classroom or briefly outdoors. Due to COVID-19 there will be no field trips.
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STAGE 4: Assess and Reflect Is there alignment between outcomes, assessment and learning experiences? Have I included formative and summative assessments reflective of student needs and interests based on curricular outcomes? Have I planned a variety of instructional strategies? Am I planning for differentiation to meet the needs of diverse learners? Have I selected a variety of resources that represent a wide variety of worldviews, perspective and voices?

Unit Plan At-A-Glance

9 Lessons	<p style="text-align: center;">Overview Include Essential Question (EQ) and Guiding Questions</p>
<p style="text-align: center;">1 & 2 Introductory Lesson(s) Producers and Consumers</p>	<p>Lesson 1: Producers and Consumers part 1</p> <ul style="list-style-type: none"> - Students will be introduced to the terminology needed for this unit. - Students will consider why they need energy and where they get it from. - Students will read about plants and animals and how they get their energy and how humans share the same need for energy. - Students will make sheets and diagrams to remember these terms <p>Lesson 2: Producers and Consumers part 2</p> <ul style="list-style-type: none"> - Students will play the producers and consumers/predators and prey game
<p style="text-align: center;">3 Building Food Chains</p>	<p>Lesson 3: Building Food Chains</p> <ul style="list-style-type: none"> - Students will look at what they eat and how they are a part of food chains - Students will create a number of food chains as a part of a food web and look for similarities and see how they are all interconnected
<p style="text-align: center;">4 Changing Habitats</p>	<p>Lesson 4: Changing Habitats part 1</p> <ul style="list-style-type: none"> - Students will consider how their habitat changes over time. - Students will look at how some of these changes are caused by nature and some are caused by humans

<p style="text-align: center;">5</p> <p>Changing Habitats Continued</p>	<p>Lesson 5: Changing Habitats part 2</p> <ul style="list-style-type: none"> - Students will explore the school yard area and research what the area around the school looked like 50 years ago
<p style="text-align: center;">6</p> <p>Habitats and Humans</p>	<p>Lesson 6: Habitats and Humans part 1</p> <ul style="list-style-type: none"> - Class looks at habitat that has changed over 50 years and then reads about different types of changes that affect habitats
<p style="text-align: center;">7</p> <p>Habitats and Humans Continued</p>	<p>Lesson 7: Habitats and Humans part 2</p> <ul style="list-style-type: none"> - Class looks at habitat that has changed over 50 years and then reads about different types of changes that affect habitats - Class looks at the effects of colonization on habitats and communities
<p style="text-align: center;">8</p> <p>Loss of Habitat</p>	<p>Lesson 8: Loss of Habitat</p> <ul style="list-style-type: none"> - Students will consider how their basic needs are met in a habitat in which they live. - Students will look at a meadow and identify what the plants and animals that live there need and what would happen if some of those basic needs were lost. - Introduce Indigenous concept of Wahkohtowin
<p style="text-align: center;">9 & 10</p> <p>Culminating Lesson(s)</p> <p>Gone Forever Bee Talk</p>	<p>Lesson 9: Gone Forever</p> <ul style="list-style-type: none"> - Class discusses the impact of pollution on a community of living things and reads about the effects of removing members of food chains. - Students are introduced to the terms endangered, extinct, and threatened. Students learn about some positive actions for endangered animal populations. <p>Lesson 10: Bee Talk</p> <ul style="list-style-type: none"> - Ms. S discusses the importance of bees and why she got into beekeeping. What would a world without bees would look like? - Students discuss things they can do to prevent the loss of members of food chains.



The next long term plan is a three-week literacy unit plan I did with my partner Brittney. We planned for this to be taught in a grade 4 classroom. This unit is about exploring identity and cultures and learning about oneself in the process. It is culturally responsive as it has students learn about, understand, respect and celebrate cultural diversity as well as it can be modified to meet the needs of any classroom. Note: This unit plan is 21 pages long so I will be inserting two pages per one page of this portfolio when possible.

Unit Title: Grade 4 English Language Arts: Culture and Identity

Designer(s): Brittney Krogsaard and Jessalyn Shwaga

Stage 1 Desired Results

ESTABLISHED GOALS/ OUTCOMES	<i>Transfer/Rationale</i>	
CR4.3 Listen, summarize, paraphrase, and evaluate what was listened to and draw conclusions.	<i>Students will be able to independently use their learning in new situations to...</i> <ul style="list-style-type: none"> - Explore Identity and Cultures by using different ELA strands to enhance their research, presentation, and understanding of both the strands and cultures/identity. 	
CR4.4 Read for various purposes and demonstrate comprehension of grade-appropriate fiction (including stories and novels), scripts, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations and Métis and countries (including Canada).	<i>Meaning</i>	
CC4.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: <ul style="list-style-type: none"> • identity (e.g., Expressing Myself) • community (e.g., Celebrating and Honouring Others) • social responsibility (e.g., Within My Circle) through personal experiences and inquiry. 	UNDERSTANDINGS: <i>Students will understand that...</i> <ul style="list-style-type: none"> - They can explore identity and culture through different strands of ELA <i>See "U" in KUD section below for more specific understandings relating to each of the different weeks</i>	ESSENTIAL QUESTIONS: <i>Students will explore & address these recurring questions:</i> How do I know if I am summarizing or paraphrasing? What is the purpose of what I am reading? Do I understand what I am reading? How can I clearly present my ideas and information to my peers through verbal presentation so my audience understands the purpose of the speech? Am I able to produce writing excerpts with a clear topic and chronological events? How can I present evidence of the events clearly? How can I create works that explore identity, and celebrate other cultures?
CC4.3 Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.	<i>Acquisition</i>	
CC4.4 Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.	<i>Students will know...</i> <ul style="list-style-type: none"> - Different ELA Strands - Different ways that culture can influence identity <i>See "K" in the KUD section below for more specific knowledge relating to each of the different weeks.</i>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> - Reading, writing, speaking, listening, representing, and viewing in relation the unit topic. <i>See "D" in KUD section below for more specific skills relating to each of the different weeks.</i>

Stage 2 - Evidence

Alignment	Evaluative Criteria	Assessment Evidence
Week 1: CR4.4 Read for various purposes and demonstrate comprehension of grade-appropriate fiction (including stories and novels), scripts, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations and Métis and countries (including Canada). Week 2: CR4.3	*See Story rubric at the end of this document. This is how students will be graded throughout the unit.	PERFORMANCE TASK(S): Various activities, including but not limited to: <ul style="list-style-type: none"> - Journals - Graphic organizers - Projects - Writing samples - Homework (interview) - Collaborative learning (working with peers) *See Stage 3: Learning Plan for activity specific assessment evidence*

<p>Listen, summarize, paraphrase, and evaluate what was listened to and draw conclusions.</p> <p>CC4.1 Compose and create a range of visual, multimedia, oral, and written texts that explore:</p> <ul style="list-style-type: none"> • identity (e.g., Expressing Myself) • community (e.g., Celebrating and Honouring Others) • social responsibility (e.g., Within My Circle) through personal experiences and inquiry. <p>Week 3: CC4.3 Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.</p> <p>CC4.4</p>		
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<p>Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.</p>		
		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> - Group and partner discussions - Participation - Asking and answering questions

