BUILDING THE ROOM

TEACHING AND ASSESSING SOCIAL STUDIES IN BC

SD33 PROFESSIONAL DEVELOPMENT DAY
CHILLIWACK SR. SEC. FEB 22ND 2019

GLEN THIELMANN
PR. GEORGE SOCIAL STUDIES TEACHERS' ASSOCIATION
PACIFIC SLOPE EDUCATIONAL CONSORTIUM
BC SOCIAL STUDIES TEACHERS' ASSOCIATION


PRINCE GEORGE
LHEIDLI T’ENNEH TERRITORY

Klahoose

COMOX

ISLAND

SLIAMMON

SQUAMISH

COMOX

Sliammon

SECHELT

VANCOUVER

Comox

Strait of Georgia

PENTLATCH

Tsleil-Waututh

Kwikwetlem (Coquitlam)

Tait

Milliken

Shishalh (Sechelt)

Kwantlen

HALKOMELEM

Katzie

Qualicum

Squamish

Chehalis

Vancouver

Leq'a:mel

Fraser River

Nanoose

Nanaimo

Musqueam

Stó:lô

Snuneymuxw

Pilalt

Marpole

Chilliwack

Tsawwassen

Sumas

CANADA

Chemainus

Nooksack

UNITED STATES

Semiahmoo

Penelakut

NOOKSACK

Quw'utsun' (Cowichan)

Sucia Island

Lummi

Bellingham

PACIFIC OCEAN

ISLAND

NUU-CHAH-NULTH

STRAITS

Nuwhaha

Skagit River

Malahat

Saanich

Songhees

Samish

Upper Skagit

SALISH

Saanich/ Esquimalt T'Sou-ke

Swinomish

NORTHERN

Sauk-Suiattle

twi'wuc

Victoria

Skagit

Strait of Juan De Fuca

xwceda'b

skwi'kwikwab

MAKAH

Tse-whit-zen

Port Angeles

Stillaguamish

LUSHOOTSEED

Lower Elwha Klallam

Jamestown S'Klallam

Tulalip

Snohomish

S'KLALLAM

Port Gamble

Skykomish

Declaring my biases (?)

WHERE I TOOK MY INQUIRY

What to teach?

Lisa Gilbert
@gilbertlisak

WHAT DO WE MEAN BY "HISTORY"?
IT'S COMPLICATED...

academic history

"What happened? How do we know? Why did what happen, happen?"

public history

"How do we make history more accessible to everyone?"

popular history

"What do people tend to believe? What do people tend to enjoy?"

HISTORICAL MEMORY

"Where do we think we come from? Who do we think we are? Whose stories get told, and why?"

THESE ARE QUESTIONS WITH A **POLITICAL** EDGE

BOOKS
CLASSES
MUSEUMS
HISTORIC SITES
HOLIDAYS
REENACTMENTS
JOURNALISM
MOVIES
TV/YOUTUBE
DOCUMENTARIES
PODCASTS
HISTORICAL FICTION
MUSICALS
VIDEO GAMES
AND MORE...

ARCHIVES PRESERVE CERTAIN FORMS OF EVIDENCE
EVIDENCE IS ALSO PRESERVED VIA FAMILY & WHISPER NETWORKS

- Things happen
- Some (not all) evidence is left behind

THE PAST

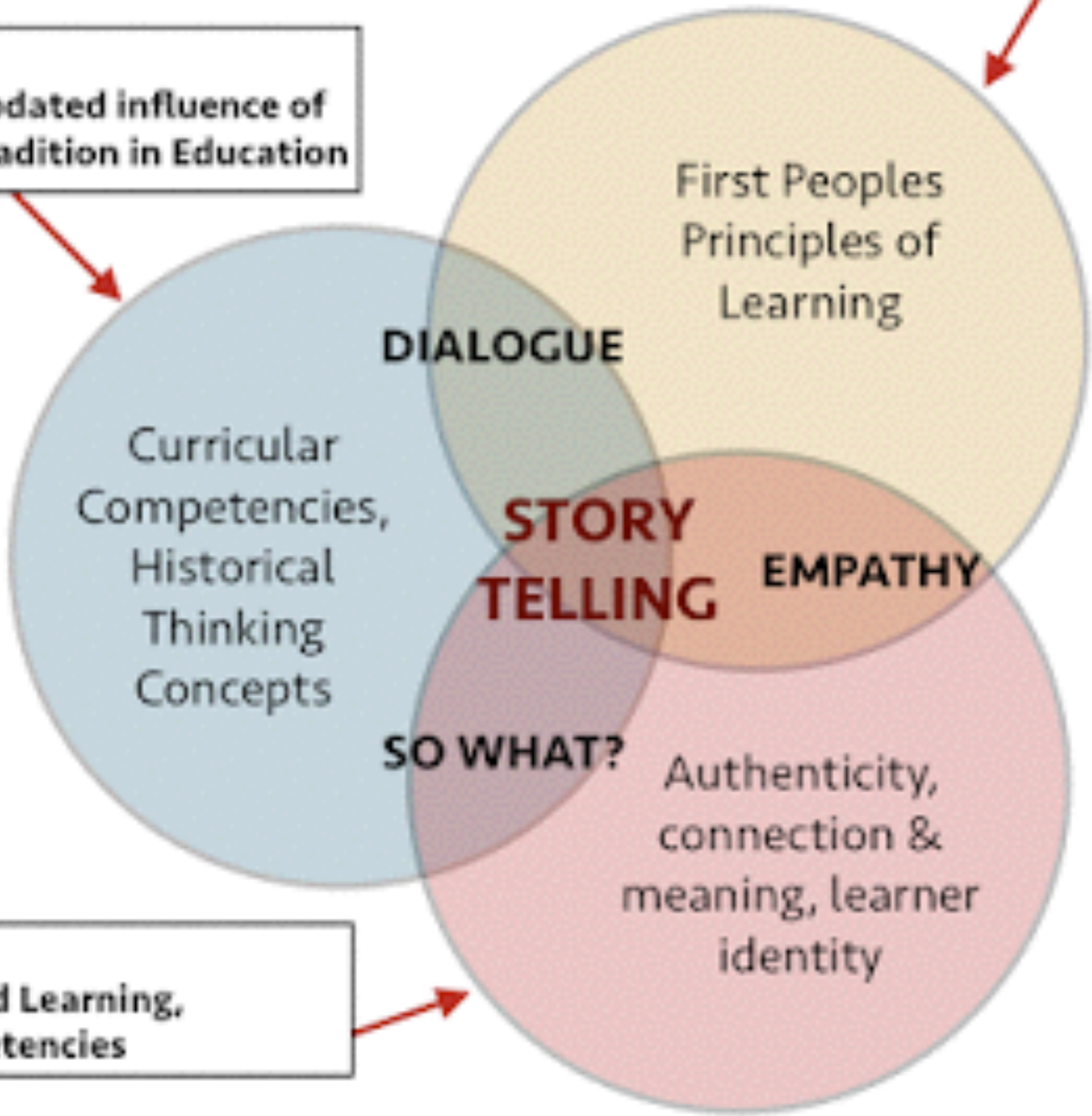
...SO WHEN WE SAY WE STUDY "HISTORY" IN SCHOOL, **ALL OF THIS** IS FAIR GAME

(C)2018 LISA GILBERT

WHAT'S AT THE HEART OF THE NEW SOCIAL STUDIES CURRICULUM?

DRIVER
Inclusion of Aboriginal knowledge and perspectives

DRIVER
Ongoing/updated influence of positivist tradition in Education



DRIVER
Personalized Learning, Core Competencies

[redacted] 8 Oct

I really don't give a f★★k about the Canadian shield. #f★★kyou #socialstudies

Expand Reply Retweet Favorite

Glen Thielmann @gthielmann 14 Oct

[redacted] Lol & OUCH... u do realize #socialsteachers read #socialstudies hashtags? Let us know what would interest u more in #socials

View conversation Reply Delete Favorite

[redacted] 14 Oct

@gthielmann #life #over

Expand Reply Retweet Favorite

Glen Thielmann @gthielmann 14 Oct

[redacted] haha lots of fun still 2 come, Heritage Skills project abt 2 start: u get 2 decide what it looks like & what ?s r worth asking

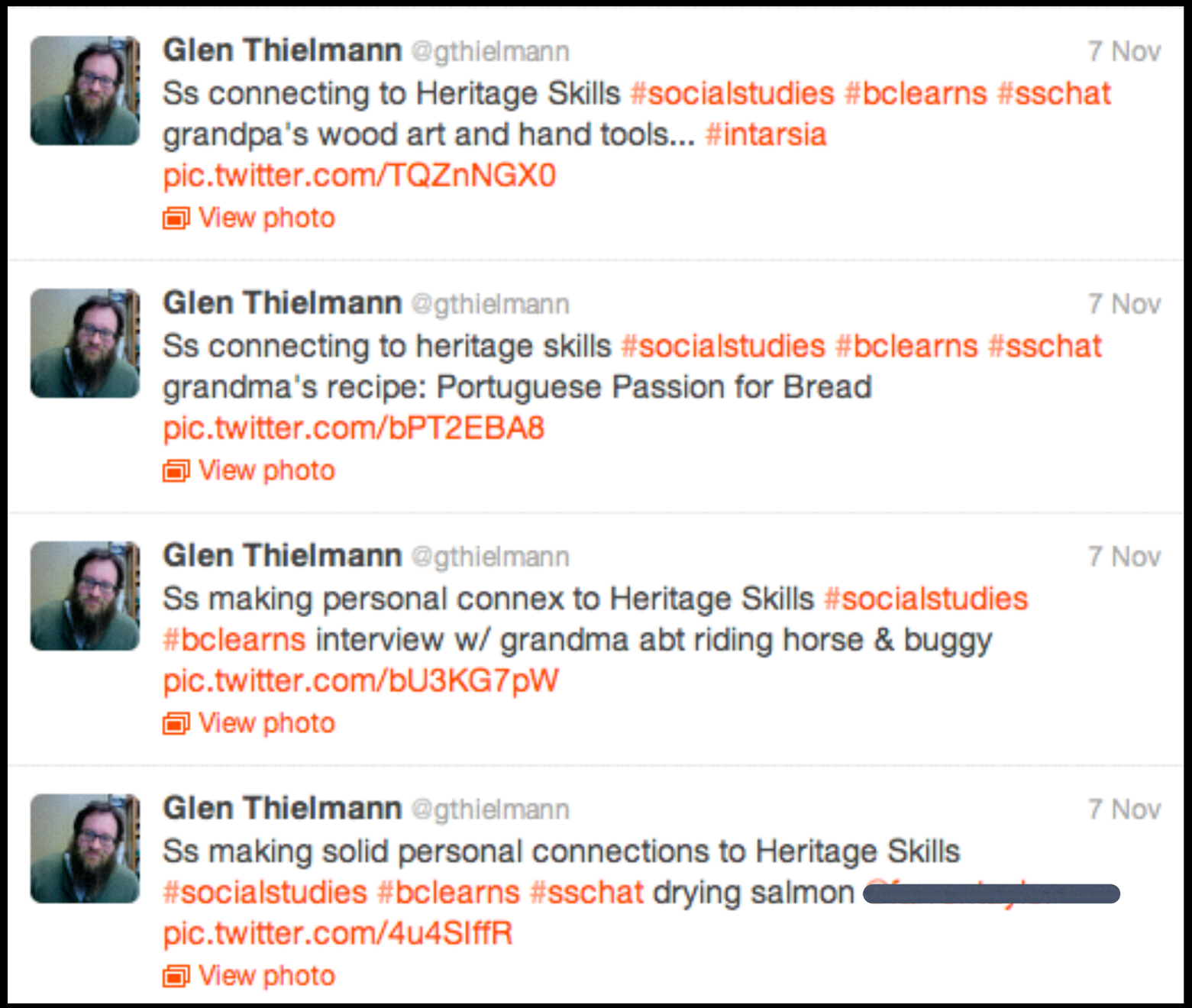
Expand

[redacted] 14 Oct

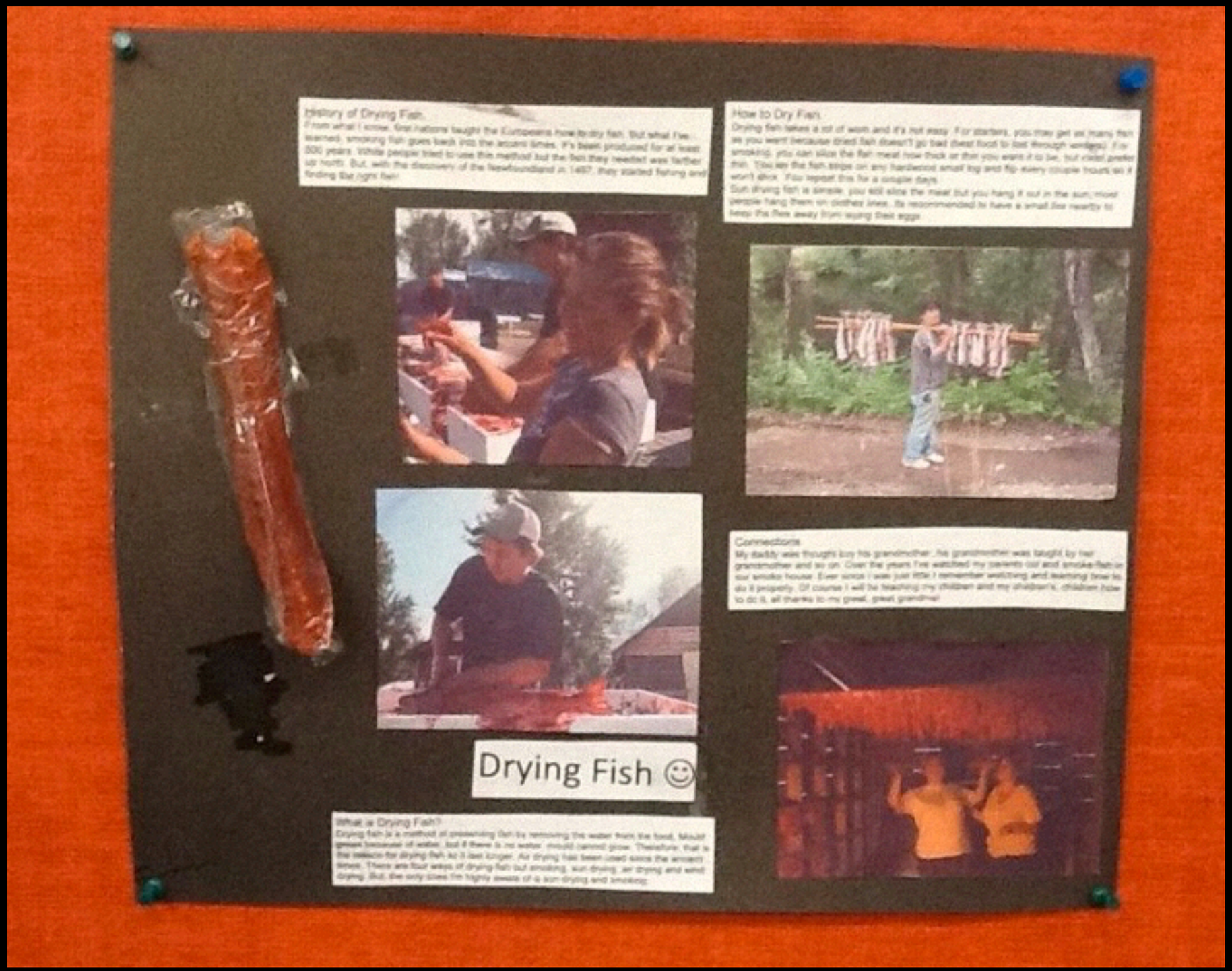
@gthielmann ok, sorry about my french!

