CURRICULUM GR. 9-12

FIRST NATIONS SUCCESS IN EDUCATION Grade 10

MAIN IDEA

NAN First Nation Vision

Through access to a wholistic education, which integrates traditional and contemporary knowledge, values and teachings, members will be empowered to contribute to the sustainability of our culture, language, traditions, and the well-being of their family, community and the broader society.

http://www.nan.on.ca/upload/documents/education-report-feb2012-final.pdf

Highlighting successes in Aboriginal Education shows the determination of educators as well as the resiliency of Aboriginal culture to survive through the centuries. Many issues and concerns still exist regarding Aboriginal education. Students will have the opportunity to learn about and celebrate some of the successes as well as contribute ideas for the future of Aboriginal education.

ONTARIO SPECIFIC EXPECTATIONS Students will...

NATIVE STUDIES

- Identify issues currently affecting Aboriginal peoples and the responses of local and national leadership to these issues.
- Identify examples of the growing activism of Aboriginal groups in the twentieth century.
- Assess the efforts of individuals from different Aboriginal communities to further the interests of Aboriginal peoples.

MATERIALS	RESOURCES & SOURCES
Computer	Assembly of First Nations First Nation Control Over First Nation's Education http://www.afn.ca/uploads/files/education/
Internet	32010_july_afn_first_nations_control_of_first_nations_education_final_eng.pdf
Handouts	Nishnawbe Aski Nation's Report on the Challenges and Needs in Kikinahamaagewin (Education)
Rubric	http://www.nan.on.ca/upload/documents/education-report-feb2012-final.pdf
	Aboriginal Affairs and Northern Development Canada, Success Stories, Education (VIDEOS) http://www.aadnc-aandc.gc.ca/eng/1307099687962/1307099824470
	Shkoday Abinojiiwak Obimiwedoon, Thunder Bay Aboriginal Head Start http://search.211north.ca/record/TBY1535



CURRICULUM GR. 9-12

ACTIVITIES

- 1. Teacher will introduce the lesson by reading from **Where Are We Now?** focusing on how, since 1972, First Nations have regained (some) control over their own education and the success they have made since Residential Schools.
- Students will participate in a Think-Pair-Share activity regarding Success Stories in Education from Nishnawbe Aski Nation's Report on the Challenges and Needs in Kikinahamaagewin (Education). Students work in pairs, divide readings, share information with each other and complete the follow up activities on the handout.

Teacher will provide all students with a copy of the above-mentioned handout and a copy of the **Think-Pair-Share Rubric** so students will know what is expected of them.

See **Tips for Think-Pair-Share** activity information sheet.

Have students complete the Think-Pair-Share Follow Up Activity.

3. Internet access is required for this section. Write the following (3) **school names** and questions on the board. A class discussion will be held after the videos to share what they have learned. Students are encouraged to take point form notes while viewing the (3) stories from AANDC Web site

http://www.aadnc-aandc.gc.ca/eng/1307099687962/1307099824470

- El Ground First Nation
- Outma Sqil'x Cultural School
- Nunavut Sivuniksavut

Questions:

- How does each of the schools incorporate traditional culture? (Teach language, history and traditions)
- How does technology bridge the gap between traditional and modern language? (Videoconference with Elders, communicate with First Nation Peoples all across Canada, create informative videos about issues facing Aboriginal)
- How do these schools help students succeed? (Confidence building activities Inuit students share culture with other schools, pride in learning about their own culture, include provincial curriculum so students can succeed in both worlds)



CURRICULUM GR. 9-12

- 4. On the board or chart paper make 2 columns. **Current Cultural Curriculum** (what cultural curriculum is currently in their school) and **Wanted Cultural Curriculum** (what cultural curriculum is missing and they would like to have in their school). Have students brainstorm ideas for each column and record their answers accordingly. (Examples are; an English lesson about Aboriginal poetry, creating Aboriginal art, history of residential schools, Aboriginal author study, physical education like Native (Inuit) Olympics and Lacrosse, storytelling, hunting, trapping, drumming, how to gather and identify roots and berries, fishing, etc.)
- 5. Inform students they will have the opportunity to develop their own lesson plan at the secondary (high-school) level. This lesson plan will reflect Aboriginal Cultural Content and Themes. The teacher will provide each student with a **blank lesson plan format** and a copy of the **Lesson Plan Creation Rubric** so the students know what is expected of them. (N.B. Have students create these alone without Internet access). Have students share their lesson plans with the class, perhaps you can even do one or two with the class.