Stage 3 – Learning Plan

Timeline and Topics	Desired Results (KUDs)	Instructional Strategies/ ELA Strands	Acceptable Evidence	Learning Experiences	Materials/Resources	Adaptations/ Accommodations
<p>Week 1 (Approx. 5 days)</p> <p>Topic:</p> <ul style="list-style-type: none"> - First Nations, Metis, and Inuit Cultures in Canada 	<p><i>Students Will Know...</i></p> <ul style="list-style-type: none"> - Different stories and perspectives of Indigenous people in Canada. <p><i>Students will understand..</i></p> <ul style="list-style-type: none"> - How to read for purpose and draw conclusions about 	<ul style="list-style-type: none"> - Inquiry Based - Reading, viewing, and listening - Teacher modelling - Partner work 	<ul style="list-style-type: none"> - Daily Journal Entries guided with prompt questions such as, "What did you learn today about identity and cultures that you didn't know yesterday?" 	<ul style="list-style-type: none"> - Teacher reading of "Turtle Island" to introduce students to the unit. - As a group go through and analyze the main idea, details of the story and purpose for reading. - Walk students through how to find 	<p>https://www.youtube.com/watch?v=cX4GJtTtSigY</p> <ul style="list-style-type: none"> -An assortment of age appropriate texts written by Indigenous authors -Large paper for charting -Purpose Worksheet - Story Map for their 	<ul style="list-style-type: none"> -Peer teaching -Higher level texts for students who need more of a challenge or need a read a lower level reading - have students listen to audiobooks if the

Grade 4 English Language Arts Unit: Culture and Identity

	<p>what they are reading</p> <ul style="list-style-type: none"> - How to identify main ideas, details, opinions, and reasons within their given text they have read <p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> - Read grade-appropriate texts silently (e.g., 20 minutes; 135-185 wcpm) and orally (with fluency, accuracy, pacing, intonation, and expression; 100-140 wcpm), adjusting reading rates to the complexity of the materials and the purpose for reading - Support opinions and conclusions about what is read - Read and use Grade 4 reference texts (e.g., dictionary, encyclopedia, how-to, explanations, biography) for 		<ul style="list-style-type: none"> - Participation in class. - Student's understanding of their chosen book. - Correctness of the breakdown of their story 	<p>the plot summary of a story (introduction, conflict, rising action, climax, falling action, resolution) have them read a short story and model out the plot points.</p> <ul style="list-style-type: none"> - Read a biography/encyclopedia text about Inuit culture. - Model a breakdown of the purpose for reading, main ideas, and how to analyze the text. This can be written on chart paper - Students go to the library and pick out an age appropriate text written by an Indigenous author for their own silent reading time. - Have students go in partners and pick a culturally appropriate text about an indigenous culture in Canada. They will then read the texts together and analyze their purpose for 	<p>short story for students to fill out.</p>	<p>individual has a visual impairment</p> <ul style="list-style-type: none"> - create partners by using their elbow partners to eliminate exclusion, discrimination, or any fighting.
--	---	--	---	--	--	--

	<p>inquiry and to identify main ideas, details, opinions, and reasons</p>			<p>reading, main ideas, details and opinions of the text.</p>		
<p>Week 2 (Approx. 5 days)</p> <p>Topic: Identity</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - The difference between verifiable fact and opinion <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> - How to apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonetic, and others to construct and confirm meaning when listening. - How to communicate their findings from a reading into a visual form <p><i>Students will be able to do...</i></p> <ul style="list-style-type: none"> - Follow multi-step directions - Draw conclusions 	<ul style="list-style-type: none"> - Listening, reading, composing/creating, representing, and writing - Interactive reading - interview - Group discussions - Independent practice 	<ul style="list-style-type: none"> - Participation in class reading. Students are engaged, answering and asking questions for further understanding. - Completion of their identity poster with a minimum of 5 things that make up their identity. - Completion of at home interview - Correctness of graphic organizers - Completion of summaries 	<ul style="list-style-type: none"> - Hook students with reading of "A Bad Case of the Stripes". Do an interactive reading, prompt students with questions such as "what do you think this book is about?" "what do you think is going to happen next?" "why do you think that happened?" "What did you learn from this story" etc. - Have printed photos of the students beforehand and cut various strips of paper in various colors. The student will then write on the strips of paper things that make up their identity like they read in the book. They will glue the stripes on their images so they too have stripes like 	<ul style="list-style-type: none"> - "Bad Case of the Stripes" by David Shannon - https://www.youtube.com/watch?v=OqnChSV2mdM - Pictures of students and coloured paper - https://www.youtube.com 	

	<p>supported by ideas presented</p> <ul style="list-style-type: none"> - Ask thoughtful questions that probe deeper thought and respond to questions with elaboration - Select and use pertinent before, during, and after strategies to construct meaning when listening - Share their findings in a visual format such as a picture, comic strip, etc. 			<p>the book</p> <ul style="list-style-type: none"> - Have students share in small groups what they put on their strips of paper and why they chose to put that as part of their identity. Have them discuss how this impacts their identity and how having these aspects of their identity make them feel - Have students watch the video about Canadian Cultures/Identity. Talk about what Mosaic vs a Melting Pot is. - Have students summarize what they have seen in a written form in their journal - Explain to students that they will be exploring the identity that they have in their own homes. As a group, brainstorm some possible questions we may want to ask our 	<p>/watch?v=mRNDmDZwfyo</p> <ul style="list-style-type: none"> - Text Based Fact vs Opinion 	
--	---	--	--	--	--	--

				<p>family members in order to understand our identity. Have them write them down in their journals leaving space for them to write down their family members' answers as they say them. Students will need to bring the answers to the questions for discussion where they will summarize their findings.</p> <ul style="list-style-type: none"> - Discuss their finding from their home exploration and discuss the different aspects that make up identity - Independently read another book about identity and have the students write a summary of the text they just read. - As a group, explain the difference between a fact and an opinion. State a few examples of both facts and opinions 	<p>Graphic organizer</p> <ul style="list-style-type: none"> - Book to read such as "Do you really want a snake?", "A pet for Mrs. Wright", etc. <p>https://picklebums.com/free-printable-comic-book-templates/</p>	
--	--	--	--	--	---	--

				<p>such as “cats have four legs” which is a fact and “cats are smelly” which is an opinion. Explore a text that shares opinions and facts. Have students use the “Text Based fact or opinion” worksheet to record their findings.</p> <ul style="list-style-type: none"> - Introduce comic strips to the students, you can do this by reading a short comic book or doing your own demonstration. Students will work on a short comic strip about themselves. Encourage students to bring in aspects of identity into the comic from their own research when they conducted the at-home interviews/research. Have them follow the following steps: <ol style="list-style-type: none"> 1. Conduct interview of family 	
--	--	--	--	---	--

				<ol style="list-style-type: none"> identity 2. Summarize findings and note important information 3. Plan out different frames for the comic strip so the story within the comic has a flow and makes sense 4. Create comic strip 	
--	--	--	--	--	--

<p>Week 3 (Approx. 5 days)</p> <p>Topic: Narrative, Descriptive, Expository Writing</p>	<p><i>Students will know..</i></p> <ul style="list-style-type: none"> - The stages of a writing process (pre-writing, drafting, revising successive versions) - Purpose and needs of an audience when speaking during a presentation <p><i>Students will understand..</i></p> <ul style="list-style-type: none"> - Understand and apply cues and conventions including pragmatic, 	<p>Speaking, writing, and representing</p> <ul style="list-style-type: none"> - Collaborative Learning 	<ul style="list-style-type: none"> - Completion of their writing pieces - Completion of their chosen graphic organizers - Completed group KWL chart 	<ul style="list-style-type: none"> - Ask students if they have ever written a short story before. Did they plan it out or just “wing it”. Ask, if you were to write a book how would you go about doing it. - Create a KWL chart about what they know already about the writing process. Jot down some ideas that they want to know and begin to explore those avenues. 	<ul style="list-style-type: none"> - https://study.com/academy/lesson/the-writing-process-lesson-for-kids.html - https://freeol.org.com/journal/4-types-of-writing/#:~:text=There%20are%20four%20main%20types,pe%20rsuasive%2C%20narrativ
---	---	---	--	---	--