Expand

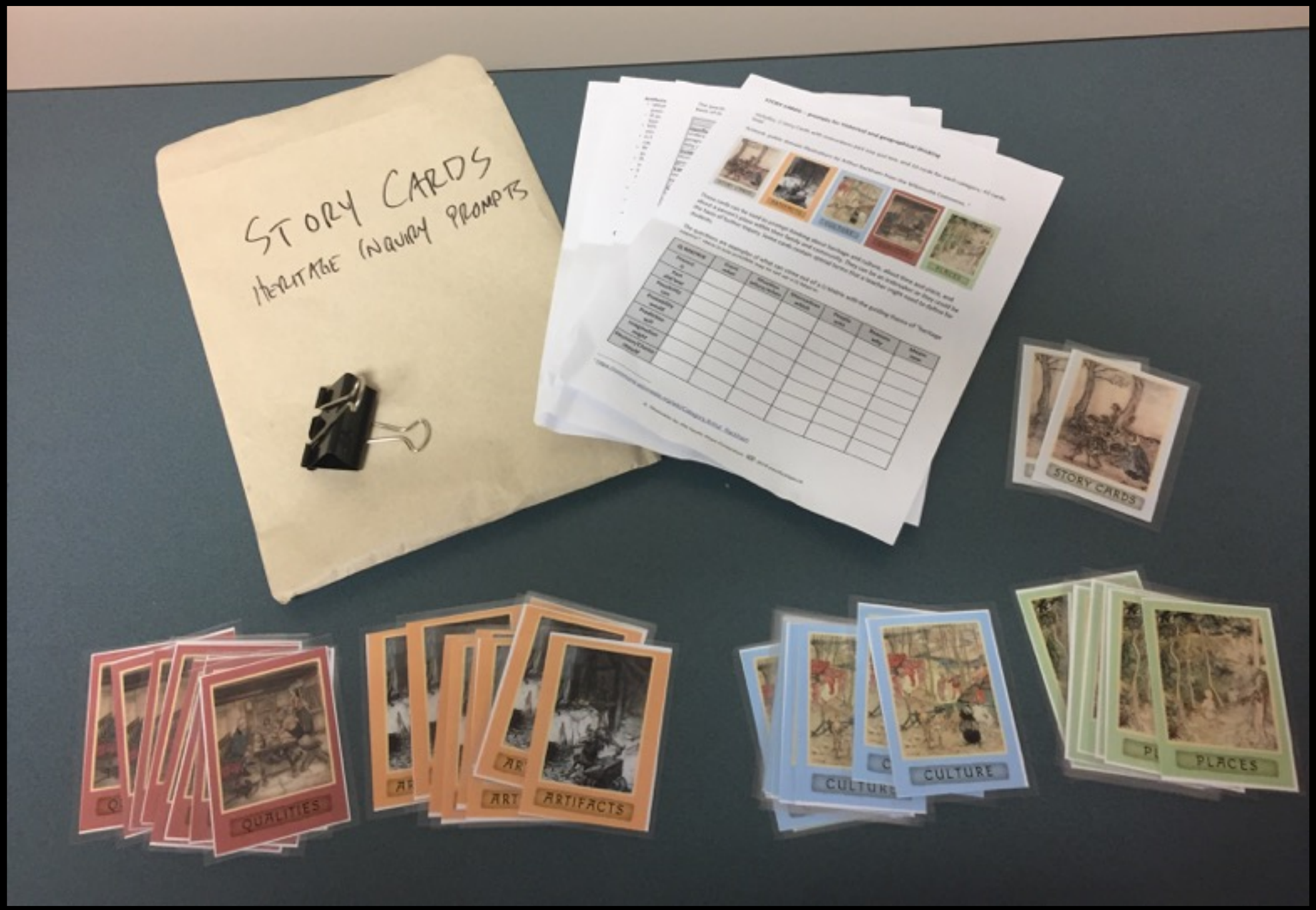
STUDENT ENGAGEMENT



STUDENT ENGAGEMENT



STORY CARDS

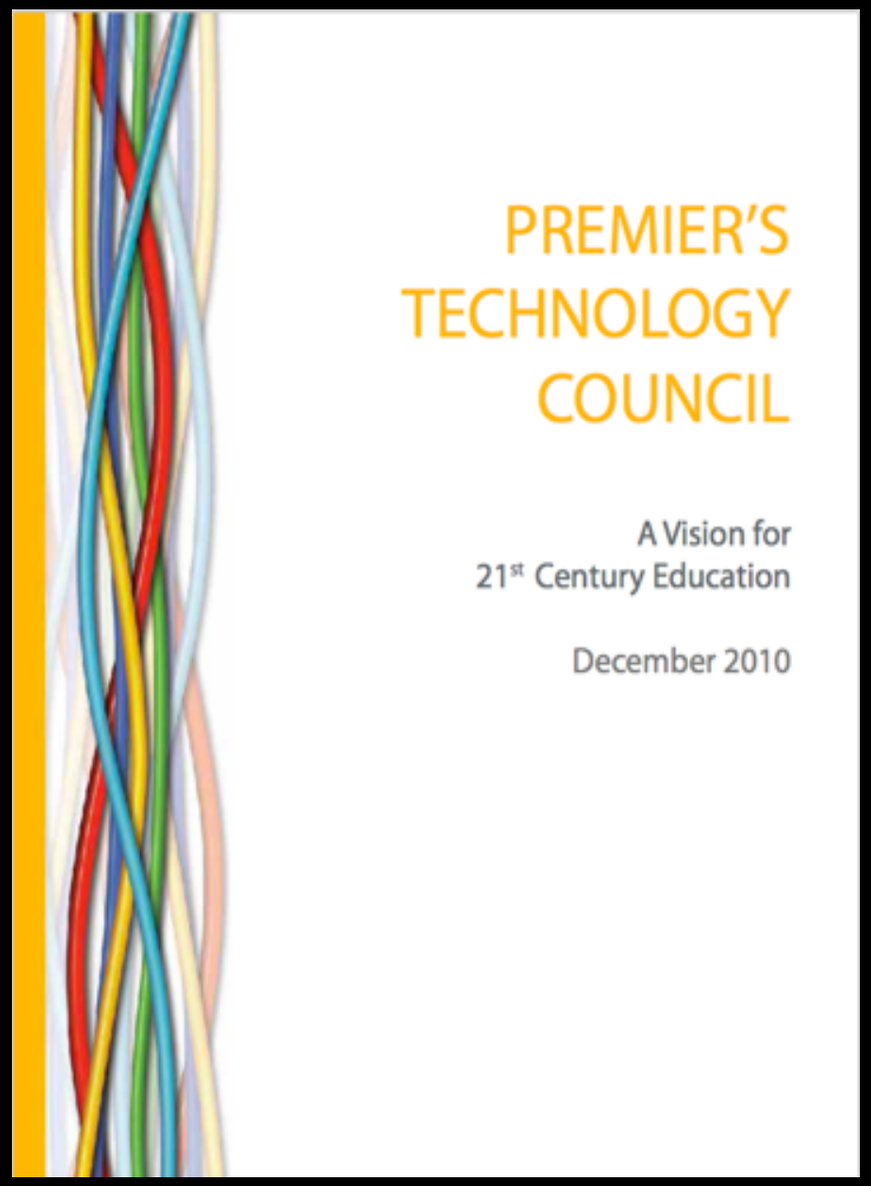

STORY CARDS
HERITAGE INQUIRY PROMPTS
STORY CARDS
QUALITIES
ARTIFACTS
CULTURE
PLACES

DEAD RECKONING

CHARTING NEW WATERS IN EDUCATION

“a method of establishing one's position using the distance and direction travelled rather than astronomical observations”
(Collins English Dictionary)

“the finding of a ship's position by an estimate based on data recorded in the log, as speed, and the time spent on a certain course, rather than by more precise means”
(Webster Dictionary)



Why are we talking about new curriculum?

Skills and Attributes for a 21st Century

- Functional Numeracy and Literacy
- Critical Thinking and Problem Solving
- Creativity and Innovation
- Technological Literacy
- Communications and Media Literacy
- Collaboration and Teamwork
- Personal Organisation
- Motivation, Self-Regulation and Adaptability
- Ethics, Civic Responsibility, Cross-Cultural Awareness

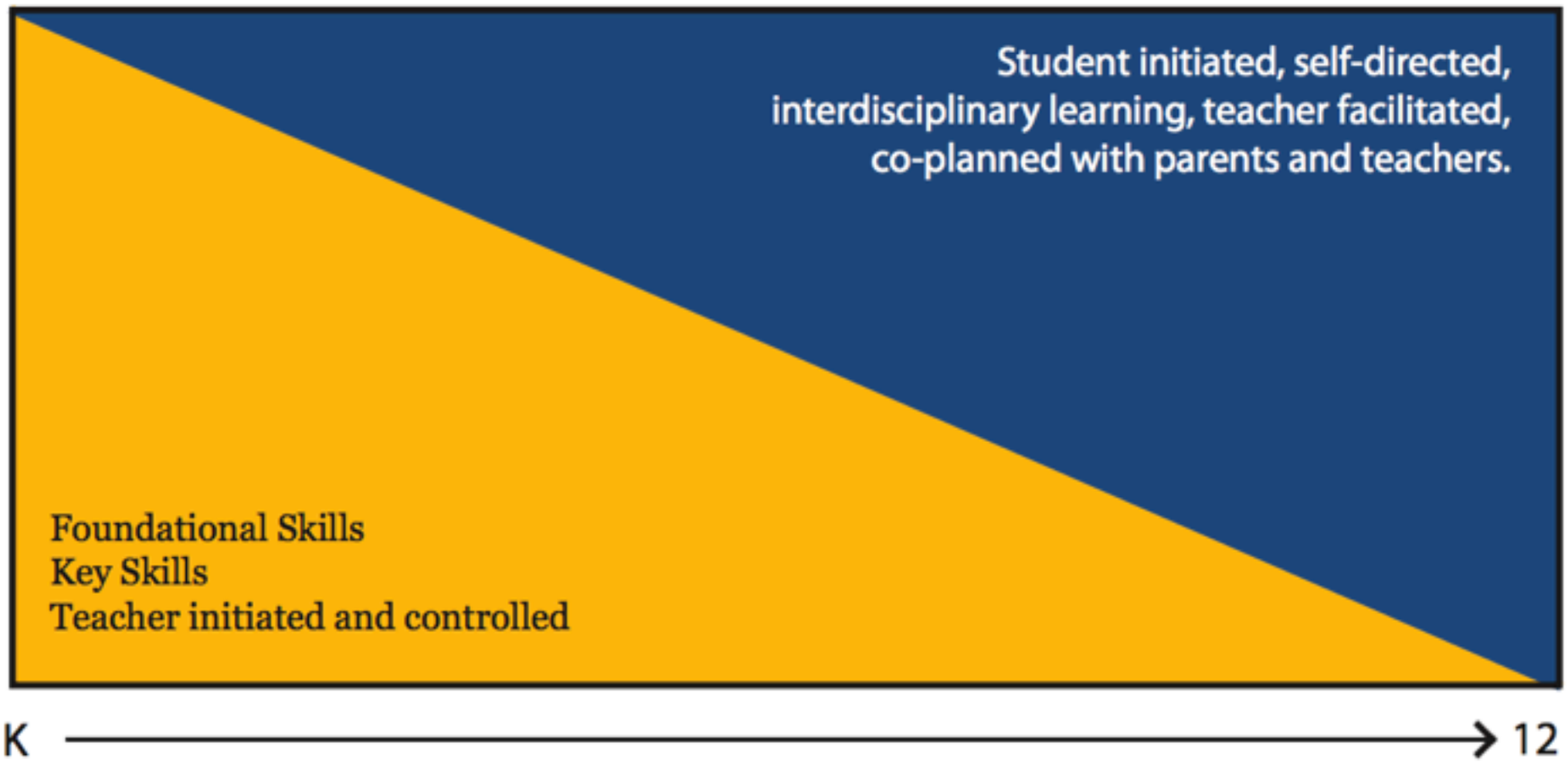
The purpose of this paper is to provide a vision for the K-12 education system in the 21st century. This paper does not address implementation issues but instead investigates what a system might look like should it be transformed. In the knowledge-based society of today the sheer volume of accessible information is greater than ever before and is increasing exponentially. There are also increasing expectations for more open government, education, and society. The Premier's Technology Council has long advocated that BC take steps to prepare for this global shift.

Shifting Roles

This new model will be more collaborative and inclusive, changing the roles of the student, the teacher, and the parent. Some of these shifts have already begun, as the relationship between teachers and students has slowly evolved. However, a more complete transformation of the education system and of the roles within it is required.

- **From Passive Student to Active Learner**: As a student progresses they will begin to take greater responsibility for charting their own path. It is the role of the student to accept and understand this responsibility. This would allow educators to take advantage of the innate learning ability of young people in a more open, exploratory learning environment where they learn by doing, not reading and listening.[1] Most students have known only the digital age, are fully conversant with technology and capable of using it as part of learning. They know that technology provides them with information access, a flexibility of lifestyle, and multiple career choices.
- **From Parent as Supporter to Parent as Participant**: With greater information availability, parents can be more involved with their children's education by guiding decisions, helping to overcome challenges, and supporting learning outcomes. Furthermore, parents have to recognise their educational role outside the classroom. A student's out of school learning is critical.
- **From Teacher as Lecturer to Teacher as Guide**: The role of the teacher switches to that of a learning coach or coordinator and it is no longer a requirement for them to know more information than the student on every topic. Many teachers have already recognised that their role is shifting. However, technology now provides teachers with better tools to guide their students which allows for more significant transformation.

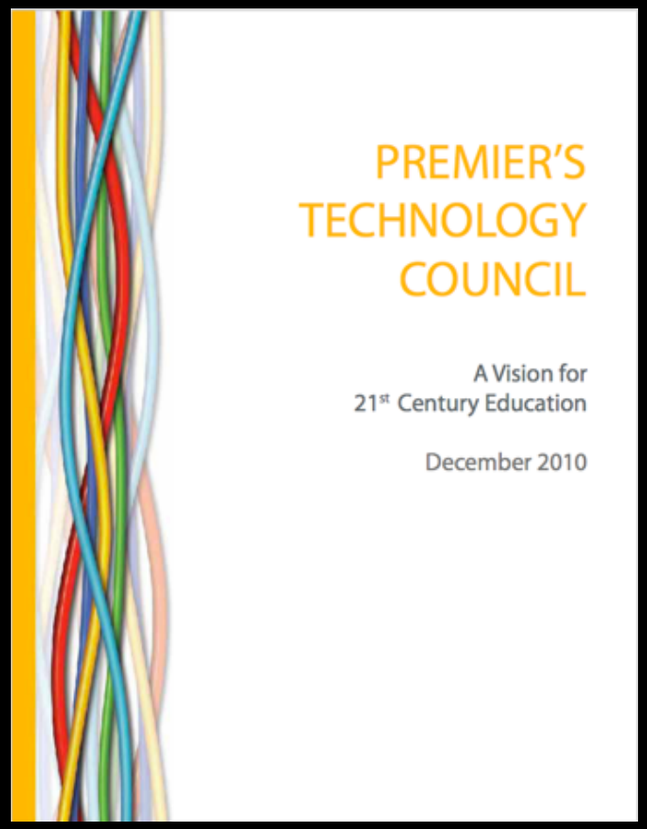
Figure A. Flexible Path to Education



A BLENDED SYSTEM

At its broadest, this education system would likely have a mixture of face-to-face classroom and online learning. It would also incorporate the immense range of learning opportunities outside the classroom. Virginia school districts have found value in utilizing this combination: "blended or hybrid learning, is proving to be effective because it plays to student's strengths and weaknesses" as it provides flexibility in learning styles and time management.[47] Some students would likely prefer a heavier emphasis on classroom learning while others may prefer the options of online learning, especially if they find their scheduling difficult, and it would be beneficial to allow choices to best fit the individual.

Locus / Direction from…



APPENDIX C. PTC MEMBERS & STAFF

PTC Members

CHAIR:
Honourable Gordon Campbell
Premier
Province of British Columbia

MEMBERS:
Brad Bennett
President
McIntosh Properties Ltd.

Barbara Berg (Alexander)
Director, Healthcare and Western Provincial Government
Microsoft Canada

Reg Bird
Board of Directors
Vecima Networks

Jonathan Rhone
CEO and President
Nexterra

Judi Hess
CEO
CopperLeaf

Greg Kerfoot
Owner and President
Whitecaps F.C

Paul Lee
President
VanEdge Capital

Gerry Martin
Co-Owner
Kra-Mar Investments

PAST PRESIDENTS:
Jim Mutter
Lawyer
Benson Salloum Watts

Dr. Gerri Sinclair
Former Executive Director
Great Northern Way Campus

Cheryl Slusarchuk
Partner
McCarthy Tétrault

CO-CHAIR:
Greg Peet
Former Chairman, President and CEO
ALI Technologies

Don Mattrick
President, Interactive Entertainment Business
Microsoft

Dr. Daniel Muzyka
Dean, Sauder School of Business
University of British Columbia

Don Safnuk
President and CEO
Corporate Recruiters

John Sheridan
President and CEO
Ballard

Morgan Sturdy
Director
Discovery Parks Inc.

Ralph Turfus
CEO
Arbutus Place Investments Ltd.

Mossadiq Umedaly
Former President and CEO
Xantrex

Janet Wood
Executive Vice President
SAP

PTC STAFF:
Eric Jordan, President

Andrew Wynn-Williams, Director of Operations

Trevor Quan, Analyst

Serena Johnson, Executive Assistant

LET'S TRY SOME PBL ON BCED

MY QUESTION IN 2015…

"HEY, WHAT'S GOING ON AT THE MINISTRY THESE DAYS, WILL OUR COURSES LOOK THE SAME OR SHOULD WE EXPECT A FREE-FOR-ALL WITH NO DIRECTION GIVEN?"

To: Glen Thielmann

View in Browser

Attachments: GradYrCurriculumDirections.pdf / Uploaded File (1.9M)

Hi Glen,

Yeah, they have curriculum "domains" similar to what we currently have, but traditional courses won't be required (though still possible). I looks as though they will be promoting a more interdisciplinary, inquiry approach. Though they are leaving flexibility to local districts and schools. I have attached what the Ministry has so far.

Unofficially, I don't think this is the final vision. I was told that a more significant shift has been discussed (I don't know details), but that is even farther away and may not even happen depending on how the more immediate changes go. I will know more in a month, but for the moment this is what I have.

I hope this helps,
K
Good luck in Surrey :)

Q. How might the new curriculum be delivered?

The redesigned draft curricula are intended to support both disciplinary and interdisciplinary learning, and enable a variety of learning environments.

Because the curriculum is designed to be a flexible, enabling framework, teachers can use it to both respond to the needs and interests of students and capitalize on the local context. There are numerous ways to approach the curriculum. Classroom teachers might start by identifying a Big Idea and work down into the learning standards (i.e., the Content and Curricular Competencies) or they might start by identifying Curricular Competencies paired with Content that students can explore to lead them to a Big Idea.

Classroom teachers may also decide to combine Curricular Competencies, Content, and Big Ideas from several areas of learning to create interdisciplinary activities and approaches or explore the curriculum thematically, by looking at crosscutting concepts. The Know-Do-Understand model of the redesigned curriculum supports any approach the teacher deems most appropriate when designing learning experiences for the students in their classroom, including framing learning environments based on the Core Competencies.

Curriculum Change -- SS

- SS Team tasked with compressing all "mandatory" content into K-10

- Convinced to use Seixas' Historical Thinking concepts as the basis for Competencies

- Teachers involved with some important work but also sidelined for key decisions; also not unified - process reflects "personalities" and circumstances

- Survey of responses from academics, educators, and journalists show many dissenting opinions

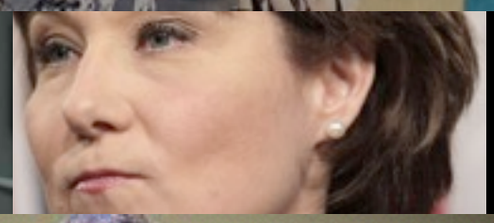
PERSONALITIES MAKE PERSONALIZED CURRICULUM

PERSONALITY DRIVEN?