ASSESSMENT

Summative: Think-Pair-Share Rubric

Summative: Lesson Plan Creation Rubric



CURRICULUM GR. 9-12

READING

WHERE ARE WE NOW?

Reflecting on the Achievements of Indian Control of Indian Education

The National Indian Brotherhood's 1972 policy statement, Indian Control of Indian Education (ICIE), was a significant catalyst for change. It was a response to the 1969 White Paper that called for the dissolution of the reserves and total assimilation of First Nations. Indian Control of Indian Education was intended to create a movement for greater educational success fuelled by positive grassroots support.

The policy statement was unequivocal in stating that First Nations – not the federal government – have jurisdiction over First Nations education. The policy asserted a vision of learning for all First Nations learners within an appropriate, respectful, comprehensive framework.

ICIE has led to the development and creation of 518 schools located on-reserve, delivering various programs and services ranging from Kindergarten to grade 12, all using First Nations pedagogy. These First Nations controlled schools are quite often led by First Nation principals and administrators and have many qualified and certified First Nations teachers. The majority of these schools provide local language and culture programs. Sixty percent of all First Nations students, approximately 70,000, attend First Nations schools. In many communities there are locally controlled early childhood education and preschool programs that feed into the K-12 schools.

ICIE has lead to the development and creation of 45 Indigenous Institutes of Higher Learning under local control with over 10,000 learners enrolled each year. Those institutes provide a range of programs from adult graduation to graduate degrees.

ICIE is a key catalyst, which has lead to the development of partnerships, cooperative relationships and consortiums at the local, regional, national and international levels.

First Nations capacity in education has improved significantly since 1972. We now have a high number of qualified and certified teaching assistants, teachers, councilors, education specialists, vice-principals, principals, education administrators, boards of education, other education professionals, professors, presidents and deans of education. First Nations are implementing their own certification for instructors, programs and facilities.

Many of the courses and curricula delivered in the First Nation controlled schools and institutes have adapted to better include First Nations worldviews. Where First Nations have had access to sufficient resources, curricula has been developed from scratch to wholly account for First Nations perspectives. These changes have led to more relevant education in which First Nations identities are strengthened and opportunities for success are dramatically improved.

CURRICULUM GR. 9-12

READING continued...

First Nations have developed research at the community, regional, national and international levels supporting all areas of education from early learning to higher learning. The research supports capacity development and delivery of education services from a First Nations perspective and supports the exercise of jurisdiction of education by First Nations.

Positive change has been the result of dedicated leadership and hard work by those within First Nations education systems.

TEACHER CAN STOP HERE...the remaining information is for further teacher understanding.

Improvements have been made, but it has been hindered by a lack of government support. Government agencies themselves have recorded this lack of support, as can be seen in an excerpt from the Auditor General's Report of 2004 (see Appendix Three).

ICIE has demonstrated the value of First Nations across Canada creating national policy on education. For example, the national education policy has prompted First Nations to work cooperatively on languages, as First Nation languages are so vital and directly linked to education. The Assembly of First Nations approved the National First Nations Languages Strategy, National First Nation Languages Implementation Plan and National First Nation Language Strategy Cost Estimate for Implementation in 2007. These three national papers can support First Nation Control of First Nation Education (FNCFNE).

When Indian and Northern Affairs Canada devolved education to First Nations communities they transferred responsibility for school administration without transferring resources for second and third level services that previously existed at the national level and in each of their regional offices. Since then, Indian and Northern Affairs Canada has never adopted any comprehensive measures to remedy that situation and meet the required second and third level supports as identified in Appendix One.

The First Nations learning philosophy outlined in ICIE was accepted and proclaimed on June 23, 1972 in a speech by the Honourable Jean Chrétien, Minister of Indian and Northern Affairs, to the Council of Ministers of Learning. In a February 2, 1973 letter addressed to Mr. George Manuel, President of the National Indian Brotherhood (now the Assembly of First Nations), Minister Chrétien stated:

"The paper is a significant milestone in the development of Indian education in Canada. I wish to assure you that I and my Department are fully committed to realizing the learning goals for the Indian people which are set forth in the policy proposals."