	<p>textual, syntactical, semantic/lexical/morphological, graphophonic, and others to communicate meaning when writing.</p> <p><i>Students will be able to do..</i></p> <ul style="list-style-type: none"> - Write clear, coherent sentences and paragraphs that develop a central idea - Write descriptions and narratives (3-5 paragraphs) that relate observations and recollections of an event or experience and use sensory details. - Speak and express ideas in informal speaking situations 			<p>Revisit this at the end of their writing so they can reflect on what they have learnt</p> <ul style="list-style-type: none"> - Watch the video about the writing process. Have a discussion about what they learned from the video. If they had any changing perspectives. Or if there was anything they didn't agree with - Introduce the different kinds of writing; expository, narrative, and descriptive and explain all the different kinds. Go through sample questions you may ask yourself to understand which type of text you are reading. Explore different short stories that fall under these categories and have the students individually ask the questions based on the reading they had 	<p>e%2C%20and%20descriptive.</p>	<ul style="list-style-type: none"> - See graphic organizers below - KWL Chart
--	--	--	--	--	--	---

				<p>heard/read on their own to determine the type of reading it was.</p> <ul style="list-style-type: none"> - For the rest of the week, students will be composing their own pieces. They may choose to do a narrative, expository, or descriptive piece. They will go through: <ul style="list-style-type: none"> - Day one: Pre-Writing/ Planning Process - Day two: Writing the piece - Day three: Peer Review and self edit - Day four: Final draft/ Final editing - When students have completed their pieces, have them do an "author read" in small groups or to the class. 		<p>below</p>
--	--	--	--	--	--	--------------

- If students are uncomfortable with sharing in a group or to the whole class, you may have the student read to you individually or with someone they trust and the instructor

Grade 4 English Language Arts Unit: Culture and Identity

Name: _____

Purpose

Directions: Choose a nonfiction text to read. Think about what the passage is about and why the author wrote it. Answer the questions.

Title: _____

Type of text: *ex: story, article, essay, informational book...* _____

Topic: _____

Why I chose this text: _____

1. What is this passage about?

2. What is the author's purpose for writing this passage?

3. What are some details the author writes to support his/her ideas?



Grade 4 English Language Arts Unit: Culture and Identity

Name: _____ Date: _____

STORY MAP

● Title: _____

● Author: _____

CLIMAX

RISING ACTION

FALLING ACTION

EXPOSITION

PROBLEM

SOLUTION

CONCLUSION

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Grade 4 English Language Arts Unit: Culture and Identity

Name: _____ Date: _____

Text-Based Fact or Opinion

Book Title

Find a quote in your book that states a fact and a quote that states an opinion.
Write them below with the page numbers. Then explain how you know they are a fact or opinion.

Fact	Opinion
Page _____	Page _____
I know because...	I know because...

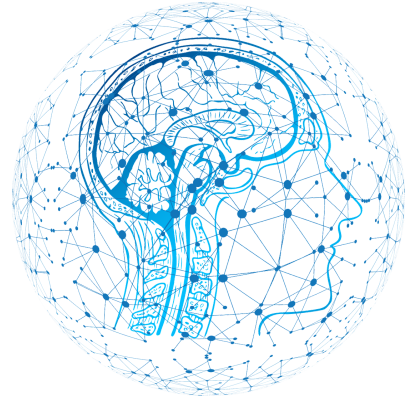
education.com

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Some activities are available on our website: www.education.com/worksheets



BrainStorm

A graphic organizer for brainstorming. At the top is a box labeled "BrainStorm". Below it is a central pink cloud with a yellow lightning bolt pointing down to a box labeled "TOPIC:". Surrounding the cloud are six empty oval shapes, each with a small rectangular box inside, intended for brainstorming ideas.



Descriptive prewriting graphic organizer

Name and Number:

Pre-Writing Graphic Organizer

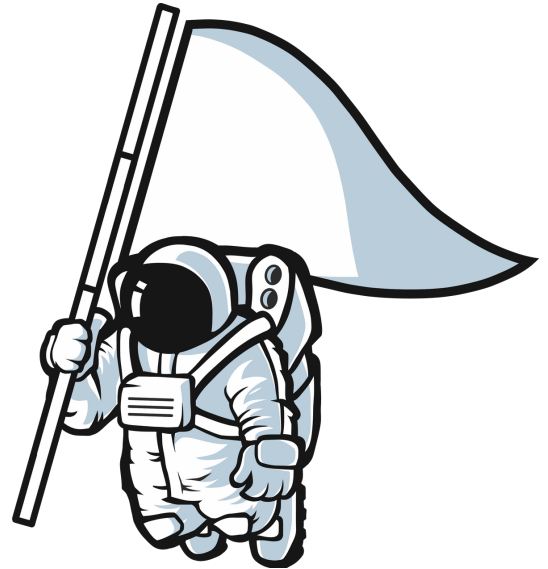
Setting
When and where will the story take place? _____

Problem
What will your character invent? How? _____

Action
What will happen first? _____
What will happen next? _____
What will happen last? _____

Character
Who is the main character? _____
Who are the other characters? _____

Ending
How will the story end? _____



Narrative prewriting graphic organizer

Persuasive Writers Remember Their



State your opinion clearly.

O_{pinion}

R_{eason}

E_{xample}

R_{eason}

E_{xample}

O_{pinion restated}



Persuasive prewriting graphic organizer

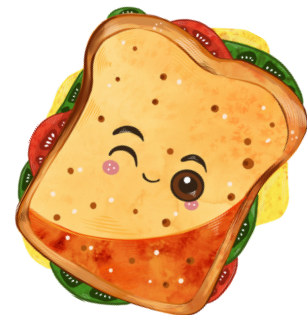
Name: _____ Date: _____

Informative Writing Graphic Organizer

Topic Sentence: _____

Fact 1:	Fact 2:	Fact 3:	Fact 4:

Conclusion: _____



Informative prewriting graphic organizer

Culture and Identity Unit

	Great work!	Almost there	Starting to get it	Try again
Participation 4 points	Participated in group discussions and other discussions had during the unit. Had a positive attitude during the activities and lessons. Attendance was superb! Was engaged throughout the unit.	Participated in most of the discussions. Had a good attitude during the unit. Attend most classes! Was engaged for the most part of the unit.	Participated in some of the discussions. Had some attitude difficulties throughout the lesson! Attended some of the classes! Was engaged for some of the unit	Participated rarely in discussions. Had a negative attitude throughout the unit. Attended none of the classes! Was not engaged during the unit.
Following of Writing procedure steps 4 points	Followed all four steps of the writing procedure Writing piece was well written with few grammatical and spelling errors! Graphic organizer was filled out properly and neatly	Followed at least three steps of the writing procedure properly Writing piece was well written with some grammatical and spelling errors! Graphic organizer was filled out with few errors	Followed at least two steps of the writing procedure! Writing piece consisted of 7 or more grammatical or spelling errors! Graphic organizer was filled out with some errors and was hard to read or understand	Followed one or none of the steps of the writing procedure Writing piece consisted of many errors that distracted from the work! Graphic organizer was not filled out or completely illegible
Peer Evaluation 4 points	Was neatly written Provided positive feedback to peers! Was respectful	Was somewhat neatly written! Provided some positive feedback but had a few negative comments! Was mostly respectful	Was not neatly written but did not take away from the feedback! Provided few positive feedback statements! Was somewhat respectful	Was not neatly written making it complicated for peer to read their feedback! Feedback was mostly negative or unhelpful! Did not use respectful language
Completion of Homework/In-class Tasks 4 points	Completed all homework and tasks on time! Was neatly written! Name was written! Was completed without error	Completed most of the homework and tasks on time! Was mostly written neatly! Name was not written on all homework! Had some errors	Completed some of the homework and tasks on time! Was somewhat written neatly! Name was not on homework! Had many errors	No homework or tasks were completed on time! Writing was illegible! Name was not on documents! Constant errors
Overall Concept Understanding 4 points	Understood all concepts and topics taught! Feels comfortable with their writing ability and skills learnt throughout the unit	Understood most of the concepts and topics taught! Felt mostly comfortable with their writing ability and skills learnt from the unit	Understood some of the concepts and topics taught! Felt somewhat comfortable with their writing ability and skills learnt from the unit	Understood few or none of the concepts and topics discussed! Was not comfortable with writing or other skills taught in unit