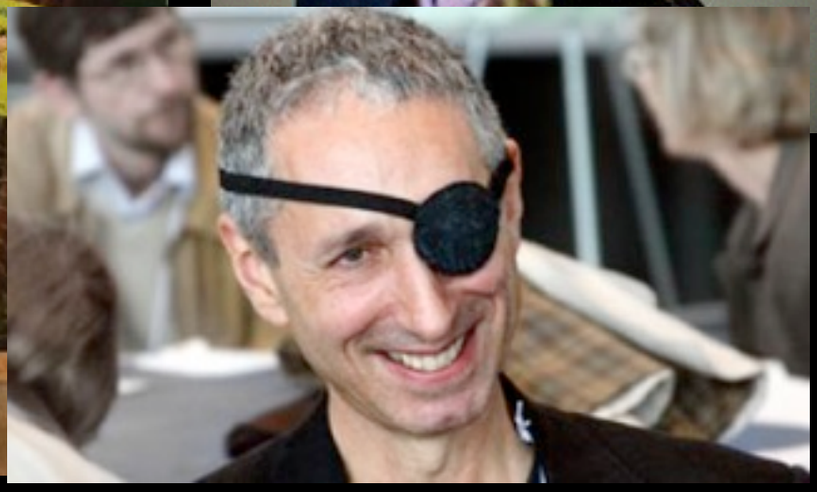








FIRST PEOPLES

PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: www.fnesc.ca

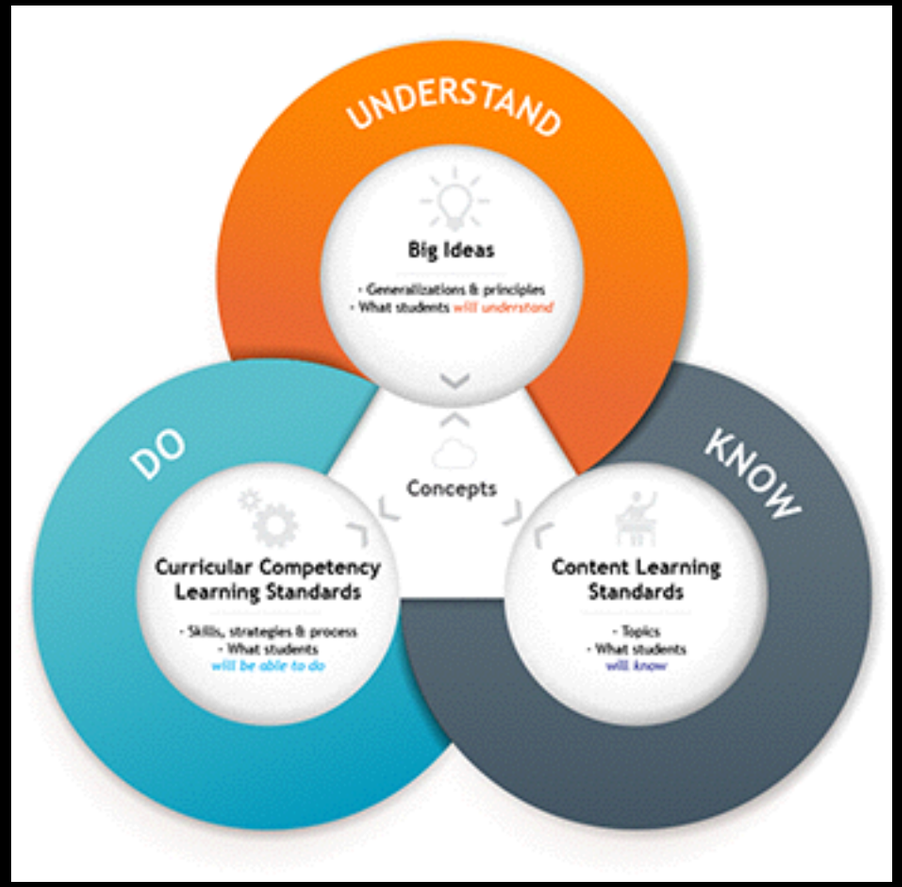
fnesc

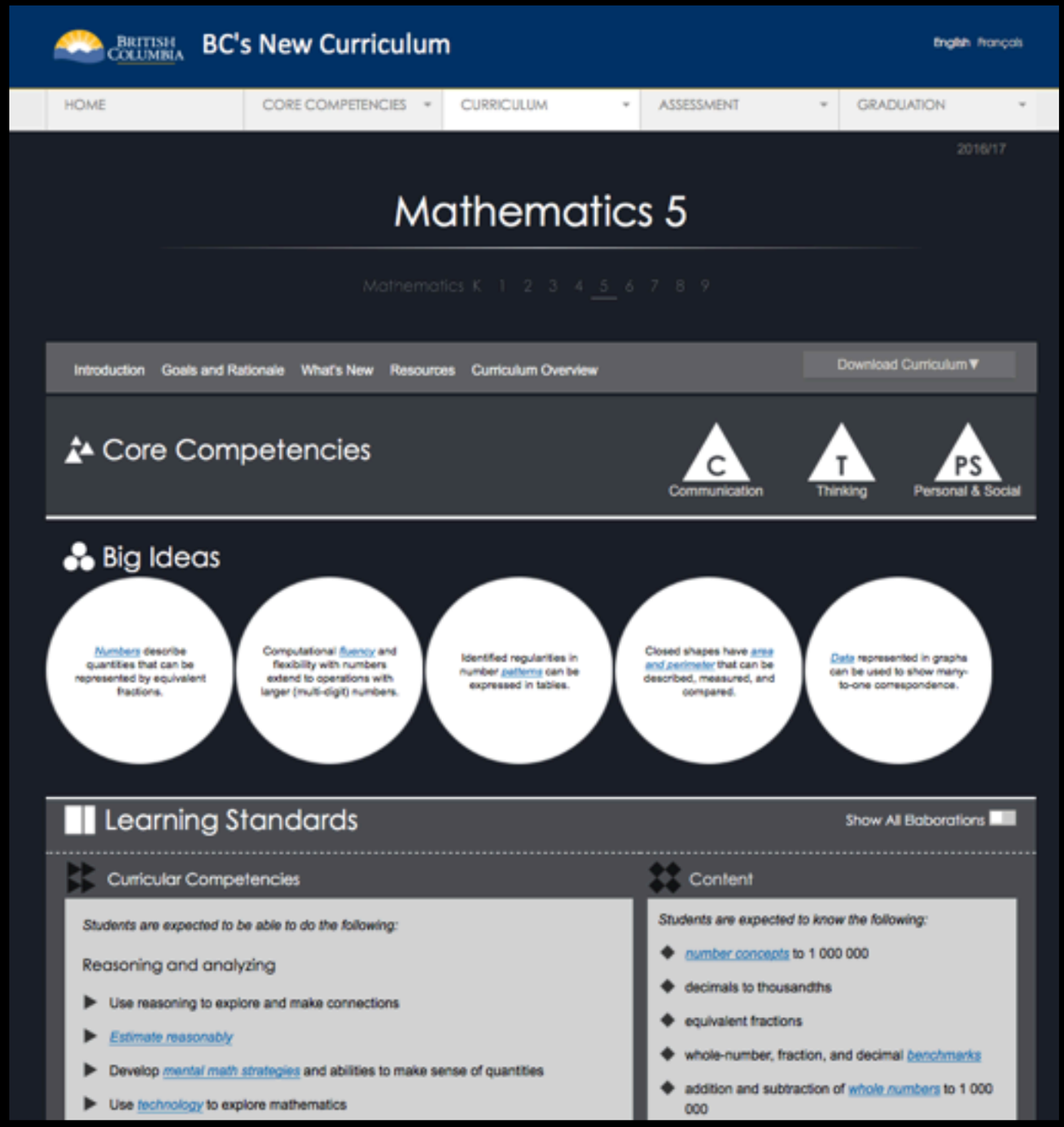
Aboriginal Worldviews and Perspectives in the Classroom

Moving Forward

BRITISH COLUMBIA
Ministry of Education


BC's New Curriculum
English Français
HOME
CORE COMPETENCIES
CURRICULUM
ASSESSMENT
GRADUATION
How will the new curriculum prepare students for the future?
Path to Graduation
Learn more
Curriculum by Subject
Applied Design, Skills, and Technologies
Arts Education
Career Education
Core French
English Language Arts
Français langue première
Français langue seconde - immersion
Mathematics
Physical and Health Education
Science
Social Studies
What's New
Fast Links


UNDERSTAND
Big Ideas
· Generalizations & principles
· What students will understand
DO
Curricular Competency Learning Standards
· Skills, strategies & process
· What students will be able to do
KNOW
Content Learning Standards
· Topics
· What students will know
Concepts


BC's New Curriculum
English Français
HOME
CORE COMPETENCIES
CURRICULUM
ASSESSMENT
GRADUATION
2016/17
Mathematics 5
Mathematics K 1 2 3 4 5 6 7 8 9
Introduction
Goals and Rationale
What's New
Resources
Curriculum Overview
Download Curriculum
Core Competencies
C Communication
T Thinking
PS Personal & Social
Big Ideas
Numbers describe quantities that can be represented by equivalent fractions.
Computational fluency and flexibility with numbers extend to operations with larger (multi-digit) numbers.
Identified regularities in number patterns can be expressed in tables.
Closed shapes have area and perimeter that can be described, measured, and compared.
Data represented in graphs can be used to show many-to-one correspondence.
Learning Standards
Show All Elaborations
Curricular Competencies
Students are expected to be able to do the following:
Reasoning and analyzing
Use reasoning to explore and make connections
Estimate reasonably
Develop mental math strategies and abilities to make sense of quantities
Use technology to explore mathematics
Content
Students are expected to know the following:
number concepts to 1 000 000
decimals to thousandths
equivalent fractions
whole-number, fraction, and decimal benchmarks
addition and subtraction of whole numbers to 1 000 000

A FRAMEWORK FOR ASSESSMENT IN RESPONSE TO THE REDESIGNED SOCIAL STUDIES 8-12 CURRICULUM

More About...

- **Curricular Content** — *Use content to teach concepts and demonstrate historical and geographic thinking. Use competencies to understand content and get better at expressing ideas*
- **Exploring Big Ideas** — *Big Ideas can be understood in simply (recognition) or abstractly (association). Big ideas can have individual/personal meaning or group/community meaning*
- **Teacher as Storyteller** — *Teacher: working at relevance and gradual release of responsibility. Student: working at establishing voice and exercising choice*

Curricular Competencies | **Responding to Big Ideas** | **Student as Storyteller**

Balance between performance goals ("where do I want or need to end up?" and learning goals "how do I get there?"

the SETS

KNOW **DO** **UNDERSTAND**

Curriculum Foundations
ability to organize and express subject/course related knowledge and understanding

1 | 2 | 3

+++ + ++

Lessons, Activities, Assignments

Examples: annotated map, simulation game, lecture notes, group poster, response guide, question/answer (aka bookwork), graphic organizer

Skills & Applications
ability to use a variety of subject-related practices or skills, and activate concepts & knowledge in real-time

1 | 2 | 3

++ +++ +

Labs, Activities, Exercises

Examples: annotated timeline, thematic map, active citizenship activity, graphing exercise, GIS computer tutorial, letter to the editor, socratic circle, debate

Sourcework & Critical Thinking
ability to work with evidence and apply concepts of historical and geographic thinking

1 | 2 | 3

+ ++ +++

Labs, Activities, Exercises

Examples: current events response template, analysis and comparison of primary sources such as statements, maps, records, paintings, letters, and photographs

Research & Inquiry
ability to develop & respond to meaningful questions, and express though different methods

1 | 2 | 3

++ ++ ++

Projects, Activities, Assignments

Examples: research essay, portfolio presentation, creative writing or artwork, embodied performance, class demonstration, use of driving questions and inquiry cycle, poster display and lecturette, response to an essential question

THE CORE COMPETENCIES

- **C** — Communication
- **T** — Thinking
- **PS** — Personal/Social Responsibility

Emphasis

T

I know about themes and examples from history, geography, and society.

I have a sense of the world in which I live and my story within it.

PS

I can apply what I have learned to theoretical and real-world problems.

I have picked up skills and found the relevance in Social Studies.

T

I can interpret, form opinions, and gain understanding from data and evidence.

I have a sense of how human nature has played out on the world.

C

I can follow different kinds of inquiry steps and express my learning effectively.

I have made authentic connections to the stories of others.

Assessment Tools

- **Tests & In-class Challenges** — spans all Emphasis levels
- **Skills Labs** — T and PS
- **Source Labs** — T
- **Projects** — C

Glen Thielmann • June 2017

PACIFIC SLOPE EDUCATIONAL CONSORTIUM

Why do we need a new way to assess progress in Social Studies?

1. Students (and teachers) often don't actually know what a grade means. Does a C+ signify an average job on some learning outcomes or failure at some and mastery of others? Do accumulated scores of 8/10, 10/10, 1/10. and 9/10 indicate a C+? Simply adding up scores does not always tell the story of what a student has learned or how they have progressed. Teachers are often confident that It should be straightforward for students to see the connection between what they do, how they are assessed, how they are graded, and what to do when they don't succeed. Many schemes allow or even encourage students to do the bare minimum in order to get to the next level -- setting 50% as a pass is often a poor indication of competency. Students should be meeting expectations in all areas that are key indicators of success -- if it is important, it is an expectation.
2. The idea of separating work habits from assessment of learning has obscured the fact that habits & study skills, social conditions for learning, and personal achievement are hopelessly intertwined. Students need a way to move beyond the cards they are dealt. This requires an assessment practice that respects personal stories and allows students to "contract" for advancement. Assessment should be more like swimming lessons: areas of progress that students can track, with feedback that is useful for their next attempt. Assessment should focus on performance and aim for objectivity, but we can't be oblivious to the differentiated abilities and backgrounds of students, nor the need for elegance, nuance, and equity.
3. It is not enough to simply assess content (whether factual recall or deeper understanding), nor is it any better to focus solely on the new (and partially developed) competencies. Similarly, schemes based on abstract or subjective standards make collection of meaningful data difficult. Something holistic and yet specific and clear is needed. We should be assessing both "competence" (ability to perform certain tasks) and "capacity" (ability to manage and complete many tasks).

IN A NUTSHELL

Students work from basic through satisfactory towards mastery in four areas that are essential sets of outcomes in Social Studies. Traditional tests and projects are still used as assessment tools, but they provide evidence of progress rather than a direct tally to produce a grade. Competency work and assessment are embedded through-out. Student reflection and choice are required at key stages of assessment.

AN EXAMPLE OF HOW TO USE THE 1-2-3 SYSTEM			
Teacher records assessment data and observations for each of the four Sets			
Students track their own progress by recording evidence for each of the four Sets			
Updates for students/parents include 1 | 2 | 3 status and feedback for getting to the next level			
1 | 2 | 3 Placements -- FORMATIVE			
Status	**1**	**2**	**3**
Progress re Expectations	Does not Meet or Not Yet Meeting	Minimally Meets/Meets	Fully Meets / Exceeds
Accomplishment - What it means	Basic or Developing; action needed* / not ready to advance	Satisfactory results; room to improve / ready to advance or refine**	Exemplary results; ready to advance / room for challenge or reflection
*may include an alternate assignment, challenge exercise, S-T conferences, school-based intervention			
** students wanting to progress from a 1 to 2 or 3 have opportunities to "contract" missed outcomes			
1 | 2 | 3 Placements -- SUMMATIVE			
three or four 1s	**one or two 1s**	**two or three 2s, no 1s**	**three or four 3s**
Failing Grade / Repeat Course or attempt by DL	Incomplete / Complete Modules or Summer School to receive a pass	Passing Grade / assessment scores & Final Exam required to finalize mark	Passing Grade / assessment scores used to finalize mark; no exam required