The ICIE policy statement was a call to action at a critical time in First Nations history, and it set the stage for the following 37 years of momentum at the community, regional, and national levels.



CURRICULUM GR. 9-12

READING continued...

Unfortunately the momentum created by ICIE has been continuously hampered. The full spirit and intent of the policy has never been supported in a meaningful manner. The federal government's acceptance of ICIE created the basic framework for First Nations to manage community schools. It provided a foundation for their involvement in all aspects of program delivery, which had been managed previously by the federal government. Although these changes allowed for a modest level of control by local communities, the changes did not lead to the comprehensive learning infrastructure/mechanisms that were envisioned by First Nations – those that would ensure that community development was supported in a manner conducive to overall improved learning outcomes. The results of this limitation are all too evident.

This current statement is a reminder that the vision and aspirations that were embedded in the 1972 policy statement remain unfilled and must still be implemented. The message asserted in 1972 still has resonance today; the following words from ICIE reflect a continued vision of First Nations education that can form the basis for our collective actions.

- We want education to give our children the knowledge to understand and be proud of themselves and the knowledge to understand the world around them.
- We believe in education: as a preparation for total living,; as a means of free choice of where to live and work; as a means of enabling us to participate fully in our own social, economic, political and educational advancement.
- The time has come for a radical change in Indian education. Our aim is to make education relevant to the philosophy and needs of Indian people.

Source: http://www.afn.ca/uploads/files/education/
3. 2010 july afn first nations control of first nations education final eng.pdf

CURRICULUM GR. 9-12

INFORMATION

THINK-PAIR-SHARE ACTIVITY INSTRUCTIONS

The Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer...this strategy provides an opportunity for all students to share their thinking with at least one other student, which, in turn, increases their sense of involvement in classroom learning. Think-Pair-Share can also be used as an information assessment tool. As students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly.

Once students understand the strategy, monitor and support students as they work through the steps below. Teachers may also ask students to write or diagram their responses while doing the Think-Pair-Share activity.

Think

Teachers begin by asking a specific higher-level question about the text or topic students will be discussing. Students "think" about what they know or have learned about the topic

Pair

Each student should be paired with another student. Teachers may choose whether to assign pairs or let students pick their own partner. Remember to be sensitive to learners' needs (reading skills, attention skills, language skills) when creating pairs. Students share their thinking with their partner, discuss ideas, and ask questions of their partner about their thoughts on the topic.

Share

Once partners have had ample time to share their thoughts and have a discussion, teachers expand the "share" into a whole-class discussion. Allow each group to choose who will present their thoughts, ideas, and questions they had to the rest of the class. After the class "share," you may choose to have pairs reconvene to talk about how their thinking perhaps changed as a result of the "share" element.

Tips were adapted from Using the Think-Pair-Share Technique

http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html



CURRICULUM GR. 9-12

THINK-PAIR-SHARE READING HANDOUTS

NISHNAWBE ASKI NATION'S REPORT ON THE CHALLENGES AND NEEDS IN KIKINAHAMAAGEWIN (EDUCATION)

Holistic well-being is important and cultural knowledge is a vital element in fostering pride and confidence in our students. We need to guide students in life skills so that they will develop a vision for their future. We need specialized guidance programs and opportunities for the future; such programs can be job shadowing, positive posters campaign for youth, incentives and scholarships for graduates, incentives for jobs, role modeling and skills development. The Royal Commission on Aboriginal peoples report states that

"Aboriginal youth who spoke to the Commission told us that education is the key that unlocks the door to the future – a future where Aboriginal nations will be prosperous, self-determining entities. Youth feel that education has two purposes: to build and enhance their understanding of themselves as Aboriginal people; and to prepare them for life in the modern world." (RCAP vol. 4, p.161).

THINK portion of the Think-Pair-Share. As a team think about and record ideas to the following question:
How can schools help Aboriginal students have "an understanding of themselves" and "prepare them for life in the modern world"?



CURRICULUM GR. 9-12

THINK-PAIR-SHARE
READING HANDOUTS continued...

PAIR-SHARE portion of the Think-Pair-Share

Divide up the following Success Stories into Pairs. Each team member reads their own portion and then shares what they have learned with their team member.