Reflection and Implications of Culturally Responsive Literacy Regarding Long Term Planning

While planning these units, my hopes were that each lesson within the unit would have a variety of strategies that would reach a multitude of learners. I wanted students to be able to relate the units to their personal backgrounds so I ensured that they included a variety of learning methods and concepts. My overarching goal with unit planning is for it to be holistic and balanced. This means that as a class we will go beyond the surface and we will examine the "why" and the "how" of the concepts being taught as well as the curriculum and its contents. As a culturally responsive educator, I want to help my students switch from external motivation (i.e. superficial motivation similar to dangling carrot on a stick in front of a horse) to intrinsic motivation that comes through learning what is relevant to them. Intrinsic motivation can accommodate cultural differences (Wlodkowski, R. J., & Ginsberg, 1995). If you are interested in viewing other long term plans that I have created please visit my blog: <https://jessalynsthoughts.wordpress.com/category/unit-plans/>

Short Term Planning

Attached below are some sample lesson plans from my pre-internship as well as some of my classes throughout my years in education. The first lesson plans are ones I did for grade 4 science. In these lesson plans, we discussed a Cree concept called Wahkotowin after reading a book by an Indigenous author called "We Are Water Protectors" that discussed the effects of pipelines. Before that, we read a book called "Kon and the Circle of Life" which discusses the interconnectedness of living things to preview Wahkohtowin.

Lesson 4 of Science Unit

Subject/Grade: 4, Science		Lesson Title: Food Chain Building		Teacher: Ms. Jessalyn Shwaga	
Stage 1: Identify Desired Results					
Outcome(s)/Indicator(s): HC4.1 Investigate the interdependence of plants and animals, including humans, within habitats and communities.					
<ul style="list-style-type: none"> (e) Draw upon facets of Indigenous worldviews, such as the Medicine Wheel or circle of life, to examine understanding about the interdependence of plants and animals in various habitats and communities. (f) Classify plants and animals, including humans, according to their role(s) (e.g., producer, consumer, herbivore, omnivore, carnivore, predator, prey, scavenger, and decomposer) in food chains and food webs. (g) Construct a visual representation of a specific food chain that exists within a habitat or community. 					
Key Understandings: ('I Can' statements)			Essential Questions:		
<ul style="list-style-type: none"> - I can understand the food chain through an Indigenous perspective (Kon and the Circle of Life) - I can classify plants and animals (including humans) by their roles in the food chain. - I can construct a visual representation of a specific food chain that exists within a habitat. 			<ul style="list-style-type: none"> - What is a primary consumer? - What is a secondary consumer? - What is a tertiary consumer? - Where does all energy come from? - How do plants and animals rely on each other? 		
Prerequisite Learning:					
<ul style="list-style-type: none"> - Students need the previous 3 lessons on habitats and the terminology that goes along with food chains. 					
Instructional Strategies:					
<ul style="list-style-type: none"> - Constructing a physical food chain - Read Aloud - Presentation 					
Stage 2: Determine Evidence for Assessing Learning					
<ul style="list-style-type: none"> - Students will be assessed using a checklist on their constructed food chain: <ul style="list-style-type: none"> Title is on food chain poster Source of energy is first in the food chain Producer is second on the food chain Poster has a primary consumer Poster has secondary consumer Poster has tertiary consumer (optional) Poster has decomposer last on the food chain All items on poster are labelled Poster is colored 					
Total /8					

Stage 3: Build Learning Plan

Set (Engagement): Read Aloud**Length of Time:** 10 Mins

- Read Kon and the circle of life to the students to get them thinking about food chains and how everything is interconnected.

Development: Model Food Chains**Time:** 25 Mins

- Have students construct their model food chains including the energy source, producer, primary consumer, secondary consumer, tertiary consumer (optional), and a decomposer.
- Use a model food chain to show them what you are looking for.

Closure: Presentation**Time:** 10 Mins

- Have students present their food chains to the rest of the class and explain the energy flow within their food chain.
- Students can go back to their definitions page and draw their food chain.

Materials/Resources:

- Scissors
- Glue
- Pencil crayons
- poster paper
- animal pages
- Kon and the circle of life e-book

[file:///Users/jessalynshwaga/Downloads/107556-HMTMS-Print-PageAssets\(Kon\)-Preview.pdf](file:///Users/jessalynshwaga/Downloads/107556-HMTMS-Print-PageAssets(Kon)-Preview.pdf)

**Possible Adaptations/
Differentiation:**

- Time permitting students can continue drawing and coloring their definitions page and do their word search.

Management Strategies:

- 1,2,3 eyes on me
- Clapping patterns
- Model ideal behavior
- Non-verbal cues

Safety Considerations:

- Remain social distancing at all times
- Wash and sanitize hands when posters are done being made.

Stage 4: Reflection



Topic: Getting attention and developing procedures
Date: Friday, March 19th

Teacher: Ms. Jessalyn Shwaga

Observer: Ms. Colleen Lynch

<p>1. Professional Goal(s)</p> <ul style="list-style-type: none">- Keep students on task, effectively get their attention, use procedures that the students are comfortable with.	<p>2. Steps to Achieve Goal</p> <ul style="list-style-type: none">- Use strategies to get attention that the students are familiar with.- Provide a firm tone when needed
---	--

3. Instructions to observer (be specific): Watch to see if intern uses appropriate strategies the students are familiar with and if they use appropriate tone of voice.

4. Data Collection:



Lessons 5 and 6 Of Science Unit

Subject/Grade: 4, Science	Lesson Title: Changing Habitats	Teacher: Ms. Jessalyn Shwaga
Stage 1: Identify Desired Results		
<p>Outcome(s)/Indicator(s): HC4.3</p> <p>Assess the effects of natural and human activities on habitats and communities and propose actions to maintain or restore habitats.</p> <p>(a) Recognize and discuss the role of traditional knowledge in learning about, valuing, and caring for plants and animals within local habitats and communities.</p> <p>(d) Assess intended and unintended consequences of natural and human-caused changes to specific habitats.</p>		
<p>Key Understandings: ('I Can' statements)</p> <ul style="list-style-type: none"> - I can understand that habitats change naturally and over time - I can understand that habitats change unnaturally as a result of humans - I can recognize and discuss the role of traditional knowledge in learning about, valuing and caring for plants and animals. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> - In what ways do habitats change? - What causes habitats to change? 	
<p>Prerequisite Learning:</p> <ul style="list-style-type: none"> - Students need to know the basic needs of living things - Students need to know 		
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> - Think, pair, share - Group work - Guided instruction - Video/Read aloud - Journal Entry 		
Stage 2: Determine Evidence for Assessing Learning		
<ul style="list-style-type: none"> - Students will be evaluated based on their answers during class discussion on a 1-4 assessment scale and also on the completion of their journal entries. 		