What we learn, why we learn it, and how it will be assessed in Social Studies

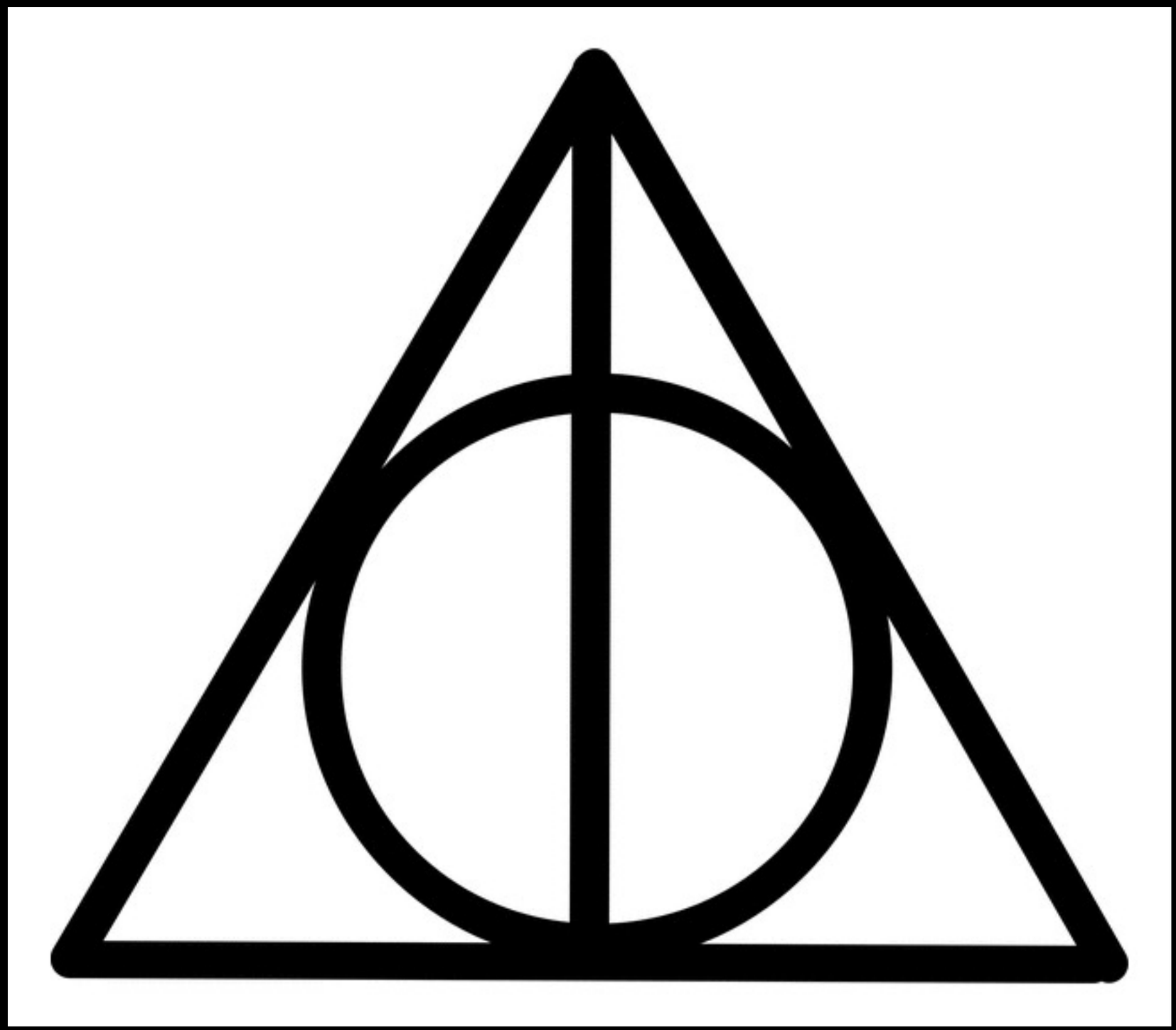
introducing the "CAPACITIES"

KNOW	DO	UNDERSTAND	I can...		EXAMPLES
+++	+	++	*I know about themes and examples from history, geography, and society.* *I have a sense of the world in which I live and my story within it.*	**Foundations** ability to comprehend and organize subject/ course related knowledge and understandings	*categorization, annotated map, simulation game, lecture notes, lesson guides, group poster, response guide, question/answer (aka bookwork), graphic organizer, identifying arguments, reading for understanding, pose questions of the curriculum*
++	+++	+	*I apply what I have learned to theoretical and real-world problems.* *I have picked up skills and found the relevance in Social Studies.*	**Skills** ability to apply hard & soft skills and successful habits or mindsets in Social Studies	*annotated timeline, thematic map, research outline, decoding activity, graphing exercise, GIS computer tutorial, bibliography, letter to the editor, socratic circle, debate, locating appropriate primary sources, deconstructing an argument or claim*
+	++	+++	*I interpret, form opinions, and gain understanding from data and evidence.* *I have a sense of how human nature has played out on the world.*	**Thinking** ability to use critical thinking concepts with source evidence in order to draw conclusions	*current events response template; analysis and comparison of primary sources such as statements, maps, records, paintings, letters, and photographs, evaluation of a claim; predicting geographic change, building an historical account*
++	++	++	*I follow different kinds of inquiry steps and express my learning effectively.* *I make authentic connections to the stories of others.*	**Connection** ability to express findings, respond to inquiry, synthesize and apply learning in real time	*research essay, portfolio presentation, creative writing or artwork, embodied performance, class demonstration, use of driving questions and inquiry cycle, poster display and lecturette, response to an essential question, community action*

PS

T

C



DEAD RECKONING

CHARTING NEW WATERS IN EDUCATION

Dead Reckoning is a process of determining one's present position by projecting course(s) and speed(s) from a known past position, and predicting a future position by projecting course(s) and speed(s) from a known present position. The dead reckoning position is only an approximate position because it does not allow for the effect of leeway, current, helmsman error, or compass error.
(The American Practical Navigator, Bowditch, 1799)

OPEN WATER...

MASTER AND COMMANDER OF WHAT?

...WHAT'S OUR ROLE IN THIS EXPERIMENT?

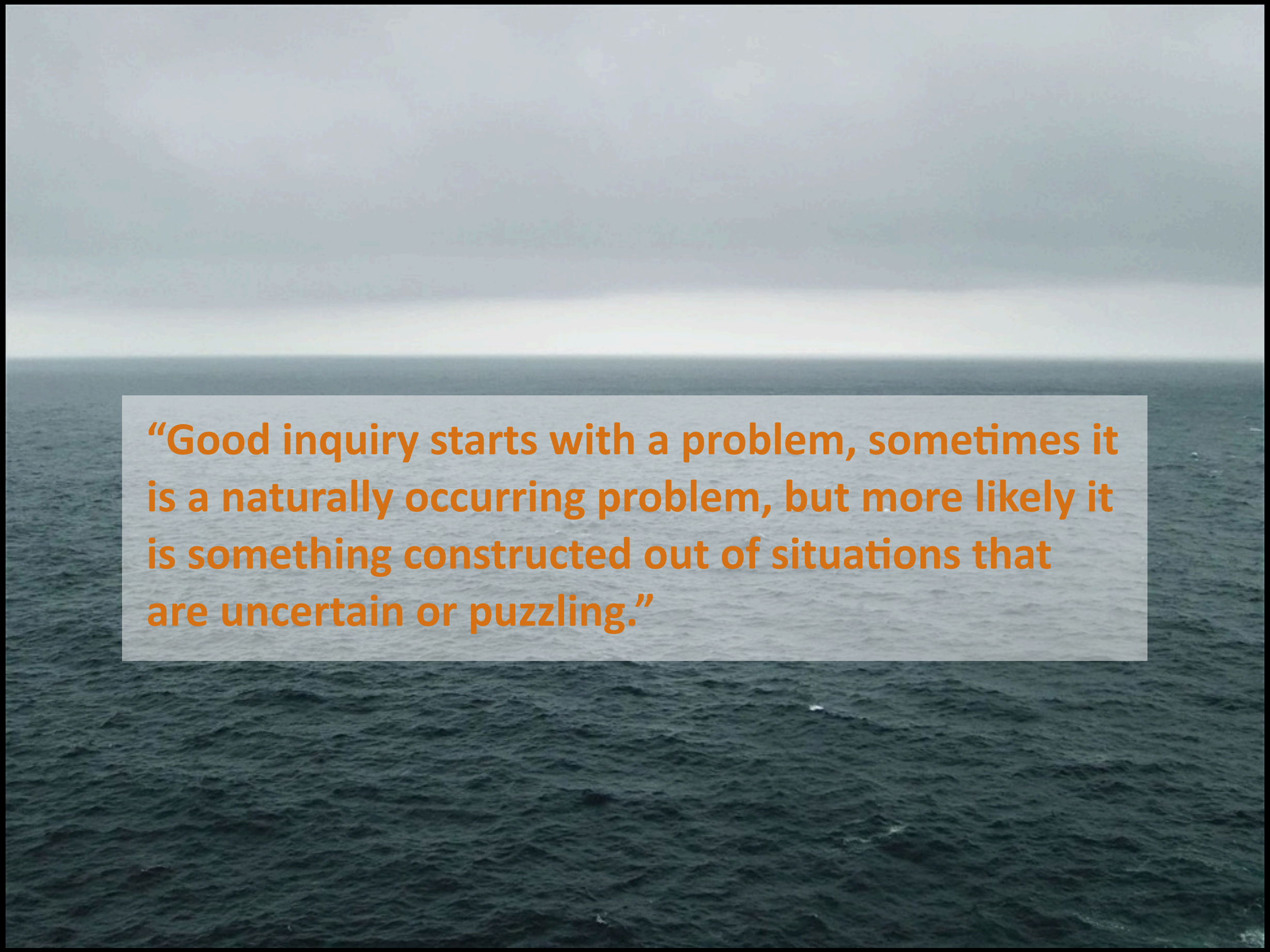
...WHAT ARE WE GOOD AT?


BBC TWO

what we're good at…

DESIGNERS OF…

- learning environments
- inquiry
- experiences
- assessment



“Good inquiry starts with a problem, sometimes it is a naturally occurring problem, but more likely it is something constructed out of situations that are uncertain or puzzling.”

“The unique and uncertain situation comes to be understood through the attempt to change it... Furthermore, the practitioners' moves also produce unintended changes which give the situation new meanings. The situation talks back, the practitioner listens, and as he appreciates what he hears, he reframes the situation once again."

Donald Schön • The Reflective Practitioner • 1983

Google

Marshall Islands stick chart

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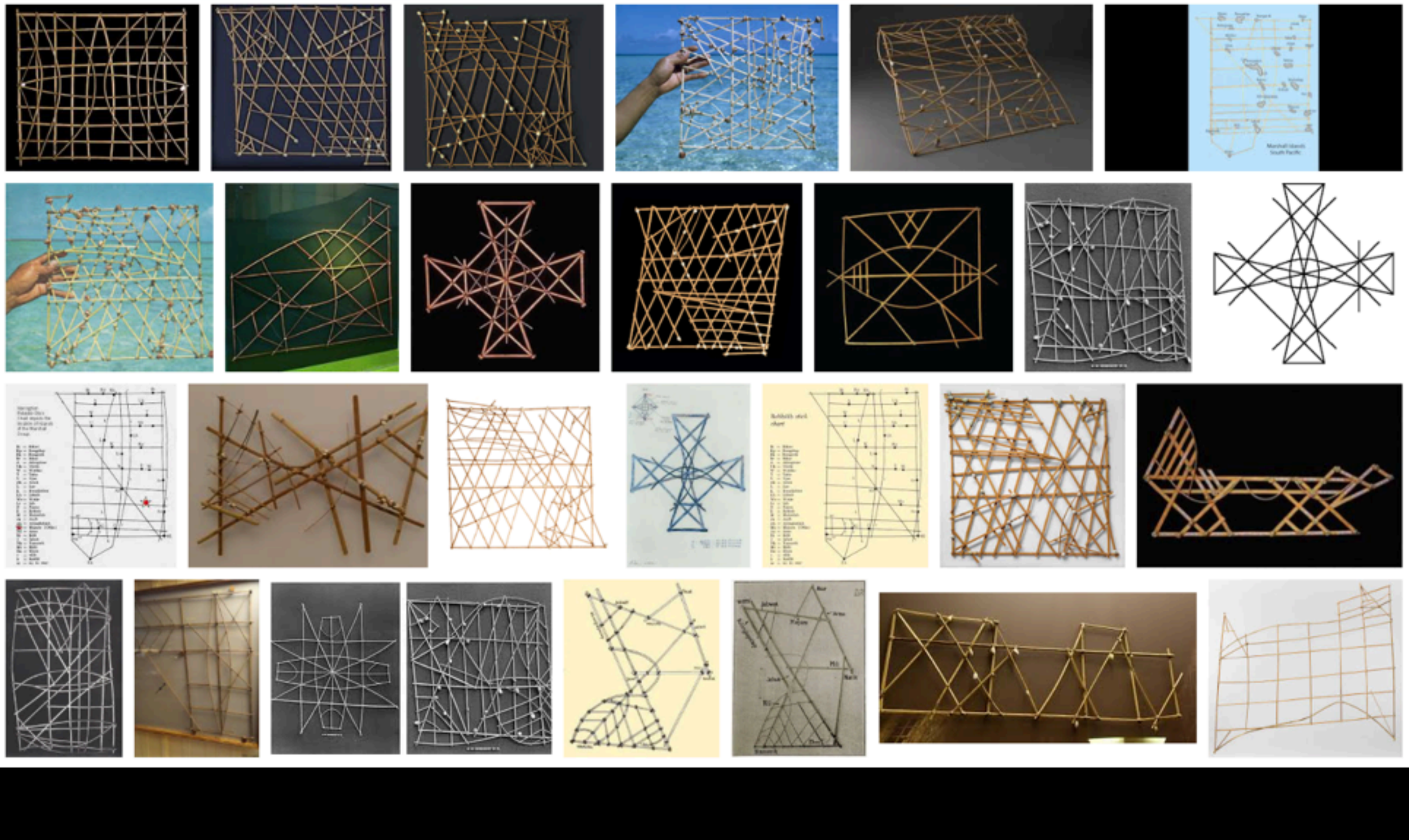
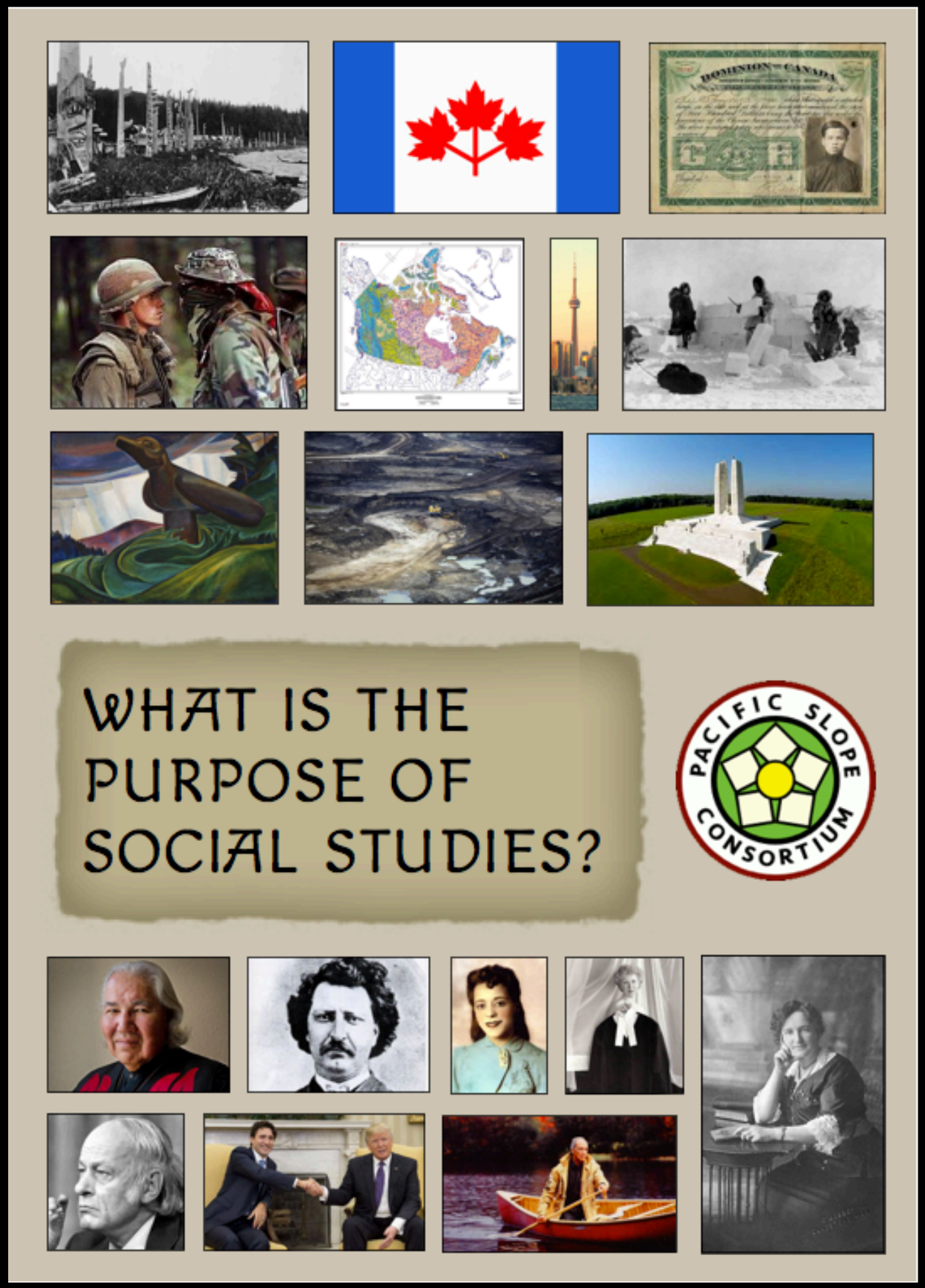


Activity

- think of a Social Studies class that you like to teach, or would like to change
- arrange the cards to show the value or emphasis you would place on them in designing your class
- talk with others about what you did and why



WHAT IS THE PURPOSE OF SOCIAL STUDIES?

Values identified in activity

HISTORICAL LITERACY

MAKE / DO / INQUIRE

PLACE-BASED

ACTIVE CITIZENSHIP

CRITICAL THINKING

IDENTITY WORK

RECONCILIATION

CULTURAL MOSAIC

WHAT IS THE PURPOSE OF SOCIAL STUDIES?

Think about how your viewpoint(s) or value(s) relate to practice

- Course planning and unit design
- Lesson plans and activities/resources
- student projects and project criteria
- what you expect students to say and do
- assessment - especially the stuff from which report cards are made

WHAT IS THE PURPOSE OF SOCIAL STUDIES?

Designing inquiry around values

- maybe it's cognitive skills
- maybe it's specific values of inquiry
- maybe it's one applied to another
- maybe it's something else
- the point is to design with intention instead of letting the current take you

Examples from Peter Ellerton

Next, Stickies

- pick two or three themes from your assembled cards, let's say you will build your course around these values
- blue: class activities or projects that will help fulfill your design values
- yellow: field trips or unique learning resources that will support your design
- pink: assessment tool(s) that will help students demonstrate their learning to appropriate audiences

Big Ideas and Curricular Competencies

- think about the Big Ideas and Curricular Competencies for the courses you usually (or would like to) teach
- is their anything there that seriously “disrupts” what you are doing now... do you want it to?
- main choice: adapt the new concepts to fit what you do, or adapt what you do to fit the new concepts
- other choice: do nothing and see what happens… maybe you’re already doing it right

Teaching for thinking: a pedagogical schema

—the pedagogical content knowledge of inquiry—

©UQCTP The University of Queenlsand Critical Thinking Project

Peter Ellerton, University of Queensland

Incorporating the key pedagogical issues of:

- Cognitive load theory
- Nature of expertise
- Social cognition
- Constructivism
- Metacognition
- Epistemology

Thinking is the method of intelligent learning.