SUCCESS STORIES

Despite the serious challenges that we face in education, there are some success stories. These successes would not have happened without the determination, perseverance and hard work of our people. Examples of success stories are as follows:

Kwayaciiwin Education Resource Centre (KERC)

The Kwayaciiwin Education Resource Centre (KERC) was established in 2002; it was initiated and mandated by the First Nations leaders in the Sioux Lookout district. KERC's mandate is to maintain and revive the First Nation language and culture through curriculum development, resources and support services. Other education-related initiatives include capacity development, training for education administrators and professional development for educators. KERC is also the lead for the on-reserve council operated schools in Sioux Lookout district for FNSSP.

Northern Nishnawbe Education Council (NNEC)

Northern Nishnawbe Education Council (NNEC) is a regional organization servicing 24 First Nations across the Sioux Lookout district. NNEC's mission statement affirms that "Northern Nishnawbe Education Council is committed to supporting a First Nations' education system that enforces academic standards, reinforces cultural identity, and enables learners to contribute with confidence to the well-being of the global community". NNEC has several programs which have been successful in meeting the education needs of First Nations people. Wahsa Distance Education is a NNEC program which provides community-based secondary level education services in northern communities in the Sioux Lookout district since 1991. Students in isolated communities have the opportunity through Wahsa to gain their secondary school credits and graduation rates have improved since its implementation. Dennis Franklin Cromarty High School, located in Thunder Bay, was established by NNEC to provide secondary education to those students from isolated communities who must leave their communities to pursue secondary level education. The school's mission is to provide an education in academic excellence along with First Nations traditions, language and culture to ensure that students develop a strong cultural identity as well as academic success. Pelican Falls First Nations High School is located outside of Sioux Lookout and is operated by NNEC. It also provides secondary education to students from isolated communities where no

CURRICULUM GR. 9-12

THINK-PAIR-SHARE READING HANDOUTS continued...

high schools exist. This high school is unique as it also provides a residential centre in which the students live while attending high school. It offers culturally relevant education and extracurricular activities for its students.

K-Net

The Kuhkenah Network (K-Net) provides information and communication technologies (ICTs), telecommunication infrastructure and application support in First Nation communities across a vast, remote region of north-western Ontario as well as in other remote regions in Canada. This private telecommunications network supports the development of online applications that combine video, voice and data services requiring broadband and high-speed connectivity solutions. K-Net is a program of Keewaytinook Okimakanak (KO), a First Nations tribal council established by the leaderships of Deer Lake, Fort Severn, Keewaywin, McDowell Lake, North Spirit Lake and Poplar Hill bands to provide a variety of second level support services for their communities. Kuhkenah is an Oji-Cree term for everyone, everywhere.

Other services provided by K-Net Services:

- Operates a HelpDesk for First Nations schools who are getting Internet access through School-Net.
- Established a website for Keewaytinook Okimakanak and member First Nations.
- Advocates for full broad band capacity in member communities and in other NAN First Nations.
- Develops and maintains computer networking support in member First Nations in and between the Sioux Lookout and Red Lake offices.
- Develops and delivers a wide range of training and capacity building programs aimed at strengthening computer and telecommunications expertise at the community level.

Omushkego Education

Omushkego Education provides education services to the Mushkegowuk communities of the James Bay area. Its mission statement affirms: "We, the Mushkegowuk, believe in, support and promote lifelong learning opportunities for our people based on our language and cultural values". Omushkego Education offers summer science camps for elementary students, and coordinates an annual regional education conference, the Great Moon Gathering, which is focused on the Cree great moons cycle teachings in relation to providing culturally relevant education to Mushkegowuk students.

Shibogama First Nations Council

Shibogama First Nations Council Chiefs made an historic decision to assume administrative and operational control of its off-reserve secondary student services from Northern Nishnawbe Education Council in 2009. Shibogama Education Board is delegated the responsibility to manage the



CURRICULUM GR. 9-12

THINK-PAIR-SHARE READING HANDOUTS continued...

new program at the tribal council level until such time the local communities are ready to administer it. The main reasons for the transfer are: increase more graduates, improve the quality of education, reconnect and reaffirm grassroots involvement and parental involvement. Shibogama Education Board is mandated to provide the student support services that will address the priorities. Shibogama Education Secondary Services Program (SESS) is directed to ensure that parents, guardians, social counsellors and LEAs are involved in the development of the program policy and procedures. SESS established partnership with the two provincial school boards and continues to work closely with NNEC schools. SESS made it very clear that the communities want to be involved in their students' education and to ensure that the schools are held accountable through the tuition agreements. The priority and focus is student success.