Name	Beginning	Progressing	Meeting	Established
		X		
			X	
			X	
				X
			X	
			X	
			X	
			X	
			X	
			X	
			X	
			X	
			X	
			X	
				X
			X	
			X	

--

Stage 3: Build Learning Plan

<p>Set (Engagement): Review Length of Time: 5 Minutes</p> <ul style="list-style-type: none"> - Have students review what we have learned in this science unit so far: <p>What is a producer? Through what process does it make its own food? What is a consumer? What is a decomposer? What is a herbivore? Carnivore? Omnivore? What is a food chain? Give an example of a food chain? How are we all connected? Tell students that today we are going to be looking at how habitats change.</p>	<p>Materials/Resources:</p> <p>https://www.youtube.com/watch?v=jqWTouyaQ-8</p> <p>https://static.macmillan.com/static/macmillan/2020-online-resources/downloads/we-are-water-protectors-activity-kit.pdf</p> <ul style="list-style-type: none"> - Projector and computer - Whiteboard and marker - Students will need loose leaf and pencils for their journal entries.
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Development: Warm up, Discussion, Reading

Time: 2 Days

Day 1:

Have students close their eyes. Tell them to picture their favorite outdoor place, it can be their backyard, their cabin, a park, the playground, a lake, etc. With their eyes closed have them think about what they see: what's on the ground, what's around that place, and what lives in the place, what calls that place its home. Pair students with a partner and have them describe their places to each other. Have them discuss what that place looked like 2 months ago in the winter, then in the fall, then in the summer, and back as far as they can remember. Have them report back to the large group what kind of changes they discussed. Write their answers up on the board.

Instruction and Discussion:

Tell students that habitats can change over time. Some of these changes can be natural while others are unnatural and caused by humans. Divide the class into two groups. One side of the class is going to brainstorm changes to habitats that are natural, and the other side of the class is going to brainstorm changes to habitats that are unnatural.

Some ideas:

Natural Changes to environments:

- Floods
- Droughts
- Fires
- Seasons
- Tornadoes
- Hurricanes
- Earthquakes
- Blizzard
- Hail
- Animals coming to a new place on their own
- Volcano eruption
- Animals (beaver dams, hunting)

Unnatural changes to environments (human caused)

- Building cities/houses/roads
- Deforestation
- Overhunting
- Farming/pesticides
- Mining
- Dams
- Littering

Have the groups come back together and share ideas. Make a T chart on the board and have students copy the list on the board.

Then brainstorm as a class how some of these changes might affect the plants and animals that might live there. Use the Regina bypass as an example. Show a photo before and after of the Regina bypass, ask students what kinds of animals lived there and what would have happened to them once the bypass was made.

Ask students if all environmental changes made by humans are bad? Talk about how even though farming feeds the world it can cause negative effects. Man-made lakes and dams make a home for fish, etc.

Day 2:

Discuss Kon and the Circle of life and how the book said we are all connected and dependent on each other. Discuss how we rely on plants

**Possible Adaptations/
Differentiation:**

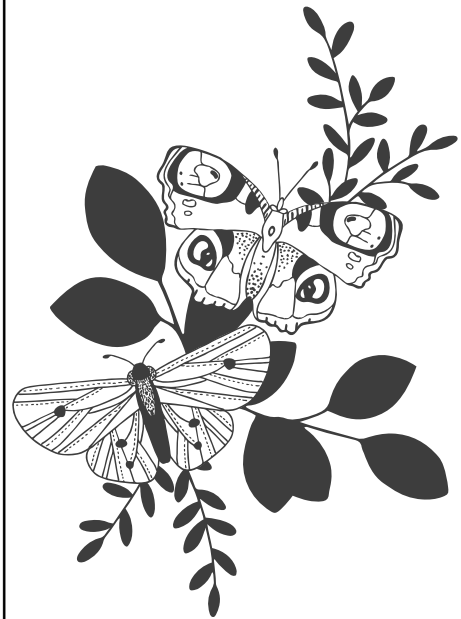
- Have sheet with prompt already on it for students who need help with writing (below).
- Time permitting students can continue on their word search or on their pictures/definitions sheet.

Management Strategies:

- 1,2,3 eyes on me
- Model ideal behavior
- Clapping
- Clear instruction
- Attending to disruptions and blurting

Safety Considerations:

- Students will not be able to mingle due to COVID-19 so they will have to partner up with people within their vicinity and stay in their desk. When they are split into two groups they will also have to remain at their desks.



and plants depend on us. Ask students how we are supposed to survive if we keep wrecking these habitats?

Tell students that we are going to read another book by an Indigenous author that is related to Kon and the Circle of Life because it also discusses how important habitats are to us.

Write the word: Wahkohtowin on the board. Wahkohtowin is the Cree word for kinship but it refers to the relationship and interconnectedness of us and our more than human counterparts.

Discuss traditional Indigenous worldviews and bring back the medicine wheel.

Before reading, ask students: Why is water so important? What animals rely on water? Is water a habitat? For what animals is water a habitat for? Why do we need water?"

Play the read aloud "we are water protectors?". Pause the video when needed.

- During: What is the black snake that is poisoning the water, plants, animals and land? Is it a natural change or a human change?
- Notice the little girls' earrings, what are they?

After reading the book, discuss with the students:

- "The four-legged, the two-legged, the plants, trees, rivers, lakes, the Earth. We are all related." Discuss the ways in which we are all related (food chain, circle of life, etc.)
- Ask students, if they notice the different ways that the European people view the world versus how indigenous people view the world.
- In the book, the girl talks about fighting for those who cannot fight for themselves – the animals, plants, trees, rivers, and lakes. How can you fight for them?
Picking up litter, recycling, walking to school, attending a rally, turning the lights off, buying a plastic water bottle instead of disposable ones, speaking out against environmental injustice.

Closure: Journal

Time: 10 Minutes

Have students write in their books underneath their T chart the following prompt:

Habitats are always changing. Some of these changes can happen naturally but some of these changes are unnatural because they are caused by humans. These changes can hurt the animals and plants that live there.

Wahkohtowin is a Cree word that means we are all interconnected or related. We have to fight for those who cannot fight for themselves. I will fight for those who can't fight for themselves by: (students will then fill in one thing they can do to fight for animals and habitats)



Stage 4: Reflection



Topic: Questioning Techniques
Date: March 22nd, 2021

Teacher: Jessalyn Shwaga

Observer: Ms. Colleen Lynch

<p>1. Professional Goal(s)</p> <ul style="list-style-type: none">- Use effective questioning techniques to generate thoughtful discussion throughout the lesson. Ensure that all students are a part of class discussion.	<p>2. Steps to Achieve Goal</p> <ul style="list-style-type: none">- Get all students involved in conversation- Ask open ended questions to generate inquiry
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3. Instructions to observer (be specific): Make note to see if class discussion is thought provoking and if everyone is on the same page.

4. Data Collection:



Habitats are always _____ (1). Some of these changes can happen _____ (2) but some of these changes are _____ (3) because they are caused by _____ (4). These changes can hurt the animals and plants that live there.

_____ (5) is a _____ (6) word that means we are all _____ (7) or related. This means that we have to fight for those who cannot fight for themselves.

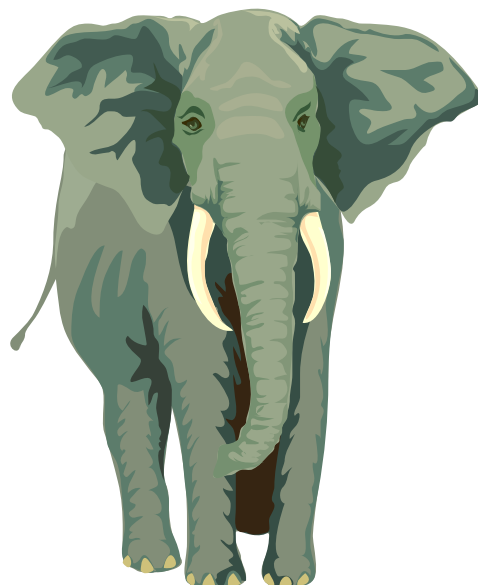
I will fight for those who can't fight for themselves by:

(Circle 1 thing that you will do to help animals and their habitats)

- Picking up litter
- Walking instead of taking a car when possible
- Turn my bedroom lights off
- Recycle my cans and paper products
- _____ (your choice)

Missing Words:

1. Changing
2. Naturally
3. Unnatural
4. Humans
5. Wahkohtowin
6. Cree
7. Interconnected



Next in my short term plans is a lesson plan I did for grade 4 PE that is culturally responsive. In this PE lesson plan, I integrated Indigenous knowledge and traditions. The beautiful part about this lesson plan is that it can be adapted to suit the needs of your classroom. For example say, you had a lot of students who were from Asia you could choose games that originate in their country. This way students feel themselves and their culture represented in their classroom. I truly think that this is a strong lesson that would go over well in a classroom. I planned this in one of my university classes so I have not had the chance to try it but I have played the games in some of my interpretation experience and they went over very well.