John Dewey

Conceptual — Praxis — Practical

Cognitive Skills
(cognitive verbs)
Things we do with knowledge
evaluate
analyse
interpret
synthesise
identify
...

Content
- Organises work plans
- Provides structure in textbooks
- Wrongly associated with 'rigour'
- Informs assessment

F=ma
PEEL for paragraph structure
the Romans weren't all bad
Socrates taught Plato
y=mx+C
...

Inquiry
Inquiry is the process through which the cognitive skills are developed and in which feedback is provided
metacognition
Critical Thinking
evaluation

Values
- Applied discerningly
- At the core of professional practice
- Provide feedback on cognitive skills
- Have broad application across disciplines

clarity
precision
accuracy
coherence
relevance
cogency
...

Virtues
(habits/dispositions)
- Come from mastery of the values
- Are characteristic of effective thinkers
- Create knowledge producers

resilience
open-mindedness
integrity
curiosity
honesty
persistence
...

Practice does not make perfect in the absence of understanding.

Deanna Kuhn

Key principles need to be identified that guide practice and make expertise visible, translatable and teachable.

Pedagogical imperatives
(Principles of action)

Expert knowledge is "tightly bound to conditions and procedures for its use".

Robert Glaser

Shift the focus from knowledge to inquiry
To allow opportunities to develop the cognitive skills

Work collaboratively when thinking can be shared
To allow the norms of critical thinking to be established

Think and plan in the language of student cognition
To facilitate metacognition and provide a language of feedback

Values of Inquiry—supporting questions

Clarity
- Are your examples useful?
- Is your argument structure clear?
- Are your diagrams easy to understand?
- Is your paragraph structure well-developed?
- Are your words well-defined and unambiguous?

Accuracy
- Is your argument sound?
- Are your claims justified?
- Is what you are saying true?
- Have you represented ideas faithfully?
- How could people check on your claim?

Precision
- Is your attention to detail sufficient?
- Have you used technical terms appropriately?
- Have you quantified your information where appropriate?
- Are any bullet points categorically distinct from each other?
- Have you identified areas of vagueness or ambiguity in your topic?

Relevance
- Have you focussed on the point at issue?
- Have you selected information supporting the topic?
- Have you minimised distracting or unhelpful information?
- Have you been able to identify why information is relevant?
- Have you justified why your selection of material is relevant?

Significance
- Have you avoided superficial issues or arguments?
- Have you identified and developed your core ideas?
- Has your analysis identified the most significant areas?
- Have you identified the most meaningful aspects of your topic?
- Has your treatment of the topic focused on substantive aspects?

Depth
- Are the complexities of the issue sufficiently described?
- Have you been thorough in your treatment of the issue?
- Are your analogies effective and your generalisations well-justified?
- Do your arguments consider premises that are themselves conclusions?
- Have the problematic aspects of the issue been identified and dealt with?

Breadth
- Have you considered alternative perspectives?
- Have you represented a broad range of alternative views?
- Why have you preferenced one perspective over another?
- Have you sought out others for the purpose of testing your ideas?
- Has your breadth of treatment allowed you to synthesis a new perspective?

Coherence (Logic)
- Have you avoided using logical fallacies?
- Have you avoided contradicting statements?
- Are your ideas developed in a logical manner?
- Do all your premises support your conclusions?
- Have you used transition phrases to identify logical progressions?

Values of inquiry modified from Elder, L. and R. Paul (2001). "Critical Thinking: Thinking with Concepts." Journal of Developmental Education 24(3).

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Peter Ellerton University of Queensland, Australia

The Critical Thinking Matrix

A high-resolution reference source for mapping critical thinking skills

Peter Ellerton, University of Queensland, Australia

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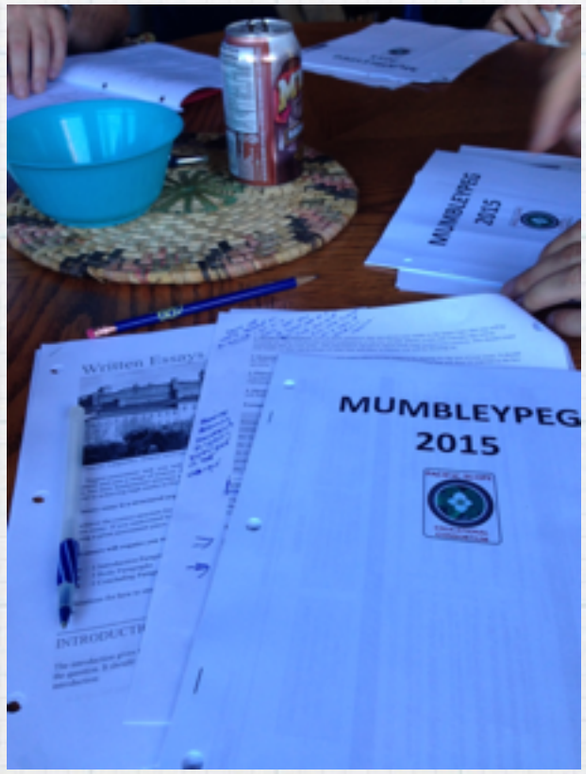
Cognitive Skills		Values of Inquiry: Clarity (intelligibility)	Accuracy	Precision	Depth (Complexity, relevance and significance)	Coherence	Breadth (Alternatives, perspectives, collaboration)
Interpretation	Categorising	The criteria for categorising are unambiguous and the common characteristics of elements within the category are explicitly stated.	Categorical distinctions are drawn from accurate representations or generalisations of characteristics. Hasty generalisations are avoided.	Categorical distinctions are based on quantifiable data, specific characteristics or clear logical definitions.	Categorisations are made using relevant and significant characteristics rather than superficial resemblances. Logical and causal relationships between categories are identified.	Logical distinctions between categories are appropriate and coherent. The logical relationships within and between categories is evident.	Alternative perspectives and criteria for categorising are explored. Preferencing one framework over another is justified. Potential taxonimies are considered.
	Decoding	Terms are disambiguated and literal and intended meanings are distinguished when necessary. Implied meaning and social contexts are identified. Symbolic representations are identified and explained.	Intended or implied meaning is preserved in decoding. Literal and intended meanings are distinguished. Accurate use of symbols is evident.	Key terms are appropriately used to describe the information content. Correct procedures for working with quantitative or symbolic data are followed. Symbolic representations are used effectively.	Specific information is identified and foregrounded. Meaning is preserved by maintaining logical or causal relationships. Mastery of symbolic representation includes understanding the meaning of complex operations.	The logical content of propositions, phrases or terms is made clear and placed in context. The relationships between elements are understood.	Alternative meanings resulting from other cultural or cognitive perspectives are explored. Different interpretations of the situation are considered.
	Clarifying meaning	Key terms and technical terms are identified and explained. Literal and intended meanings are distinguished as necessary. Clarity is preserved as information moves between formats.	Statements are appropriately qualified. Limitations of understanding and representation are acknowledged. Intended or implied meaning is preserved. Paraphrasing and elucidation retain meaning.	Vagueness and ambiguity of terms and meaning identified. Key and technical terms identified and examined for appropriate use.	Nature and complexity of the problem understood and represented. Analogies or relevant similarities and illustrations used to elucidate and explain. Language examined for 'spin'.	Logical structures identified and logical coherency determined.	Language and visualisations reflect the need to cater for a diverse audience holding alternative views, approaches or perspectives.
Analysis	Examining ideas	Procedures of investigation are made explicit. Key concepts and structures are identified and named. Technical terms are used.	Faithful reproduction of information. Inaccuracies or contradictory information identified. Inferential relationships identified.	Detail preserved and reported. Vagueness and ambiguity eliminated or addressed. Technical terms are used appropriately and effectively.	Relevant and significant information is identified and foregrounded. Areas of focus are established. Problematic aspects are identified. Information necessary to frame and address the problem is identified. Ideas are compared and contrasted.	Causal and logical relationships are identified. Evidence is presented and evidential and inferential relationships are tested. General logical structure is identified and examined. Ideas are tested against existing knowledge.	Ideas are analysed within a transdisciplinary or collaborative approach, and through a variety of perspectives, including social, political, cultural and disciplinary.
	Identifying arguments	Premises and conclusions are made explicit. Argument structure is identified and discussed. Inferential pathways are articulated.	Argument types and structures are identified and named. Ambiguity is identified and addressed.	Nature of evidential material made clear. Procedures and algorithmic processes articulated in detail. Propositional content of premises and conclusions is identified and articulated.	The point at issue is identified. Relevant and significant information pertinent to the formation of premises is identified. Hidden premises are identified and dicussed.	Logical relationships examined to determine the nature and form of argument. Claims are extracted from text and evidential relationships identified. Argument is tested for validity.	Arguments framed in various ways are recognised as potentially representing different perspectives. Recognition that the acceptance of evidence may depend on personal context, experience and perspective.
	Argument deconstruction	Correct use of terms. Identification of key components of arguments. Supporting evidence made clear. Diagrams or mapping used to make argumentation clear.	Premises, conclusions and inferential relationships are accurately presented.	Correct use of terms, including 'valid' and 'sound'. Representations are explicit and accurate.	Problematic aspects of argument structure/complexity are explored. Relevant and significant information affecting the reasoning process is identified and its role explained.	Cogency of argument is noted. Evidential and inferential links are examined for logical consistency. Hidden premises and unstated assumptions identified. Cognitive biases identified or postulated Logical fallacies identified.	Relationships between unstated assumptions or elements, such as beliefs, are identified, and the effect this may have on the reasoning process is explored. Recognising limitations of a single discipline approach or of a single methodology.
Evaluation	Assessing claims	Evidence is presented in context. Direct links between evidence and claims are made explicit.	Claims are faithfully reproduced. Supporting evidence is accurately represented.	Detail of claims is preserved, including quantifiable aspects.	Direct links between evidence and claims are made explicit. Claims and conclusions are connected to the nature of the problem and of the evidence. Cognitive and social biases are explored. Assess the contextual relevance of questions, information, principles, rules or procedural directions.	Claims examined/assessed for logical coherence with each other and with evidence and methodology.	Recognising various levels of credibility that might be associated with varying perspectives about the claim. Understanding the nature of claims as a function of discipline or methodological approaches.
	Assessing arguments	Premises, conclusions and evidential relationships are articulated.	Strengths and weakness inherent in argument types, including inductive and deductive arguments, are identified in context.	Key terms are used correctly and amounts quantified where appropriate or necessary. The tools and processes of evaluation of inferences are explicitly stated.	Suitability of evidential relationships examined with regard to the nature of the problem. Proposed causal and logical relationships identified and examined for weaknesses and strengths.	Causal and logical connections tested. Inductive arguments are analysed for strength and weakness, including the use of analogies and generalisations. Deductive arguments are examined for validity and soundness. Logical fallacies identified and their effect on the argument assessed.	Additional information that may be necessary to strengthen the argument identified. Argument tested using alternative standards of various disciplines or methodological approaches.
	Synthesising claims	The synthesis is clearly derived from the constituent claims, with links made explicit.	Intended and implied meaning is preserved and generalisations and categorisations accurately represent the constituent claims.	Similarities and differences of positions are made clear, and quantified where appropriate or necessary, including how these affect the synthesis.	Relevant and significant information retained and highlighted in the synthesis. Inclusion and exclusion of material in synthesis explained. Common features identified from specific cases, both explicit and implicit.	Effective inductive generalisations made. Synthesis is coherent with the logical content of the constituent claims. Purpose and meaning are developed.	Awareness of the variety of beliefs and perspectives that may be compatible with a particular claim. Synthesis considered from various framings and axioms.
Inference	Querying evidence	Nature of evidence is clear and evidential relationships are articulated.	Evidence is faithfully reproduced and represented with honesty and charity.	Detail is sought and presented. Information is quantified where appropriate or necessary. Exact nature and role of evidence made clear.	Premises requiring evidential support are identified and strategies for seeking significant and relevant information that might inform or test hypotheses are determined.	Logical connections between matters of fact and the point at issue or problem to be solved are made clear. Implications of evidentiary material made clear.	Inquiry encompasses or takes into account various methodologies (e.g. transdisciplinary approach).
	Conjecturing alternatives	Possible inferential pathways (paths of reasoning) articulated based upon varying use of evidence and argumentation. Alternative hypothesis and potential conclusions are clearly expressed.	Inquiry and the exploration of alternative reasoning are sensitive to maintaining the integrity of evidence and information.	Alternatives supported by calculation or other algorithmic process.	Alternative hypotheses maintain the emphasis on significant and relevant information, as well as a focus on solving the problem. Complexity is managed and problematic causal and evidential relationships are addressed across possible outcomes.	Alternatives are logically coherent with the given information and their logical implications explored.	Alternative framing of problem explored. Collaborative or multidisciplinary reasoning employed.
	Concluding	Clear articulation of pathways from premises to conclusions, including use of evidence and argumentation.	Proper and correct use of algorithms or procedures to arrive at conclusions. Correctly identify evidential and inferential relationships and show how these lead to conclusions.	Conclusions contain specific and detailed information, quantified where appropriate or necessary.	Modes of reasoning used and conclusion reached appropriate to the nature of the problem.	Logical connections between premises and conclusions evident and explained. Inferences well-supported. Cogent approach taken (i.e. appeal to reason).	Conclusions reached using a variety of reasoning modes, such as mathematical, dialectic, scientific, inductive and deductive.
Explanation	Stating results	Correct use of terminology, unambiguous use of language and effective and clear categorical distinctions made. Explicit representation and explanation.	Statements, descriptions, diagrams and other representations maintain the integrity of information.	Detail preserved and presented. Information quantified. Correct use of terms. Vagueness and ambiguity eliminated or addressed.	Information that is significant and relevant is highlighted. Problematic aspects are outlined.	Logical connections made explicit, showing links to evidence and conclusions. Implications made clear.	Presentation of statements, descriptions, diagrams and other representations are sensitive to interpretations other than those of the author.
	Justifying procedures	Effective use of examples and illustrations. Inferential pathways made explicit. Standards of evaluation explained and presented.	Inquiry and investigations are presented faithfully and not modified to suit the nature of the conclusions.	Process and conceptual development recorded. Calculations used to provide quantified data.	Strategies explored and evaluated. Nature of inquiry appropriate to the problem.	Methodologies, algorithms and other procedures supported by logical analysis. Reasons given for choosing areas of focus and minimising other information. Standards of evaluation explained and presented.	Evidential, conceptual, methodological, criteriological and contextual considerations are made with reference to the nature of justification as a function of alternative perspectives, beliefs and suppositions.
	Presenting arguments	Argumentative prose, diagrams, charts, graphs and graphics convey a clear meaning, adhering to convention. Points at issue clearly defined and stated.	Evidence faithfully reproduced and counter-arguments and criticisms engaged with honesty and charity.	Quantitative data included. Unnecessary information is minimised.	Identify and address counter-arguments. Causal and logical relationships that relate to the situation or problem are identified and their role made explicit. Problematic aspects identified and solutions explained.	Logical structure and coherence evident. Well-supported inferences with implications explicitly represented.	Cogent presentation but with due consideration of various reasoning modes and how alternative perspectives may influence the acceptance or definition of evidence.
Self regulation	Metacognition	Reflective practice is evident and cognitive development across issues is clearly reported.	Authentic representation of students' own metal processes and cognitive development.	Reflection targeted to specific processes and outcomes.	Reflections show personal engagement with significant and relevant issues. Threshold (key) ideas and concepts are identified. Deficiencies in personal knowledge that may impact rational or objective analysis acknowledged and managed.	Logical analysis of own thoughts comparable in scope and rigour to analysis of others'.	Recognition of bias, erroneous thinking or fallacious reasoning. Collaboration sought for the purpose of testing own thoughts.
	Self-correction	Recognition of bias, erroneous thinking or fallacious reasoning is recognised and reported.	Self-criticism and redirection is authentic and resembles the criticism that would be made of third persons.	Reflection leads to specific and detailed changed or specific courses of action are articulated.	Revisions geared to improve outcomes and examined for consequences to original position, findings, or opinions.	Recognition and acceptance of logical errors in preliminary thinking. Rational conclusions contrasted with personal preferences or bias.	Willingness to modify thinking through collaborative inquiry. Self-correction seen as progress.

Cognitive skills modified from Facione, P. A. (1990). Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction. Values of inquiry concept from Kuhn, T. S. (1970). The Structure of Scientific Revolutions. International Encyclopedia of Unified Science. Chicago, University of Chicago Press. 2. Values of inquiry modified from Elder, L. and R. Paul (2001). "Critical Thinking: Thinking with Concepts." Journal of Developmental Education 24(3).