Sandy Lake Board of Education - Alternative Education Programs

The Sandy Lake Board of Education offers a variety of alternative education programs at the Gabbius Goodman Memorial Learning Centre. The Learning Centre responds to the needs of students and the community by providing education opportunities through the Wahsa Distance Education Program, the Lakehead Public Schools Distance Education program, Contact North and through Independent Learning options for students. Currently there are 154 young adults enrolled in these programs.

North Caribou Lake First Nation Education

The North Caribou Lake First Nation Education Authority has experienced success in a number of areas: such as the provision of a good cultural/traditional program as part of the educational experience of students, and a strong teacher retention rate. Most of the staff has been with the Education Authority since 1992 when they first assumed Local Control of Education. The Education Authority also has a successful graduation rate with an average of 15 graduates every year.

North Spirit Lake Education Authority

The North Spirit Lake Education Authority views the attainment of a new school for their students as a success. Being a small school and community, one student was successful in graduating from the Keewaytinook Internet High School this past year. The Education Authority is very hopeful that there will be more graduates.

Sachigo Lake First Nation Education Authority

The Sachigo Lake First Nation Education Authority has been successful in increasing student involvement in their education programs. This is indicated by over 70% student attendance in the after-school program, 96% cooperation of students during school programs and 97% involvement of grade 8 students toward the graduation program.

CURRICULUM GR. 9-12

THINK-PAIR-SHARE READING HANDOUTS continued...

Brunswick House First Nation

Students of the Brunswick House First Nation attend the nearby provincial elementary and secondary schools in Chapleau. At the elementary and high schools in Chapleau, the Algoma District School Board has initiated an Aboriginal room for students to access, with the support of Aboriginal Student Support Workers (funded through Brunswick House First Nation and another First Nation in the area). The students participate in traditional and cultural activities such as crafts, singing and dancing with the older students helping the younger ones in these activities.

Source: http://www.nan.on.ca/upload/documents/education-report-feb2012-final.pdf

Shkoday Abinojiiwak Obimiwedoon, Thunder Bay Aboriginal Head Start Program

Offers a comprehensive holistic program for Aboriginal children (ages: 2-6 years) and their families living off-reserve. Offers traditional teachings in a culturally enriched learning environment incorporating Aboriginal culture and language, education and school readiness, parental and caregiver involvement, social support, nutrition, and health components.

Source: http://search.211north.ca/record/TBY1535

Native Teacher Education (NTEP) Lakehead University

Lakehead University's Native Teacher Education Program (NTEP) was developed and designed to increase the number of qualified Native teachers through an innovative program which will prepare them to meet educational needs of Native communities, taking into account such factors as cultural heritage, identity, and language. The program prepares NTEP candidates to teach in Band-operated and provincial schools. Teachers who have an intimate understanding of Native traditions, psychology, way of life, and language are best able to create a learning environment suited to the habits and interests of the Native child. In addition to educational methodology and theory, these programs include courses in Native culture and traditions such as Native languages, Native arts and crafts, Canada's First Nation's literature, and Indigenous Studies.

The Native Teacher Education Program (NTEP), through its academic programs, provides people of Native ancestry with the opportunity to pursue an Arts or Science degree while concurrently working toward the Bachelor of Education.

Source: http://mycoursecalendar.lakeheadu.ca/pg227.html

Seven Generations Education Institute

In 1985, the ten bands in the Rainy Lake Tribal area formed the Rainy Lake Ojibway Education Authority. The ten bands are; Big Grassy, Big Island, Couchiching, Lac La Croix, Naicatchewenin, Nicickousemenecaning, Ojibways of Onigaming, Rainy River, Seine River and Mitaanjigaming First Nations.

CURRICULUM GR. 9-12

THINK-PAIR-SHARE READING HANDOUTS continued...