Subject/Grade: Gr. 4 Phys Ed. Lesson Title: Indigenous Games and Sport Teacher: Jessalyn Shwaga	
Stage 1: Identify Desired Results	
Established Goals: (Learning outcomes)	
<p>PE4.13: Examine and communicate the contributions, both historically and currently, that the First Nations and Métis, as well as other cultures of our province, have made to the development of games, sports, and other movement activities.</p>	
<p>Understandings: (can also be written as 'I Can' statements) U <i>Students will understand that....</i></p> <ul style="list-style-type: none"> - Games and sports have roots from many different cultures and regions that are passed - I can make connections from the games we are playing to other games and sports - I can dig deeper and talk about how First Nations and Metis people have been a part of different games, sports and physical activities. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> - What are the names of three indigenous games? - Why might Indigenous people have played these games? (what skills or practices do they enhance?) - How are these games similar to sports/games that you know of? (what skills are similar, etc.)
<p><i>Students will know....</i> K</p> <ul style="list-style-type: none"> - How to play a few traditional Indigenous games - How the indigenous people in Canada have contributed to the development of games/sports - Why these games were played by Indigenous people (health, work on skills, etc.) 	<p><i>Students will be able to....</i> D</p> <ul style="list-style-type: none"> - Identify at least three traditional Indigenous games - Read and follow instructions that will allow them to play a game - Use teamwork to complete tasks
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> - Carousel. For this lesson students will be split into groups, they will make their way around the gymnasium to stations made up by the teacher, each station will be instructions and materials corresponding to a traditional Indigenous game or sport. The students will work together to learn how to play the game/sport and then they will carry out the game in their group, when they have completed the task the teacher will blow the whistle and students will switch to the next station with the next game. - Exit slips. Students will be given an exit slip to answer 3 questions to check for understanding at the end of class. 	
Stage 2: Determine Evidence for Assessing Learning	
<ul style="list-style-type: none"> - Students will be able to play the games correctly as explained at each station by reading the instructions. - Students will be able to answer the questions on the exit slips thoughtfully and with accuracy 	
Stage 3: Build Learning Plan	



<p>Set (Engagement): Length of Time: 5-8 minutes</p> <ul style="list-style-type: none"> - Ask students what kind of games or sports that they play. They can be games they play at home, at the playground at recess, etc.), they might say jump rope, hop scotch, tag, grounders, hide and seek, etc. - Ask students why they play these games (for fun, out of boredom, to stay active etc.) - Ask students where they learned to play these games (an older sibling, a parent, a friend) - Ask students to reflect upon these experiences and generate a short discussion about how games and sports are passed on and that a lot of these games have cultural ties and date back quite a way. - Ask students if they know any games that have an indigenous/First Nation's origin, get them to share if there are students who know of any. - Today we are going to learn about and get to play some Traditional Indigenous games, we are going to split up into groups, each group will go to a station, you will read the instructions as a group and learn how to play the game, then you will attempt to play the game, when I blow the whistle you will switch stations and go on to the next game. 	<p>Materials/Resources:</p> <p>SPEA – Indigenous Games</p> <p>Active for Life – Five Indigenous Games to Play with Your Children</p> <p>Indigenous Games for Children</p> <p>Materials:</p> <p>TANTANKA TATANKA: None</p> <p>STICKS: hula hoops and pool noodles</p> <p>RUN AND SCREAM: markers for the students</p> <p>SITURTAQ: none</p> <p>BACK PUSH: Tape for making the circle</p>
<p>Development: Time: 40 minutes</p> <ol style="list-style-type: none"> 1. Split students into appropriate size groups, around 5-7 students per group, send them off to their first station and tell them that the whistle is their cue to move onto the next station. 2. Rotate through stations every 10 minutes or so depending on how fast the students are playing the games, if students do not make it through all the games this can be extended to two lessons. 3. Walk around the class making sure students are understanding the games. Use prompt questions to get them to think about why Indigenous people would have played these games (the answers to all of these questions will be on the descriptions if they need help, this will be helpful for later on in the exit slips). <p>Stations:</p> <ol style="list-style-type: none"> 1. TANTANKA TATANKA – (Tatanka is the leader of the buffalo) Tatanka, Tatanka comes from the Dakota people. It is a game that is usually played by women and small children; they would mimic their fathers and grandfathers who used to go on the buffalo hunt. The game helped the women and children learn how to lead the buffalo into the compound during the hunt. The game is aimed at younger kids so they can learn these skills early on and be experts when it was their time to go on the hunt. The only equipment needed then was a Tatanka head; they would most likely be playing in a chosen open area or the buffalo compound. There were no prizes as the game was for fun and to learn survival skills. During the buffalo hunt everyone who as able bodied to help would do so. This 	<p>Each station will need printed out instructions and descriptions of the games</p> <p>Possible Adaptations/ Differentiation:</p> <ol style="list-style-type: none"> 4. Different games can be played at the stations than the ones I have listed 5. Games can be modified to be easier/hardier/longer/shorter 6. Lesson can be modified so that students do a jigsaw where they get split up into separate groups and learn their game and come back as a group to teach it to the whole class. <p>Management Strategies:</p> <ol style="list-style-type: none"> 7. Ensure that you are going around the gymnasium/space to check on the groups and answering questions 8. Utilize an outdoor space if possible as some of these games can get loud

game taught the women and children how to help out when they needed to. It also taught them the basics of chasing, running, and fleeing. This game would be played in the spring and summer before the big buffalo hunt so they would be prepared to help out when the time came. The game was taught so women and children were able to do their part during the buffalo hunt. Everyone needed to take part in this hunt because it was such a big task and their survival depended on the buffalo. The fleeing, running, and chasing were important because they would be leading buffalo that were most likely stampeding and if they couldn't run away when they needed to then they could be injured. Rules: One student is chosen as the Tatanka and the rest of the student's line up against the wall. The Tatanka calls out "Tatanka, Tatanka" and the students run across to the other side of the gym and try not to get tagged by the Tatanka. If a student is tagged they become part of the Tatanka's herd and have to try tag more students to become part of the herd. When there are no more runners the game is over and new Tatanka is chosen.

2. **STICKS** - Each team places sticks (pool noodles) in their territory. Once the hoops have been placed, they may only be touched by members of the opposite team. The objective is to capture all the hoops. This means you must sneak into the other team's territory to capture their hoops while also protecting your own hoops.

- If you are captured in the other team's territory you must sit and wait to be rescued by a teammate, who may safely walk you back to your side while holding your hand.
- You are safe if standing in another team's hoop and the hoop is on the ground.
- If you get captured while holding a hoop you must put the hoop down (it remains there). You may not take it with you when you are rescued. Once you place a captured hoop in your territory it may no longer be moved by anyone on your team.