WHERE I TOOK MY INQUIRY PART 2

- collaborative inquiry
- building the classroom in community
- support for projects
  - theory
  -practice
  -grants/release time

PGSSTA
PRINCE GEORGE SOCIAL STUDIES TEACHERS' ASSOCIATION



Ms Pope

@PopeSD36 Follows you

a Humanities and Socials Studies teacher sharing her love of History, Reading and Critical Thinking. Sponsor teacher - Frank Hurt Global Issues and Debate Club

Marc Andres

@MarcTeacher

English/LST Teacher

Kwantlen Park

Craig Sutton

@sutton_c

K-12 Science Helping Teacher SD36

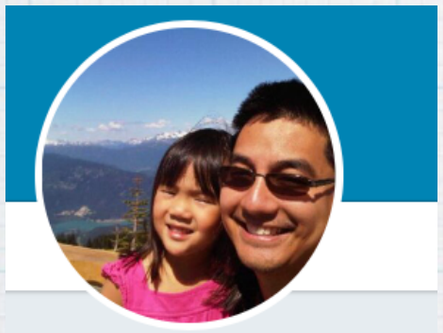
Surrey, BC

spongeofknowledge.blogspot.ca

Nancy Kristoff

@kristoff_nancy

BFF



Darren Yung

@penphoe

ICT Teacher, Digital Senior Citizen, Programming, Open Source Software, Linux, DSLR Photography and person in real life!

Somewhere in Google Plus

plus.google.com/11118792768708...

Blair Miller

@millerblair Follows you

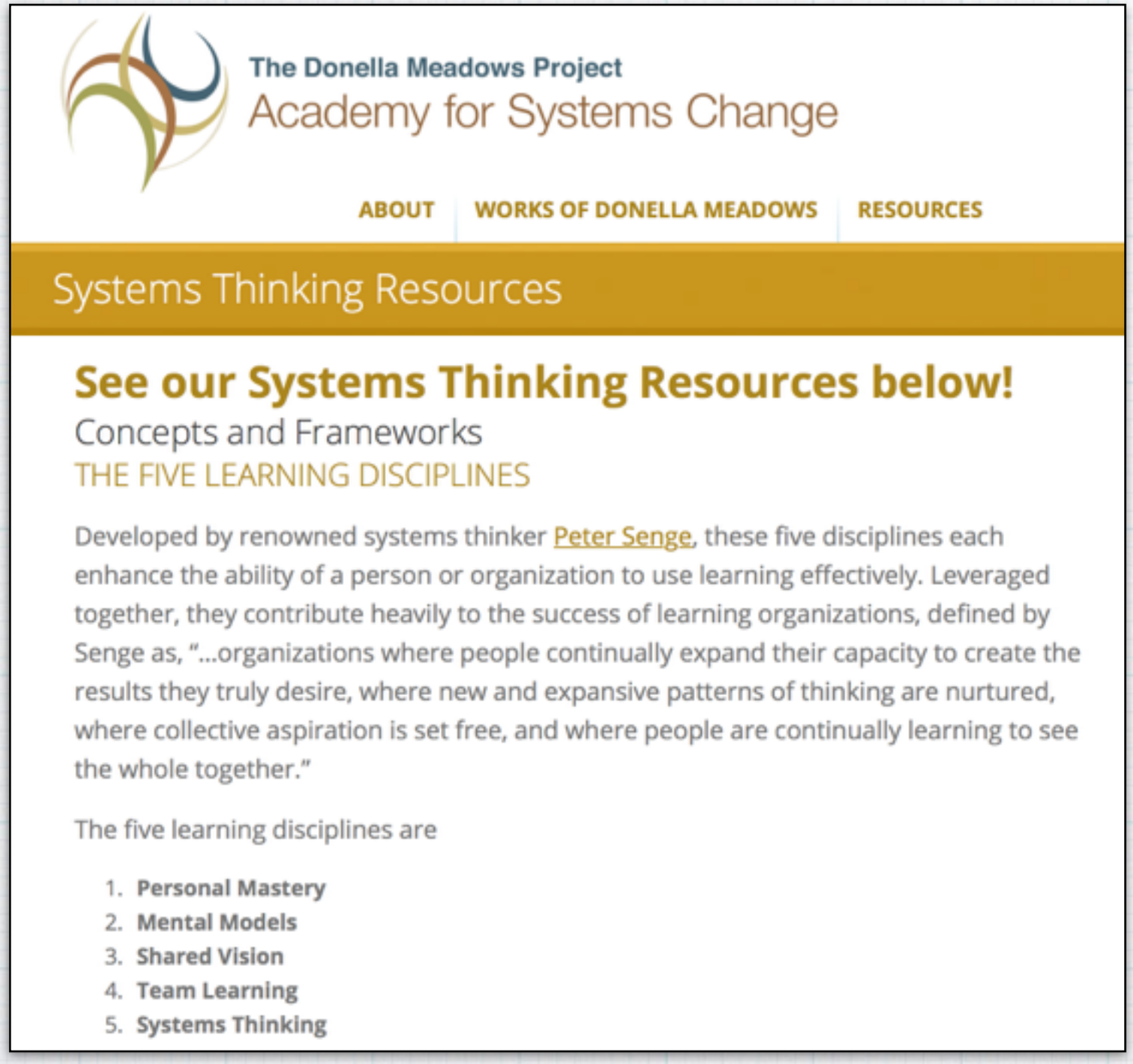
Teacher-Math/Science/ICT/Bus.,Athlete & Coach-racewalk/track, loving learning, teaching, the outdoors, technology, racewalking, music, and exploring potential.

Metro Vancouver, BC, Canada

thinktoaction.com

CURRICULUM DESIGN

FOR CREATIVE AND CRITICAL THINKING



- U-Process (Theory U)
- Biomimicry
- Double Loop Learning
- Iceberg Model
- Bathtub Theorem
- Stock and Flow Diagramming
- Open Space
- World Café
- Graphic Facilitation
- Guided Envisioning (of a Sustainable World)

http://donellameadows.org/systems-thinking-resources/

CURRICULUM DESIGN

FOR CREATIVE AND CRITICAL THINKING

The Sustainable Scale Project

> Conceptual Framework > Understanding Scale > Measuring Scale > **Panarchy**

Under Construction About Us Vision/Mission Projects More Info Sitemap

Panarchy

What is Panarchy?

Panarchy is a conceptual framework to account for the dual, and seemingly contradictory, characteristics of all complex systems – stability and change. It is the study of how economic growth and human development depend on ecosystems and institutions, and how they interact. It is an integrative framework, bringing together ecological, economic and social models of change and stability, to account for the complex interactions among both these different areas, and different scale levels (see **Scale Levels**).

Panarchy's focus is on management of regional ecosystems, defined in terms of catchments, but it deals with the impact of lower, smaller, faster changing scale levels, as well as the larger, slower supra-regional and global levels. Its goal is to develop the simplest conceptual framework necessary to describe the twin dynamics of change and stability across both disciplines and scale levels.

The development of the panarchy framework evolved out of experiences where "expert" attempts to manage regional ecosystems often resulted in considerable degradation of those ecosystems (Gunderson and Holling, 2002). Regional management efforts are generally linear in nature, targeting the maintenance of certain variables – forest growth rates, river clarity, fish harvest rates, etc.

Design Thinking based on the need to manage natural resources where the existing expert approaches and competing interests were not working.

http://www.sustainablescale.org/conceptualframework/understandingscale/measuringscale/panarchy.aspx

CATHEDRAL THINKING

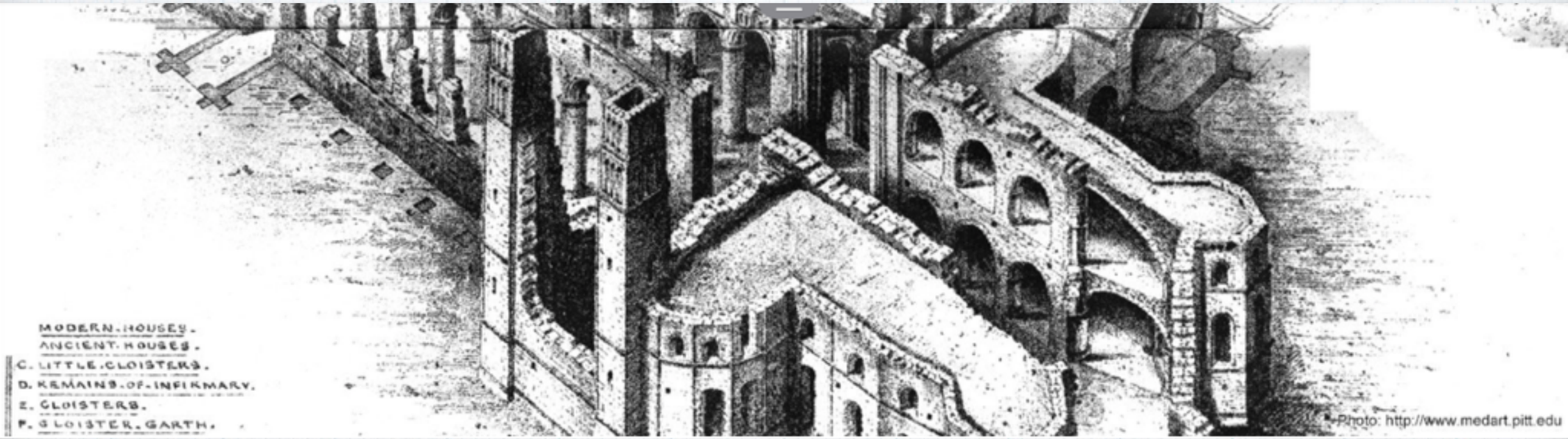
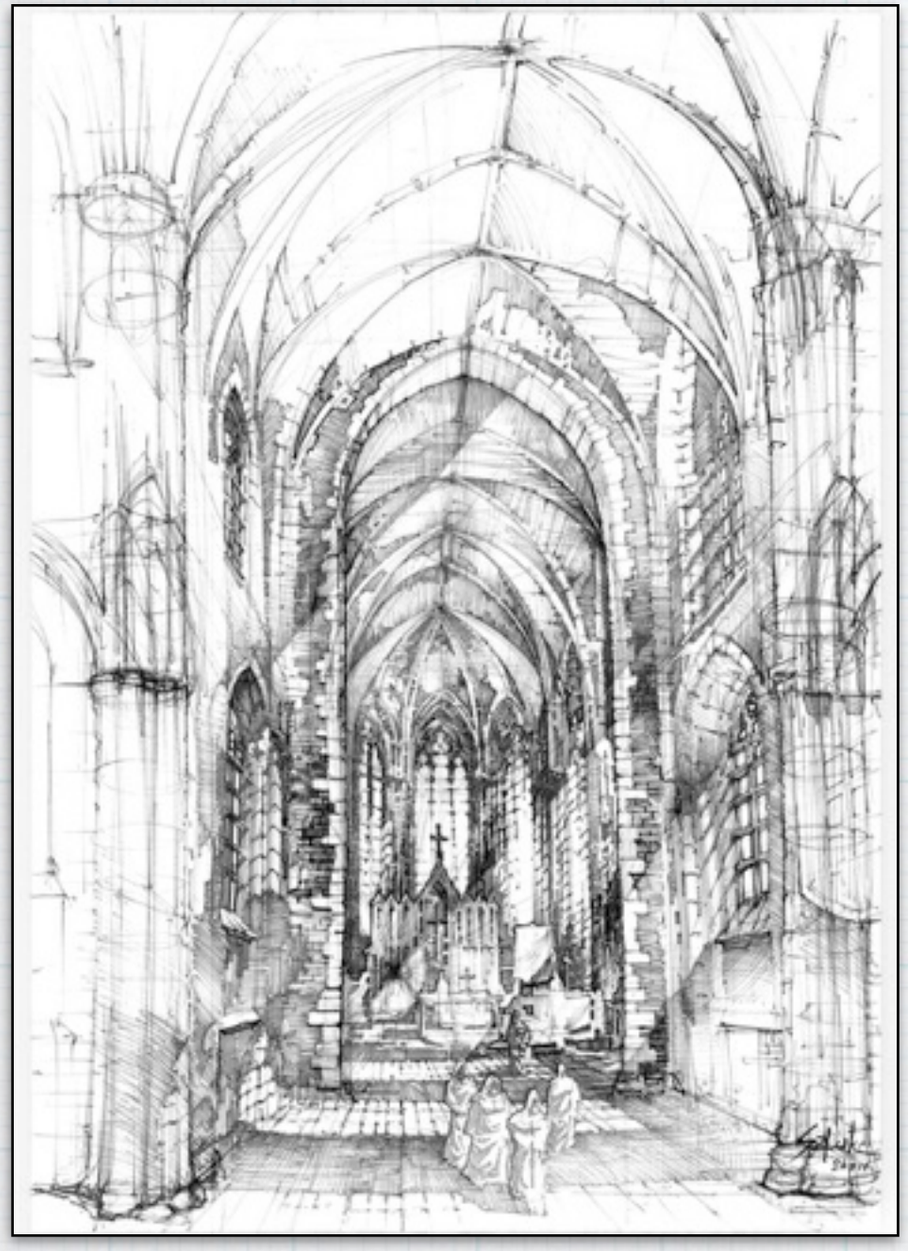


Photo: http://www.medart.pitt.edu

Cathedral Thinking and Education, from https://cathedralthinking.com

Cathedral Thinking" is that the creation of a significant sustained initiative, like the construction of a cathedral that will take a very long time to complete. In the case of cathedrals this will likely be several hundred years, much longer than the lifetime of those who started it. To undertake such a long term, demanding and potentially Evolutionary endeavour requires strategic innovations and strategic systems that are entirely different from those that deal with mundane day-to-day problems. Courage, vision and commitment is mandatory.

CATHEDRAL THINKING



OK, maybe not centuries, but think in terms of 30 years before you think of the next 3 days.

Community (network) approach with strong role for experts

Planning for long-term uses that are different than the immediate needs and challenges

Project may never really be completed, but at some point it needs to be used — therefore the planning starts with intention, the broad goals for how the space will be experienced and the expected outcomes from people who use it.

THE INGREDIENTS OF COURSE AND UNIT PLANNING

TEACHER IDENTITY
- ☐ passion, strengths, goals/values, wish-lists, force of personality
- ☐ my story - personal & cultural narratives
- ☐ influence of other educators, peers, and supervisors, network
- ☐ influence from students (e.g. what you think you've learned from them that will influence current or future learning design
- ☐

CURRICULUM
- ☐ Curriculum Goals & Rationale documents
- ☐ Curriculum Core Competencies
- ☐ Curriculum Big Ideas
- ☐ Curriculum Curricular Competencies
- ☐ Curriculum Content Standards
- ☐ how much or little, where to put it and why
- ☐

WHAT ELSE?
- ☐
- ☐
- ☐
- ☐

STRUCTURES & ROUTINES
- ☐ start and end points (e.g. content, timeline)
- ☐ norms & expectations
- ☐ hook(s) - overarching/ongoing vs set of daily prompts
- ☐ kinds and number of lessons (dividing a unit into parts)
- ☐ pedagogical balance (talk vs read vs move vs view, etc.)
- ☐ matching learning resources (old & traditional vs newer & tested vs newest & experimental); funded vs unfunded, supported vs unsupported
- ☐ design for quick engagement (cool) vs depth or importance
- ☐ classroom traditions or habit-forming practices (for teachers and students)
- ☐ style and expression options for students (e.g. multimodal)
- ☐ flex time, pacing for lesson elements
- ☐ question techniques, varied methods for encouraging response
- ☐ backup activities, go-bag for subs
- ☐ assignment design, digital or print support (e.g. handouts)
- ☐ making space for all voices, perhaps starting by considering Indigenous learners, ELL learners, aiming for equity
- ☐

VALUES & PEDAGOGY
- ☐ educator beliefs (e.g. what is this course about
- ☐ educational or developmental theory (e.g. attachment, inquiry-based approach, growth mindset, constructivism, Bloom's taxonomy, pedagogy of the oppressed)
- ☐ First Peoples Principles of Learning and/or variants
- ☐ BC College of Teachers Standards
- ☐ values of inquiry (clarity, accuracy, precision, depth, coherence, breadth
- ☐ Universal Design for Learning, backwards design, differentiation
- ☐ cognitive skills (e.g. interpretation, analysis, evaluation, inference, explanation, metacognition)
- ☐ Wholistic Learning Intentions (over/above or complimentary to official curriculum)
- ☐ multiple intelligences & learning styles (teaching style)
- ☐ notions of actualization & world-views (what kinds of humans are we making, what do I believe about students)
- ☐

CONTEXT - STUDENTS
- ☐ the range of abilities & strengths, disabilities & challenges (learning and behavioural), IEPs, adapt vs modify -- understood? funded? supported?
- ☐ socio-economic and cultural realities/vulnerabilities
- ☐ energy level, cohesion, baggage/history, collective personality
- ☐ inventory of interests, passions, inclinations, skill sets, parent support
- ☐

CONTEXT - SPATIAL
- ☐ factors that influence social-emotional and self-regulatory systems
- ☐ embedded (spatially oriented) classroom management strategies
- ☐ indigenizing spaces - environments of care, inclusion, mindfulness, and paying attention to the needs of the body, mind, and soul
- ☐ social contexts: individual, group, student vs teacher led, guests
- ☐ environmental contexts: indoor vs outdoor, class, library, lab, gym
- ☐ classroom design: desks, tables, configuration, patterns (cf "Pattern Language"), walls & shelves, reggio-inspired, order vs chaos, "feng shui"
- ☐ strategies for clean & safe work areas
- ☐ spaces for social contexts: individual, group, student vs teacher led
- ☐ community and place-conscious opportunities, and guests!
- ☐ environmental contexts: indoor vs outdoor, class, library, lab, gym
- ☐ classroom design: desks, tables, configuration, patterns
- ☐ classroom presence: where is the teacher, why there
- ☐

PACIFIC SLOPE CONSORTIUM

ASSESSMENT
- ☐ formative (formal/informal) & summative assessment
- ☐ entry level & pre/post assessments
- ☐ performance standards/rubrics/proficiency scales
- ☐ reflection cycle for students and teacher
- ☐ real-world/authentic assessment
- ☐

OLD GROWTH MINDSET

Ecosystem Theory in Education suggests that the relationships existing in learning environments are essentially ecological in nature

Forest examples:

* intensely connected to the characteristics of place
* interrelatedness of factors affecting performance
* development of niches (specialization)
* interspecies cooperation (e.g. mycelial network)
* community indicator species
* continuous decay and renewal within set patterns
* old growth specimens: the denizens of the forest with impacts that extend well beyond death