The union was formed because of the desire to maintain traditional cultural and linguistic values and to improve economic status, social status and community interactions. Education was seen as a driving force in the quest for political self-determination. Each of the ten bands appointed one member to a Board of Directors, which functions with the leadership of the Executive Director.

Seven Generations Education Institute is designed to provide for the education and training needs of the Aboriginal people in our Tribal area; however, we welcome all of the people that we can serve.

To date, our principal focus has been in the area of adults seeking skill training. Many of these adults wish to gain knowledge in specific course content or a secondary school graduation diploma in preparation for Post-Secondary Education.

Source: http://www.7generations.org



CURRICULUM GR. 9-12

ACTIVITY

THINK-PAIR-SHARE FOLLOW UP ACTIVITY

THINK-PAIR-SHARE follow-up activity:
There are common themes for the above programs. As a team, find three examples for each category. Include the name of the program you obtained your example from.
include the name of the program you obtained your example from.
What services they provide?
1.
1.
2.
3.
Ways in which organizations can help students succeed?
1.
2.
3.
What are the successes of the organizations?
1.
2.
3.



CURRICULUM GR. 9-12

Name:	

LESSON PLAN

The goal of every Aboriginal Success Story was to include more **TRADITIONAL LEARNING**. The following activity gives you, the student an opportunity to contribute your thoughts, needs, ideas and wishes for some Traditional Learning that you'd like to see included in your school, by creating your own lesson plan.

INSTRUCTOR (Your name here)
GRADE 10
SUBJECT/TOPIC OF LESSON (What will the students be learning about?)
MATERIALS (What students will require during the lesson, some examples are; tools, a book, an Elder, a guest speaker, exercise equipment, a newspaper article etc.)
LESSON OUTLINE (What will occur during your lesson? What activities will the students do? Include at least 3 steps.)



CURRICULUM GR. 9-12

Name: _____

ACTIVITY continued...

LESSON PLAN
ASSIGNMENT (Follow up activities for students. Some examples are; writing an essay, interviewing a community member, completing a worksheet, taking a test, participating in a class presentation etc.)
ASSESSMENT (How will you know if students are learning? Some examples are; a checklist, a test, marking responses to written questions etc.)

CURRICULUM GR. 9-12

RUBRIC

Name:	
manic.	

LESSON PLAN CREATION

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Purpose	Does not establish purpose; minimal awareness of audience.	Establishes purposes in a limited and inconsistent way; inconsistent awareness of audience.	Establishes and maintains purpose; shows an appropriate awareness of audience.	Develops and sustains an insightful purpose, demonstrating a sophisticated awareness of audience.
Development	Does not develop ideas or provides evidence; offers ideas or evidence that are irrelevant or inappropriate.	Develops ideas and/or offers evidence inconsistently; evidence or ideas may be vague, only implicitly relevant to purpose or marginally.	Provides ideas and evidence that are reasonably well-elaborated, relevant to purpose and appropriate for audience.	Ideas and evidence are challenging, rhetorically effective, insightful for purpose, and valuable for audience.
Content	Presents and interprets weak material with no regard for accuracy or context.	Presents and interprets thin or overly general material with inconsistent regard for accuracy and context.	Presents and interprets appropriate material with due regard for accuracy and context.	Presents and interprets complex material with sophisticated attention to accuracy and context.

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

This Rubric has been modified from:

 $\frac{http://www.sfcollege.edu/academicaffairs/generaleducation/content/Rubrics/Empire-Basic-Communication-rubric.pdf}{}$

CURRICULUM GR. 9-12

RUBRIC

Name:		

THINK-PAIR-SHARE

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
On Task	Students were not on task.	Students were partly on task.	Students were on task most of the time.	Students were on task all of the time.
Attention	Students did not listen to one another.	Students partly listened to each other.	Students listened to each other most of the time.	Students listened to each other all of the time.
Participation	Students did not talk about their ideas or answers.	Students partly talked about their ideas and answers.	Students talked about their ideas and answers most of the time.	Students talked about their answers all of the time.
Completion	Students did not provide responses to the follow up activities.	Students partly provided responses to the follow up activities.	Students provided responses to most of the follow up activities.	Students provided all responses to the follow up activities.

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

 $This \ Rubric \ has \ been \ modified \ from: \ \underline{http://www.rcampus.com/rubricshowc.cfm?code=H46482\&sp=true}$