3. **RUN AND SCREAM** - The children would start running while sucking in a big breath of air; at a designated mark on the ground, they would start screaming while they were running. When the scream was finished, the spot was marked with each person's own marker stick (4 to 6 inch long peg sharpened to go into the ground). The children would try to pass the other marks. The one who could run the farthest while screaming was the winner. Traditionally

Safety Considerations:

9. Games should be played in an outdoor space if possible with lots of room
10. Students should be always aware of their surroundings to avoid collisions



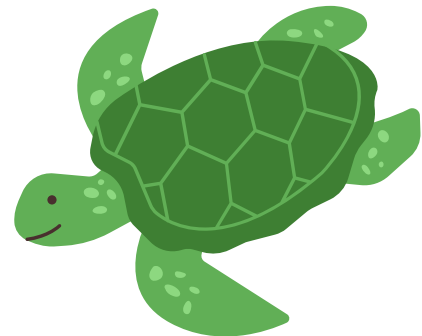
played by girls too old for dolls and too young for adult games, but can be played by all ages of children.

4. SITURTAQ

Participants start in a squatting position, facing each other in a circle. The dance involves kicking one leg out while maintaining the squat position with the other, alternating legs back and forth. When you hit the floor, you're out. The dance ends when the last child hits the floor.

5. BACK PUSH

Two Players sit back to back on the floor with their knees bent in a designated circle. Players start to push against each other trying to push each other out of the circle.



Closure:

Time: 10 minutes

- Ask students to regroup as a class and check in. What was your favorite game? Why? Do you think you'll play any of these games outside of class? Then hand out an exit slip to each student.
1. What are the names of three indigenous games that you played today?
 2. Why might Indigenous people have played these games? (what skills or practices do they enhance?)
 3. How are these games similar to sports/games that you know or have played? (what skills are similar, etc.)



Stage 4: Reflection


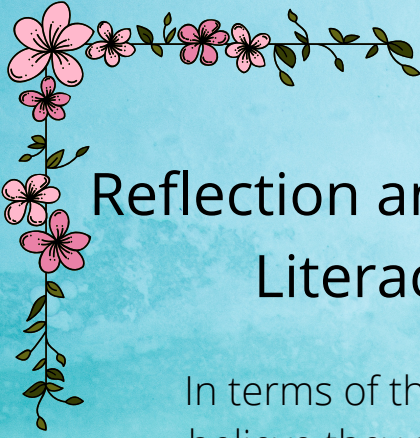
Professional Development Goal is...

- Time Management: ensure that my students and I are on track
- Direct Instruction: Ensuring that I am giving clear and concise instructions without complicating them
- Giving Directions: Making sure I am getting my students attention quickly so I can move them on to the next station.



4

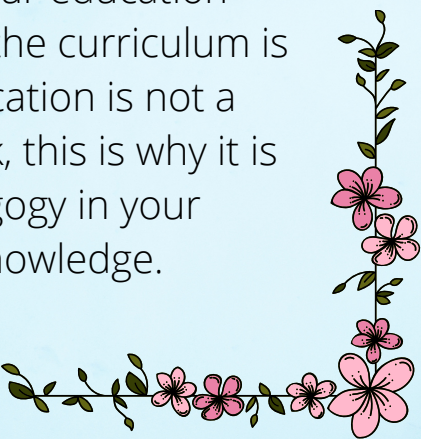
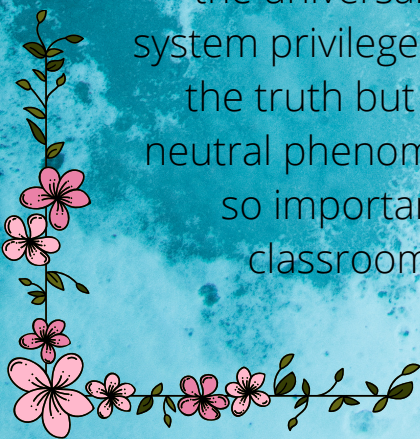




Reflection and Implications of Culturally Responsive Literacy Regarding Short Term Planning

In terms of these short term lesson plans, I can confidently say that I believe they are culturally responsive. Many educators will make the excuse that there is no room for culturally responsive pedagogy in subjects like science or physical education, yet, I have proved by these lesson plans there in fact is plenty. I believe the reason that so many teachers struggle to create culturally responsive lesson plans is that they are not looking at it through the lens of CRP. Instead, they are trying to insert culture into education when in reality education needs to be inserted into culture. (Ladson-Billings, 1995, p. 159). I think that is why I was successful in creating these lesson plans because I do not see cultural diversity as a barrier, it is an opportunity. I think teachers should jump at the opportunity to expand the curriculum in diverse ways. It allows so much room for creativity and the possibilities for lesson plans are endless.

In a few of my reflections, I have mentioned that I believe that there is "no excuse" when it comes to teaching social justice through an anti-oppressive and culturally responsive framework and I stand by that wholeheartedly. We want and we need our students to be critical thinkers as opposed to just taking everything they are told as true. Not questioning the "standard" or the "norm" is what contributes to injustice and inequality in our society and how are we supposed to overcome that if our students are not taught to think critically. Traditionally, in education, the curriculum was treated as something that needed to be managed and followed strictly, this implies that the curriculum is a universal truth for all students (Bekisizwe, 2010). This, as we know, is simply not true. How could it be? How is a curriculum created in a Europeanized education system the universal truth for all of our students. This is why our education system privileges and favours certain students for whom the curriculum is the truth but oppresses others for whom it is not. Education is not a neutral phenomenon and it never has been. Circling back, this is why it is so important to include a culturally responsive pedagogy in your classroom where human experience is valued as knowledge.



Extra-Curricular Activities, Interests, and Hobbies

Throughout my life, I have played and still am active in several sport and athletics. I played competitive hockey until I was 18 years old and I still play recreational hockey during the winter. I was also competitive in volleyball and I still play recreationally as well in the fall.



I also love to pick up new hobbies and sports. During my second year of university, I joined the University of Regina Rowing team and I completed a varsity season. The team was lost unfortunately due to the pandemic, however, I still enjoy rowing occasionally.

I am also an active member of the fitness community and I go to the gym 5 days out of the week. A new sport I have picked up is pole fitness (yes it is a sport!). It really is an empowering feminist sport and I believe everyone should try something out of their comfort zone in their life.



I have always had a passion for all things athletics, I plan on coaching at least one sport consistently every year, preferably volleyball or track and field as they were my favourite school sports but I also participated in cross-country and badminton so I would be willing to help out with those as well.



Outside of organized sport, most of my hobbies take place outdoors. My current outdoor hobbies include archery, running, mountain biking, hiking, fishing, canoeing/kayaking, hunting, swimming, and geocaching.



A new hobby that I recently got into is beekeeping. Yes, you read that correctly, beekeeping! In February of 2020 I purchased 3 acres of land near my home town. I brainstormed what to do with it and I landed on beekeeping. So in the following spring I was given a colony of bees by a neighbour who was looking to get out of the business. The following spring I added three more colonies. The beautiful thing about beekeeping is that it coincides perfectly with the teaching season (starts up in the spring as school is winding down and winds down in the fall when school is starting up). It is also very educational and can link to many curricular outcomes, including environmental justice themes.

Despite most of my life revolving around activity I am also interested in other extra-curricular activities. In high school I was the treasurer and secretary for the Student Representative Council and I was also on the year book committee for a few years. I had a role in every drama production our school put on and I was also in band for a number of years as a flute player and I took piano lessons for a number of years. Although I no longer play the flute or piano, I am self-taught in guitar and know a few basic chords and I can play a bit on a recorder.

Of course I am more than willing to help out with any of these activities at any school I end up teaching at. I have often been described as a "jack of all trades" by many people who know me so I plan on putting all these skills to use in my teaching career.