Views the classroom as an ecosystem with necessarily different functions (niches) but focused on long-term health and diversity of the community

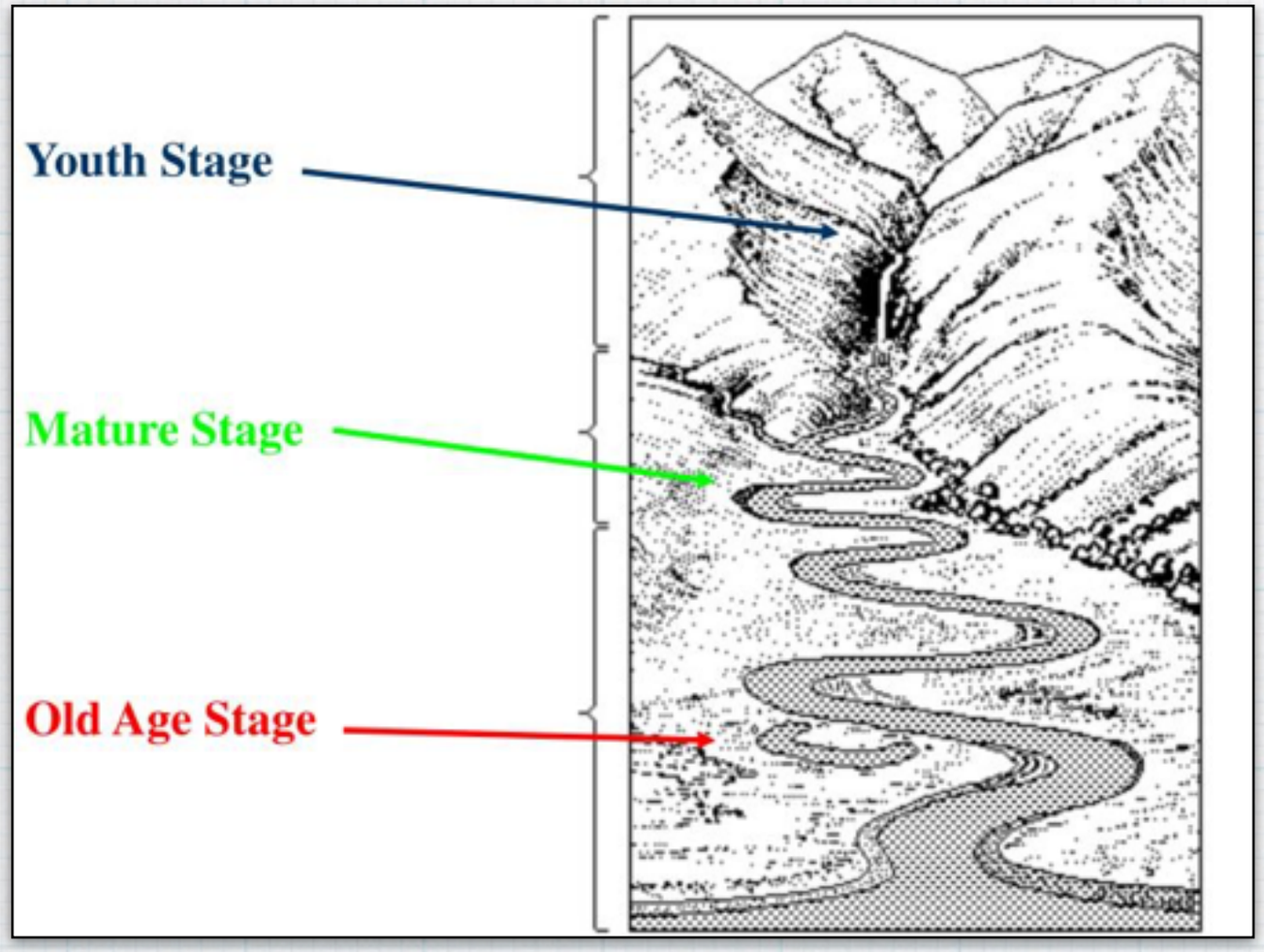
ECOLOGICAL NATURE OF HERITAGE AND CULTURE

Heritage Inquiry is an effective way to develop ecological structures in a classroom

* firm role for teachers and community members (especially elders) to act as "denizens" — intergenerational informants, and a powerful source of nutrients for the classroom soil
* create niches for students to specialize and succeed where otherwise they might not
* inquiry process acts as a fungal network providing nutrients along the root network — students learn from each other

HERITAGE INQUIRY

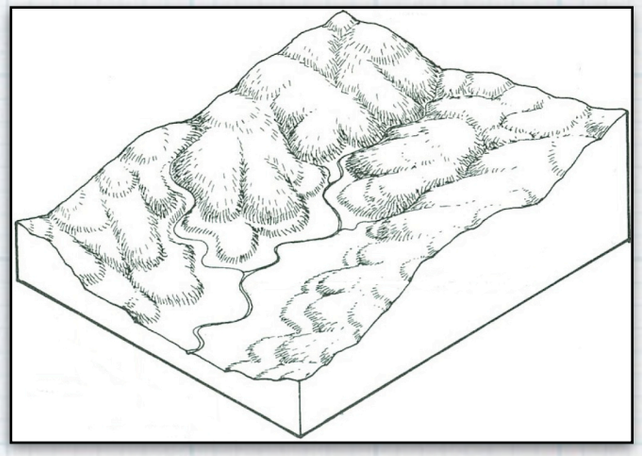
FLUVIAL MODEL



Rivers are complex systems:

* in the youthful stage, they have the ability to cut down quickly through substrate, but remain small and subject/ responsive to sudden changes
* in their middle stage, they create an ever-widening path of influence, their own distinct landscape & ecosystem
* in their older stage, they don't carve vertically through mountains but they do carry mountains of sediment and have enormous horizontal impact

FLUVIAL MODEL
THINK LIKE A RIVER



Competence vs Capacity

* fluvial geomorphologists differentiate between stream competence (ability to move particles by size) and stream capacity (total volume of sediment able to be carried)

* for a class to think like a river, their needs to be trust and community
* trust — that the youthful and the experienced each do their part
* community — if each does their part then the whole system has significant impact and ability to accomplish goals

What we learn, why we learn it, and how it will be assessed in Social Studies

introducing the "CAPACITIES"

Foundations
ability to comprehend and organize subject/ course related knowledge and understandings

Skills
ability to apply hard & soft skills and successful habits or mindsets in Social Studies

Thinking
ability to use critical thinking concepts with source evidence in order to draw conclusions

Connection
ability to express findings, respond to inquiry, synthesize and apply learning in real time

"I can" STATEMENTS

I know about themes and examples from history, geography, and society.

I have a sense of the world in which I live and my story within it.

I apply what I have learned to theoretical and real-world problems.

I have picked up skills and found the relevance in Social Studies.

I interpret, form opinions, and gain understanding from data and evidence.

I have a sense of how human nature has played out on the world.

I follow different kinds of inquiry steps and express my learning effectively.

I make authentic connections to the stories of others.

KNOW / DO / UNDERSTAND

++++ + ++
more about curricular content, acquiring knowledge, and breaking down the big ideas

++ ++++ +
more about applying the skills aspect of the curricular competencies to content-related problems

\+ +++ +++
more about using the critical thinking aspects of the comptencies to understand the big ideas

++ ++ +++
more about putting both competencies and content to work to show learning about the big ideas

EXAMPLES

categorization, annotated map, simulation game, lecture notes, lesson guides, group poster, response guide, question/answer (aka bookwork), test/quiz, graphic organizer, identifying arguments, read for understanding, pose questions of the curriculum

annotated timeline, thematic map, research outline, decoding activity, graphing exercise, GIS computer tutorial, bibliography, letter to the editor, socratic circle, debate, locating appropriate primary sources, deconstructing an argument or claim

current events response template; categorization of data by theme; analysis and comparison of primary sources such as statements, maps, records, paintings, letters, and photographs, evaluation of a claim; predicting geographic change; building an historical account

research essay, portfolio presentation, creative writing or artwork, embodied performance, class demonstration, use of driving questions and inquiry cycle, poster display and lecturette, response to an essential question, community action

CORE COMPETENCIES

PS

T

C

<--- personal & cultural identity, personal/social awareness & responsibility --->
<--- creative & critical thinking --->
<--- communication --->

STRONG ROLE FOR...

KNOWLEDGE ORGANIZERS
e.g. exercises and activities structured around the curricular content standards

COGNITIVE SKILLS
e.g. interpretation, analysis, evaluation, inference, explanation, self-regulation*

HISTORICAL AND GEOGRAPHIC THINKING CONCEPTS

VALUES OF INQUIRY
e.g. clarity, accuracy, precision, depth, coherence, breadth*

*see Ellerton Matrix: bit.ly/2EltNk6

All of it.... anchored in educational beliefs
#pedagogy #identity #praxis
pacificslope.ca

through-out

Curricular Competencies - recurring concepts

- use inquiry processes and skills to ask questions and develop understanding
- assess historic and geographic significance of events, actions, places, and people
- assess credibility and draw conclusions from a variety of evidence and source data
- characterize and compare continuities and changes across time and place
- understand how cause and consequence are related in a variety of contexts
- consider different perspectives on people, places, issues, and events
- make reasoned ethical judgments about past or present decisions and actions

Sample 5 point Proficiency Scale for assessing performance standards or assignment criteria

1	work has begun but evidence of understanding still to come; skills & concepts may seem very challenging
Emerging	
2	work shows progress towards understanding, mistakes are common & necessary
Practicing	
3	work shows some understanding and increasing confidence with skills & concepts
Developing	
4	work shows solid understanding and flexibility between skills & concepts; new challenges sought
Applying	
5	work shows frequent mastery & versatility with skills & concepts; challenges accepted
Extending	

What we learn, why we learn it, and how it will be assessed in Social Studies

introducing the "CAPACITIES"

	"I can" STATEMENTS	KNOW / DO / UNDERSTAND	EXAMPLES	CORE
Foundations ability to comprehend and organize subject/ course related knowledge and understandings	*I know about themes and examples from history, geography, and society.* *I have a sense of the world in which I live and my story within it.*	 ++++ + ++ more about curricular content, also about breaking down the big ideas	*categorization, annotated map, simulation game, lecture notes, lesson guides, group poster, response guide, question/answer (aka bookwork), test/quiz, graphic organizer, identifying arguments, read for understanding, pose questions of the curriculum*	PS
Skills ability to apply hard & soft skills and successful habits or mindsets in Social Studies	*I apply what I have learned to theoretical and real-world problems.* *I have picked up skills and found the relevance in Social Studies.*	 ++ ++++ + more about curricular competencies, especially as they relate to content	*annotated timeline, thematic map, research outline, decoding activity, graphing exercise, GIS computer tutorial, bibliography, letter to the editor, socratic circle, debate, locating appropriate primary sources, deconstructing an argument or claim*	T
Thinking ability to use critical thinking concepts with source evidence in order to draw conclusions	*I interpret, form opinions, and gain understanding from data and evidence.* *I have a sense of how human nature has played out on the world.*	 + +++ +++ more about the big ideas, especially as they are understood by critical thinking	*current events response template; analysis and comparison of primary sources such as statements, maps, records, paintings, letters, and photographs, evaluation of a claim; predicting geographic change, building an historical account*	C
Connection ability to express findings, respond to inquiry, synthesize and apply learning in real time	*I follow different kinds of inquiry steps and express my learning effectively.* *I make authentic connections to the stories of others.*	 ++ ++ +++ more about putting both competencies and content to work to show learning about the big ideas	*research essay, portfolio presentation, creative writing or artwork, embodied performance, class demonstration, use of driving questions and inquiry cycle, poster display and lecturette, response to an essential question, community action*	

<--- personal & social responsibility --->

<--- creative & critical thinking --->

<--- communication --->

Social Studies 10 Blk C Mr. Thielmann		1. Skills Lab - Sp. Flu	2. Sources Assign. Gr. Dep.	3. U1 Test 20s/30s Matching	4. U1 Test 20s/30s Written	5. Global Dev. Skills Lab	6. Popul. Source Lab	7. WWII Tasks w/ Mr. O	8. U2 Test WWII Matching	9. U2 Test WWII Source	10. U3 Sourcelab Cartoons	11. U3 MC Test Postwar	12. U3 Postwar Written	13. U4 Poli & Gov't	14. U5 Test MC Mod Can	15. U5 Test Wr Mod Can	16. Echo Project	17. Bonus & Rwanda	Curriculum Foundations				Skills & Applications				Sourcework & Critical Thinking				Research & Inquiry				SUMMARIES							
date		Sep 18	Sep 26	Sep 27	Sep 28	Oct 12	Oct 13	Oct 24	Nov 8	Nov 8	Nov 30	Dec 5	Dec 7	Dec 15	Jan 18	Jan 22	Jan 22	Jan 22	(2)	(3)	(4)	(5)	(2)	(3)	(4)	(5)	(2)	(3)	(4)	(5)	(2)	(3)	(4)	(5)	sum	score	raw	code	total / 100	letter grade	report card %	work habits
score		4	20	30	28	12	12	23	29	14	20	38	38	14	34	27	80	4	59.3	74.3	104.3	134.3	25.9	32.4	45.5	58.6	47.0	58.9	82.6	106.4	38.9	48.8	68.5	88.2	433	/100	/100	sum				
	492013	3	18	28	16	4	10	15	21	12	0	34	20	11	24	15	70	4	113.2	4	43.6	3	73.5	3	78.8	4	309.1	71.4	71.4	14	71	B	73	S						
	509881	3	14	20	14	7	8	16	21	9	14	21	20	10	19	15	52	3	92.9	3	41.6	3	72.6	3	63.1	3	270.2	62.4	62.3	12	61	C	61	S						
m	484832	2	12	21	14	8	6	18	15	8	9	24	26	6	16	15	45	2	86.8	3	37.7	3	68.5	3	58.2	3	251.2	58.0	57.8	12	59	C	60	S						
	485677	3	15	21	11	10	8	14	22	11	15	32	28	9	25	18	40	4	107.3	4	45.3	3	80.3	3	56.8	3	289.7	66.9	67.0	13	66	C+	67	S						
	509714	4	18	23	27	12	12	21	21	10	19	25	32	13	23	25	80	7	118.3	4	59.6	5	105.9	4	93.7	5	377.5	87.2	87.1	18	88	A	88	G						
	782861	2	16	18	21	12	8	20	19	8	18	30	32	12	20	29	70	5	111.2	4	54.5	4	95.9	4	83.6	4	345.2	79.7	79.6	16	80	B	80	G						
	483345	3	18	24	21	12	12	20	26	13	18	26	28	12	28	20	49	3	119.2	4	53.5	4	96	4	69.5	4	338.2	78.1	78.0	16	79	B	79	S						
	489704	2	0	19	13	0	0	12	0	0	5	21	12	1	17	14	6	0	55.5	1	16.4	1	34.1	1	18.5	1	124.5	28.8	28.6	4	25	F/I	29	N						
	1165230	0	0	20	18	0	0	11	19	8	2	23	8	1	22	9	10	0	74.6	3	17.6	1	37.3	1	23.8	1	153.3	35.4	35.4	6	33	F/I	34	N						
	485646	3	14	19	15	10	10	19	24	10	17	24	23	12	25	18	70	5	108.4	4	50.4	4	84.5	4	79.7	4	323	74.6	74.5	16	77	B	77	G						
	596326	3	16	9	24	10	10	19	16	8	14	20	23	12	20	18	75	3	91.6	3	48.1	4	82.7	4	82.6	4	305	70.4	70.3	15	72	B	73	S						
	484929	2	13	18	20	12	8	18	13	8	11	27	22	7	24	13	55	0	94	3	42.3	3	72.5	3	66.5	3	275.3	63.6	63.5	12	62	C	62	S						
	494788	3	15	17	12	8	6	13	25	10	12	25	19	8	21	13	20	4	92	3	37.4	3	65.4	3	39.6	2	234.4	54.1	54.1	11	54	C	54	S						
	511964	3	0	22	15	6	10	18	17	8	0	30	22	5	28	8	56	3	97.7	3	35	3	58.7	2	63.7	3	255.1	58.9	58.8	11	57	C-	57	S						
	443950	3	0	11	0	0	0	3	15	4	0	23	0	3	27	7	0	0	60.7	1	12.7	1	15.7	1	7.8	0	96.9	22.4	22.5	3	19	F/I	22	N						
	484865	4	13	10	13	10	8	17	15	11	10	22	18	8	0	0	20	30	64.9	2	40.7	3	64	3	43.6	2	213.2	49.2	48.9	10	50	C-	50	N						
	611823	2	13	16	15	10	8	14	23	5	12	21	13	4	18	8	50	3	82.8	3	36.6	3	60	3	58.8	3	238.2	55.0	55.0	12	57	C-	57	N						
	1330800	2	0	6	4	0	7	6	9	1	0	12	3	1	0	0	0	0	23.7	1	7.5	1	13.8	1	7.3	0	52.3	12.1	11.9	3	13	F/I	13	N						
	682811	0	18	31	29	12	12	20	27	12	20	36	34	13	28	25	79	5	139	5	60.5	5	111.7	5	95.1	5	406.3	93.8	93.9	20	96	A	96	O						
	537845	2	12	9	9	10	8	19	15	7	10	14	18	10	21	15	36	3	76	3	37.6	3	59.8	3	49.4	3	222.8	51.5	51.1	12	55	C-	55	S						
	485400	3	18	21	25	10	10	21	17	9	19	31	36	13	20	22	70	0	112.5	4	53.6	4	100.2	4	84.2	4	350.5	80.9	80.8	16	81	B	81	G						
	2210246	2	16	25	23	12	12	19	22	12	15	30	30	10	26	26	79	3	121.4	4	55.4	4	99.4	4	90.6	5	366.8	84.7	84.8	17	85	A	86	G						

