Looking Back: Portfolio and course reflection

NBE3U, Unit 7: Independent Study and Final, Lesson 8. 75 minutes. Teacher lesson plan.

Lesson at a glance

Before the final, look back at how far you have come as a reader, writer, listener and media maker, and at how your understanding of First Nations, Métis and Inuit voices has grown. Knowing your growth makes it easier to keep growing, and to keep listening.

What students do: Students reread work from across the semester, choose two or three pieces for a writing portfolio and explain why they best show their growth, reflect on their strengths as readers, listeners and media makers, revisit the inquiry question they wrote in Unit 1, and build a reading and viewing list of First Nations, Métis and Inuit creators.

Curriculum expectations

Code	Students will…
D4.3	select examples of a variety of types of writing that express themes, ideas, and perspectives explored in this course and that they think most clearly reflect their growth and competence as writers, and explain the reasons for their choice
C4.2	identify a variety of skills they have in listening, speaking, writing, viewing, and representing, and explain, with increasing insight, how these skills help them read texts from and/or related to First Nations, Métis, and Inuit cultures more effectively
B4.1	explain which of a variety of strategies they found most helpful before, during, and after listening to and speaking about texts from and/or related to First Nations, Métis, and Inuit cultures, then evaluate their areas of greater and lesser strength in oral communication and identify the steps they can take to improve their skills
E4.1	explain which of a variety of strategies they found most helpful in interpreting and creating media texts on subject matter related to First Nations, Métis, and Inuit cultures, then evaluate their areas of greater and lesser strength as media interpreters and producers and identify the steps they can take to improve their skills

From The Ontario Curriculum, Grades 9 to 12: First Nations, Métis, and Inuit Studies (2019), English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University Preparation (NBE3U). A = First Nations, Métis, and Inuit Perspectives and Text Forms in Canada, B = Oral Communication, C = Reading and Literature Studies, D = Writing, E = Media Studies.

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Learning goals and success criteria

Learning goals	Success criteria
• We are learning to reflect on our growth across the course. • We are learning to choose work that shows our growth as writers and explain our choices.	• I can choose pieces that show my growth and explain why. • I can explain how my other skills helped my reading. • I can name my strengths and next steps in oral communication and media. • I can revisit my inquiry question and say how my understanding has changed.

Materials and preparation

- **Slides:** Looking Back deck.
- **Handouts:** Portfolio and Reflection (page 1), My Reading and Viewing List (page 2).
- **Students bring:** Work folders or digital portfolios from the semester, including the Unit 1 research brief.

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–15	**My work**	Reread work.	Reread.	
15–40	**Portfolio and reflection**	Choose and explain.	Write.	Reasons for choices.
40–55	**My inquiry question**	Revisit Unit 1.	Write and share.	
55–75	**Reading and viewing list**	Build it.	Plan.	

Differentiation

- **Support:** Reflection frames.
- **ELL:** Reflect in two languages.
- **Challenge:** Write a letter to next year's NBE3U students about how to listen well in this course.

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Assessment

Type	Tool	Purpose
Assessment as learning	Portfolio and Reflection	Selecting writing that shows growth (D4.3), transferable skills (C4.2) and reflection on oral and media skills (B4.1, E4.1)

What we studied

- **Unit 1:** Where We Stand: land, terminology, protocols, the three themes and an inquiry question.
- **Unit 2:** Behind the Image: stereotypes and representation in settler texts and media.
- **Unit 3:** Writing Back: Johnson, Zitkála-Šá and Eastman answering their readers (historical context).
- **Unit 4:** Living Words: oral traditions, listening and Delgamuukw.
- **Unit 5:** Stories Now: contemporary First Nations, Métis and Inuit literature.
- **Unit 6:** Signal and Story: Indigenous media and the creators shaping it.
- **Unit 7:** Independent study, seminar and final evaluation.

Teacher notes

- Schedule this lesson before or after the final evaluation, as suits your calendar.
- Reflections are assessed on growth and insight, not on personal disclosure. Do not ask Indigenous students to speak for their communities, to share personal or family histories, or to act as experts. Every student's participation in sharing is optional.
- Closing the course: if your class worked with an Elder, Knowledge Keeper or guest, consider a thank-you letter through your board's protocol. We strongly recommend reviewing this unit with your board's Indigenous education lead and, where possible, inviting a First Nations, Métis or Inuit Elder, Knowledge Keeper or guest speaker following your board's protocols (including offerings and honoraria). Local Nations' own sources come first.
- This course discusses colonization, residential schools and their effects. Some students and families carry this history personally. Support: Hope for Wellness Help Line (for Indigenous people across Canada, 24/7, by phone or online chat at hopeforwellness.ca; English and French, with Cree, Ojibway and Inuktut on request at certain times), 1-855-242-3310; Kids Help Phone, 1-800-668-6868 or text 686868; 9-8-8 Suicide Crisis Helpline (call or text 988); National Indian Residential School Crisis Line, 1-866-925-4419.

Coming up

Final evaluation.

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