Culturally Responsive Strategies

There are a few strategies that I want to implement in my classroom that will embody what I have learned about culturally responsive pedagogy . These are based off of Kea, Campbell-Whatley, & Richards "6 Characteristics of Culturally Responsive Teachers":

- Sociocultural consciousness - understanding that one's way of thinking, behaving, and being is influenced by race, ethnicity, social class, and language.
 - Affirming attitude towards students of diverse backgrounds
 - Commitment and skills to act as agents of change - confront barriers to change, develop skills for collaboration and dealing with chaos
 - Constructivist views of learning - promotes critical thinking, problem solving, collaboration, and the recognition of multiple perspectives
 - Learning about students' past experiences, home and community culture, and world both in and out of school - builds relationships and increases teachers' use of these experiences in the context of teaching and learning
 - Culturally responsive teaching strategies - support the constructivist view
- (Kea, C., Campbell-Whatley, G. D., & Richards, H. V., 2006)

Strategies:

- Have students refer to me by my first name. I am aware of how unusual this is. I want to do this for three reasons: 1. Calling a teacher by their last name is a European practice so by having my students call me by first name I am decolonizing my classroom. 2. This will help my students feel more comfortable and likely to approach me, it will foster our relationship. 3. It helps to create equality in the classroom.
- Involving students in the creation of assessments as well as their learning environment (i.e. classroom arrangement, seating plans, decorations, etc.)
- Communicate effectively with parents/guardians to learn more about the student and their identity. Have parents come in to speak to the class if possible.
- Do my homework. When a student joins my class I will take it upon myself to learn about their culture, language, and interests
- Use students' real names not their "English" names. One's name is part of their identity which is tied deeply into one's culture.

Note: This list is by no means exhaustive, these are just some of the strategies I believe are important to include and that I want to work on.

Transcripts

Current Registration & List of Courses

ID: 200388945

Name: Shwaga, Jessalyn Catherine

Program One

Campus: U of R
 Faculty: Education
 Program: BEd Elem (Pre K5)
 Major(s): Non-Applicable
 Minor(s):
 Concentration(s):

Program Two

Campus: U of R
 Faculty: La Cite universitaire franco
 Program: Cert français lang sec
 Major(s): Non-Applicable
 Minor(s):
 Concentration(s):

Currently Registered Courses

Term	Course ID	Course Title	Status	Start Date	End Date	Credit Hours
2021 Spring Summer	EPSY 400 041	Working with Differ &Diversity	Registered in Self-Service	03/May/21	16/Jun/21	3
	ERDG 425 040	Culturally Responsive Literacy	Registered in Self-Service	03/May/21	16/Jun/21	3
2021 Fall	EFLD 411 010	Pre-K to 5 Elem Internship	Registered in Self-Service	30/Aug/21	21/Dec/21	15

Undergraduate Degrees

Certificat en français langue seconde Semester Completed: 2020 Winter Date Conferred: 20-MAY-2020

Hours in Program: 30 Graduating Program GPA: 81.9

Awarding Faculty: La Cite universitaire franco

Undergraduate Courses Taken at the University of Regina

Term	Course ID	Course Title	Grade	Hours Taken	Hours Passed	Class Size	Class Average
2017 Fall	ECS 110 020	Self and Other	83	3	3	32	79.72
	ENGL 100 008	Critical Reading and Writing I	73	3	3	37	62.54
	INDG 100 S02	Intro Indigenous Studies	89	3	3	78	77.48
	KHS 139 100	Movement Education	79	3	3	81	74.28
	MATH 101 001	Introduction to Finite Math I	88	3	3	92	63.10
2018 Winter	BIOL 140 L01	Biology I	92	3	3	134	78.64
	ECS 100 010	Knowledge, Schooling & Society	82	3	3	106	82.05
	ENGL 110 L03	Critical Reading & Writing II	74	3	3	34	74.06
	FRN 101 003	Discovery II	84	3	3	24	74.88
	MAP 101 001	Introduction to Pop Culture	79	3	3	34	72.24
2018 Spring Summer	ESCI 302 040	Environmental Education	77	3	3	23	78.35
	JS 100 397	Introduction to Justice	87	3	3	43	75.07
2018 Fall	ECE 200 020	Teaching & Learning Pre-K to 5	90	3	3	31	78.16
	ELNG 200 020	Linguistic Divers & Teach Lang	83	3	3	32	83.66
	ENGL 252 001	Creative Writing I	79	3	3	14	82.07
	KHS 131 100	Philosophy of Yoga & T'ai Chi	82	3	3	30	77.73
	SOC 213 001	Families	88	3	3	18	71.78
2019 Winter	ECE 325 010	Exp Lrning for Young Children	91	3	3	32	84.81
	ECS 210 010	Curric Cultural/Social Prac	83	3	3	35	79.46
	EMUS 202 002	Intro Music Education Part II	85	3	3	21	83.86
	INA 210 S02	Traditional Indian Art I	83	3	3	20	78.95
	SOC 218 001	Sociology of Hockey in Canada	90	3	3	48	73.85
	Academic Achievement:		Dean's List; Education Faculty				



2019 Spring Summer	EDTC	300	397	Intro to Edtech & Media	83	3	3	24	81.88
2019 Fall	FRLS	116	001	Principes et prod FR Oral 1	79	2	2	6	80.33
	FRLS	117	001	Principes et prod du FR Oral 2	83	2	2	6	81.17
	FRLS	118	001	Principes et prod du FR oral 3	81	2	2	6	80.17
	FRLS	219	001	Grammaire et rédaction 1	82	3	3	6	78.80
	FRLS	220	001	Grammaire et rédaction 2	83	3	3	6	82.33
	FRLS	221	001	Grammaire et rédaction 3	82	3	3	6	82.17
2020 Winter	FRLS	212	001	Structure du discours oral	81	3	3	6	79.00
	FRLS	318	001	Français écrit culture franco	84	9	9	6	82.17
	FRN	220AC	001	musique en afrique francophone	77	3	3	17	82.59
2020 Fall	ECS	303	060	Curriculum and Pedagogy 2	P	3	3	35	
	EHE	310	030	Health Educ in Elem School	83	3	3	34	79.18
	ELNG	310	010	Lang and Lit Practices: Elem	80	3	3	33	80.36
	EMTH	310	010	Teaching Math in Elementary	88	3	3	36	84.61
	EPE	310	020	PE for Elem School Teachers	90	3	3	25	83.12
	Academic Achievement:		Dean's List; Education Faculty						
2021 Winter	ECCU	400	040	Treaties in the Classroom	88	3	3	36	86.00
	ECS	401	002	Crit. Per. of Assessment	84	3	3	35	81.69
	EFLD	311	090	Pre-K to Grade 5 Field Exp: 2	P	0	0	109	
	ERDG	310	010	Teaching Literacy (Pre-K to 8)	85	3	3	30	85.63
	ESCI	310	010	Science Education (Pre-K to 8)	85	3	3	29	83.72
	ESST	310	020	Soc Studies Elem Sch T'chers	88	3	3	35	84.66
Academic Achievement:		Dean's List; Education Faculty							

Undergraduate grade point average: 83.66 Cumulative Earned Credit Hours: 129

Awards:

Centennial Merit Scholarship - 2017 Fall

For the University of Regina Official Transcript Legend, please visit
<http://www.uregina.ca/student/registrar/transcripts/legend.html>



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The End

"With this 'type' of education, I want students to feel an obligation, close a gap, chip away at these oppressive boundaries that continue to separate humanity, to create a sense of urgency, and to create a social awareness. Teachers have a responsibility to create a 'voice' to speak against oppression, to provide students with an opportunity for awareness, for growth, for interruption, and for togetherness. When we know better, we can do better.

It starts with the teacher . . ."

(Baudu, 2021)