SS10 CLASS MARKS AS OF JAN. 26th 2018

Code -- 1: Basic/Not meeting Expectations (10-39%) • 2: Approaching Expectations (40-49%) • 3: Minimally Meeting expectations (50-69%), • 4: Fully Meeting Expectations (70-89%) • 5 : Exceeding Expectations (90-100%)

Task Descriptions. See also: course information at http://thielmann.ca		Curriculum Foundations	Skills & Applications	Sourcework & Critical Thinking	Research & Inquiry	avg	avg	
1. Skills Lab - interpreting Spanish Influenza sources. Score out of 4 - reflection on group discussion. 0) no attempt, 1) mentioned participation, 2) mentioned nature of how participation, 3) described specific contributions, 4) explained contribution & examples of responses.		0.1	0.5	0.3	0.1	2.5	61%	
2. Source Lab - assembling evidence (mainly primary sources) of Canada's experience of the Great Depression. Sources organized according to the six historical thinking concepts. Score out of 20 based on 11"x17" document including 12+ sources, references, and descriptive captions.		0.2	0.2	0.4	0.2	11.8	59%	
3. Unit 1 Test (content). 32 matching & select response questions. Canada 1919-1939 -- end of WWI, The Roaring 20s, The Great Depression. Marked out of 30. Score of 32 possible.		0.6	0.1	0.2	0.1	18.5	62%	
4. Unit 1 Test (interpretation). Written response to sources & prompts. Canada 1919-1939 -- end of WWI, Roaring 20s, Great Depression. Each page uses a 4 or 6-point rubric, total of 28.		0.2	0.1	0.5	0.2	16.3	58%	
5. Global Development Skills Lab. Essay outline: What journey must poor and developing nations make on road to becoming sustainable developed nations? Mark out of 6 x 2 = 12		0.1	0.6	0.1	0.2	8.0	66%	
6. Global Population Source Lab. Interpretation of various population pyramids, stats, and newspaper headlines. Mark out of 6 x 2, total of 12.		0.1	0.2	0.6	0.1	7.9	66%	
7. WWII Tasks & Assignments: Creative Writing Piece /5, Source Lab /5, Propaganda poster /8. Tasks/assignments completed with Mr. Olivier (student teacher)		0.2	0.2	0.2	0.4	16.0	70%	
8. Unit 2 Test on WWII - Matching and select response section, total of 30 questions/marks		0.7	0.1	0.1	0.1	18.3	63%	
9. Unit 2 Test on WWII - Written Response section with four primary sources set up for student interpretation (2 per page x 7 point rubric for each), total of 14		0.2	0.1	0.6	0.1	8.4	60%	
10. Source Lab - political cartoons from the postwar era 1945-1984. 20 marks for best 7 of 8 responses		0.1	0.2	0.7	0	10.9	55%	
11. Unit 3 Test Matching Section - Canada in the Postwar era 1945-1984 - 40 questions, 38 marks		0.7	0.1	0.1	0.1	25.0	66%	
12. Unit 3 Test Written - Canada in the Postwar era 1945-1984 - 8 sets of sources and prompts, 5 marks each, 40 marks, marked out of 38		0.2	0.1	0.6	0.1	21.2	56%	
13. Politics and Government - Unit 4 in-class observations and work checks. Out of 14		0.5	0.3	0.1	0.1	8.2	59%	
14. Unit 5 Test Modern Canada 1984-present, Matching and multiple choice section. 44 marks, marked out of 40		0.8	0.1	0.1	0	20.5	60%	
15. Unit 5 Test Modern Canada 1984-present, Written Section. 40 marks, marked out of 40		0.3	0.2	0.4	0.1	15.1	56%	
16. Echo Project -- inquiry cycle & question, use of primary & secondary sources (e.g. interview, additional research), address 6 thinking concepts, opt. presentation. 100 marks		0.1	0.1	0.1	0.7	46.9	59%	
17. Unit 5 Blog Response to "Shake Hands with the Devil" Documentary, plus any bonus material submitted -- Challenge Assignments		0.2	0.3	0.3	0.2			
							61%	

OVERVIEW

This is a new assessment model this year that evaluates students according to four Goal Categories or "Capacities" that are at the heart of Social Studies: Curriculum Foundations, Skills & Applications, Sourcework & Critical Thinking, and Research & Inquiry. Each of your Task scores (assignments, labs, projects, tests, etc.) are weighted according to which of the Four Goals they support. This generates a total and a percentage (this is the mark you are currently at), which is worth 60% of your mark, and a placement on the 1-2-3-4-5 scale, which is worth 40 % of your mark. This suggests where your learning is at and where you could improve, and is also a factor in determining your final grade.

Social Studies 11 Blk D Mr. Thielmann		1. Demo-graphic Study	2. U1 Test Matching & Select	4. U1 Test Written	4. U2 Local Hist Inquiry	5. U3 Econ Tasks & Assign.	6. U3 Site C Dam Response	7. U4 Protected Areas	8. U4 Sense of Place	9. U5 Philosp. Cards	10. U5 Philoph. & P's Cave	11. Field Trip response	12. Big Question Project	13. U6 Indig. Issues	14. Any Additional Work	Curriculum Foundations			Skills & Applications			Sourcework & Critical Thinking			Research & Inquiry			score sum	code sum	report %	letter grade	work habits	raw
score		20	50	18	20	40	9	23	16	10	15	5	25	15	bonus %	84.9	%	1-2-3-4-5	65.1	%	1-2-3-4-5	46.8	%	1-2-3-4-5	67	%	1-2-3-4-5	263.8	4-20	/100	letter	N-S-G-O	%
SS11 CLASS MARKS AS OF JAN 26th 2018	400188	15	39	15	12	33	8	16	7	7	12	4	18	8		64.3	75.8	4	47.2	72.5	4	35.2	75.2	4	46.7	69.7	3	193.4	15	**74**	**B**	S	74.3
	553563	18	37	14	15	36	7	18	7	9	8	5	17	0		62.2	73.2	4	47	72.2	4	33.7	72.0	4	47.6	71.0	4	190.5	16	**75**	**B**	S	77.0
	389813	16	49	18	13	32	9	19	4	9	12	4	20	9		72.7	85.7	4	50.4	77.4	4	39.6	84.6	4	50.1	74.8	4	212.8	16	**80**	**B**	G	81.9
	389802	16	43	11	3	31	6	20	10	8	13	4	19	0		64.0	75.3	4	46.9	72.0	4	32.1	68.6	3	42.3	63.1	3	185.3	14	**70**	**C+**	S	73.0
	442306	15	22	7	6	17	7	13	13	0	9	3	17	8		41.6	49.0	2	35.4	54.4	3	22.9	48.9	2	35.6	53.1	3	135.5	10	**51**	**C-**	N	49.6
	389812	10	39	14	2	4	5	15	7	0	12	4	17	8		49.3	58.1	3	31.1	47.8	2	26.1	55.8	3	30.1	44.9	2	136.6	10	**51**	**C-**	N	49.6
	372572	17	40	16	15	31	8	17	13	8	14	4	22	0		67.1	79.0	4	51.1	78.5	4	36.2	77.4	4	51.7	77.2	4	206.1	16	**79**	**B**	S	81.0
	423178	16	44	14	3	31	7	11	0	8	11	4	15	0		60.5	71.3	4	39.6	60.8	3	31	66.2	3	34.1	50.9	3	165.2	13	**64**	**C**	S	65.9
	376309	16	49	17	19	35	8	21	14	8	12	5	24	9		76.9	90.6	5	56.5	86.8	4	42.2	90.2	5	59.3	88.5	4	234.9	18	**89**	**A**	G	90.3
	389817	15	49	14	15	31	8	17	10	9	10	4	18	7		69.8	82.2	4	49	75.3	4	36.8	78.6	4	50.2	74.9	4	205.8	16	**79**	**B**	G	80.5
	1486719	16	48	17	17	32	9	18	10	8	13	4	17	7		72.5	85.3	4	51.6	79.3	4	38.8	82.9	4	53.4	79.7	4	216.3	16	**81**	**B**	G	85.0
	390484	16	36	12	18	34	8	17	12	9	11	4	23	9		65.5	77.2	4	51.5	79.1	4	35.9	76.7	4	53.9	80.4	4	206.8	16	**79**	**B**	G	78.3
	389827	18	41	18	15	28	8	18	4	8	13	4	18	7		66.7	78.5	4	48	73.7	4	36.6	78.2	4	48.8	72.8	4	200.1	16	**78**	**B**	G	77.4
	390475	17	34	17	17	33	8	22	11	8	13	4	20	9		66.3	78.0	4	53.2	81.7	4	37.7	80.6	4	55.1	82.2	4	212.3	16	**80**	**B**	G	81.4
	390489	17	24	8	3	26	8	16	4	7	9	3	18	6		47.3	55.7	3	39.2	60.2	3	25.5	54.5	3	35.7	53.3	3	147.7	12	**58**	**C-**	N	55.3
	1486768	15	44	17	14	18	0	17	4	9	11	3	22	7		61.9	72.9	4	41.4	63.6	3	34	72.6	4	42.2	63.0	3	179.5	14	**69**	**C+**	S	67.3

Code -- 1: Basic/Not meeting Expectations (10-39%) • 2: Approaching Expectations (40-49%) • 3: Minimally Meeting expectations (50-69%), • 4: Fully Meeting Expectations (70-89%) • 5 : Exceeding Expectations (90-100%)

Task Descriptions. See also: course information at http://thielmann.ca	Curriculum Foundations	Skills & Applications	Sourcework & Critical Thinking	Research & Inquiry	avg
1. Sep 18. Unit 1 Demographic Case Study: Each student gets a country -- Population Pyramids, demographic information, human development index, challenges related to development and population, maps, other country data. Poster format 11x17	0.2	0.4	0.1	0.3	79%
2. Sep 26. Unit 1 Test (content). Matching & select response questions on Global Development and Population Growth. 50 marks	0.6	0.1	0.2	0.1	80%
3. Sep 27. Unit 1 Test (competencies). Interpretation and response to source related to Global Development and Population Growth. 18 marks	0.2	0.2	0.5	0.1	80%
4. Oct 13. Unit 2 Local History Inquiry - survey of resources available in our library related to local and regional history and geography. Identification of a topic of interest and an inquiry question. Posting of question (3 marks), and submission of response to inquiry question (15 marks).	0.2	0.1	0.1	0.6	58%
5. Oct 27. Unit 3 Economics Tasks & Assignments: Traditional Economy Chart /5, Source Lab /7.5, Future economic predictions /2.5. Total of 15.	0.3	0.3	0.2	0.2	71%
6. Nov 10. Opinion piece on whether or not Site C Dam should proceed, based on an analysis of the BC Utilities Commission report. Total of 12.	0.2	0.3	0.1	0.4	79%
7. Nov 20. Unit 4 Sustainability - research project looking at protected natural areas and focusing on one for a case study. Poster and presentation. 20 marks	0.2	0.3	0.1	0.4	75%
8. Dec 1. Unit 4 Sense of Place Write-ups: a) Topophilia/ favourite places (7 marks) , b) Babushkas of Chernobyl and their sense of home (7 marks). 12 marks total	0.1	0.4	0.1	0.4	51%
9. Dec 10. Unit 5 Intro to Philosophy - 2 half-page cards providing a bio of famous philosophers. 5 marks each, 10 marks total.	0.3	0.4	0.1	0.2	72%
10. Dec 14. Unit 5 Intro to Philosophy - Class videos questions & written and/or graphic expression of meaning behind Plato's metaphor of The Cave. 15 marks	0.2	0.4	0.1	0.3	72%
11. Jan 8. Written response- observations, thoughts, suggestions, and learnings from Jan 5 Field Trip to Exploration Place. 5 marks.	0.6	0.1	0.1	0.1	79%
12. Jan 16. U5 Philosophy wrap-up: short inquiry cycle related to a "Big Question" in Philosophy and a short presentation for the class. 20 marks	0.2	0.2	0.2	0.4	76%
13. Jan 22. U6 Contemporary Indigenous Issues - a question or topic related to one of three themes and conducting some basic research and a response. 10 marks.	0.2	0.2	0.2	0.4	39%
14. Jan 22. Additional Work -- anything on one of the course units or topics aimed at improving understanding or developing in the four capacities (CF, SA, SC, RI)					70%

OVERVIEW

This is a new assessment model this year that evaluates students according to four Goal Categories or "Capacities" that are at the heart of Social Studies: Curriculum Foundations, Skills & Applications, Sourcework & Critical Thinking, and Research & Inquiry. Each of your Task scores (assignments, labs, projects, tests, etc.) are weighted according to which of the Four Goals they support. This generates a total and a percentage (this is the mark you are currently at), which is worth 60% of your mark, and a placement on the 1-2-3-4-5 scale, which is worth 40 % of your mark. This suggests where your learning is at and where you could improve, and is also a factor in determining your final grade.

PACIFIC SLOPE

APPLYING THE DESIGN THINKING

Cathedral Thinking — planning projects that won't bear fruit for 5-10 years, e.g. Sourcebox project, Thinking it Through (book), Place in Education Symposium

Old Growth Mindset — creating class activities and structures that encourage niches, and traditions that run from year to year

Fluvial Model — our consortium, like our classrooms, runs the spectrum from workshop to congress... different "particle size challenges" balanced with overall capacity to affect learning and develop thinking.

We often find ourselves at the "braided stream" phase of the river... multiple shifting channels, choked with sediment.

PACIFIC SLOPE

APPLYING THE DESIGN THINKING

Tinker: All students can think critically and creatively; using hands-on primary and secondary sources and artifacts provides multiple access points for students to do so, and suggest the way for broader community connections and applications of learning.

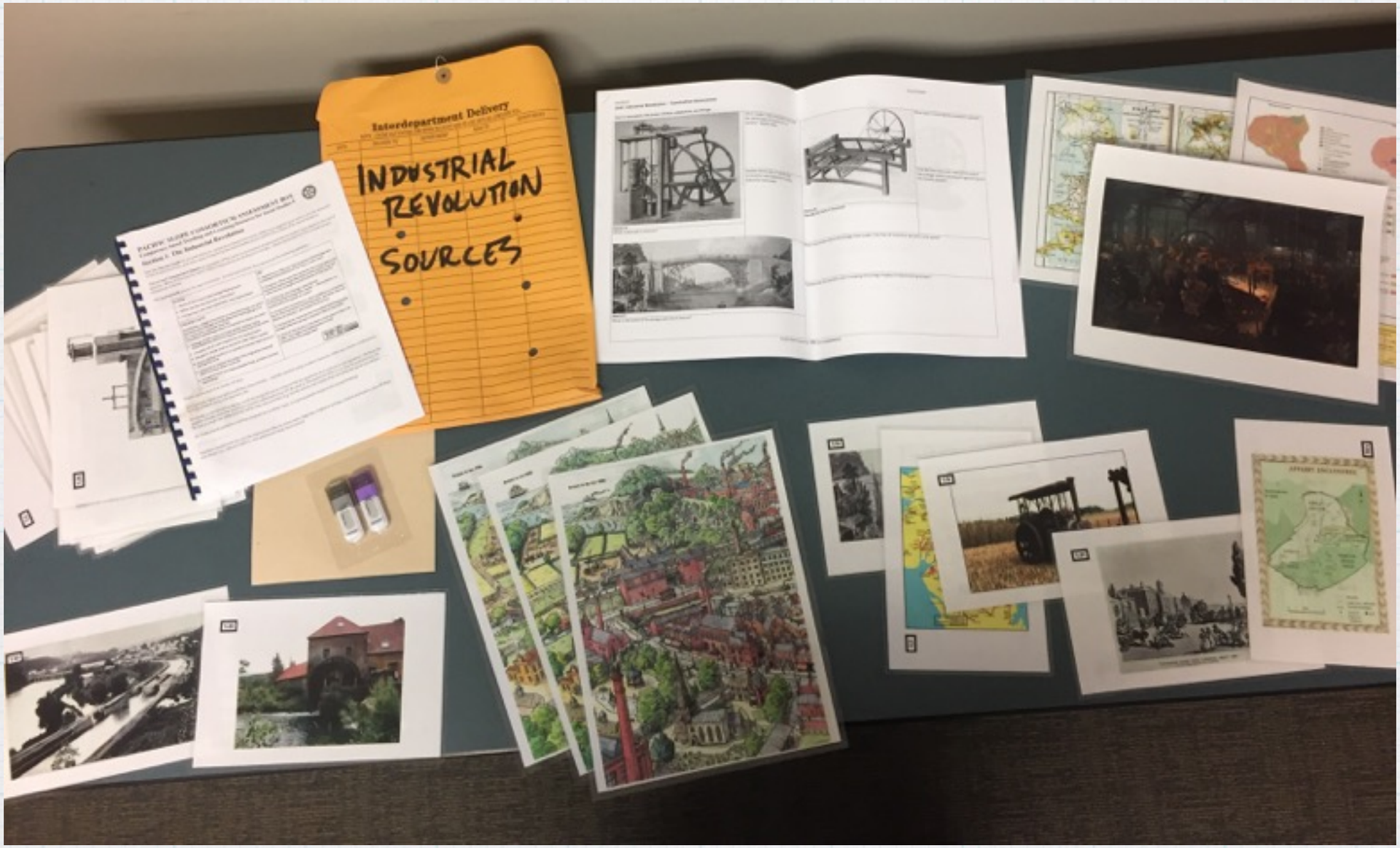
Thinker: All students are capable of using the six historical and geographic thinking concepts to make sense of their worlds and express their understanding; when done together this forms the basis of learning communities rooted in thinking.

Storyteller: All students have powerful stories to tell, developed through techniques such as heritage inquiry and narrative writing; the roots of personal and cultural identity are intertwined with all aspects of curriculum

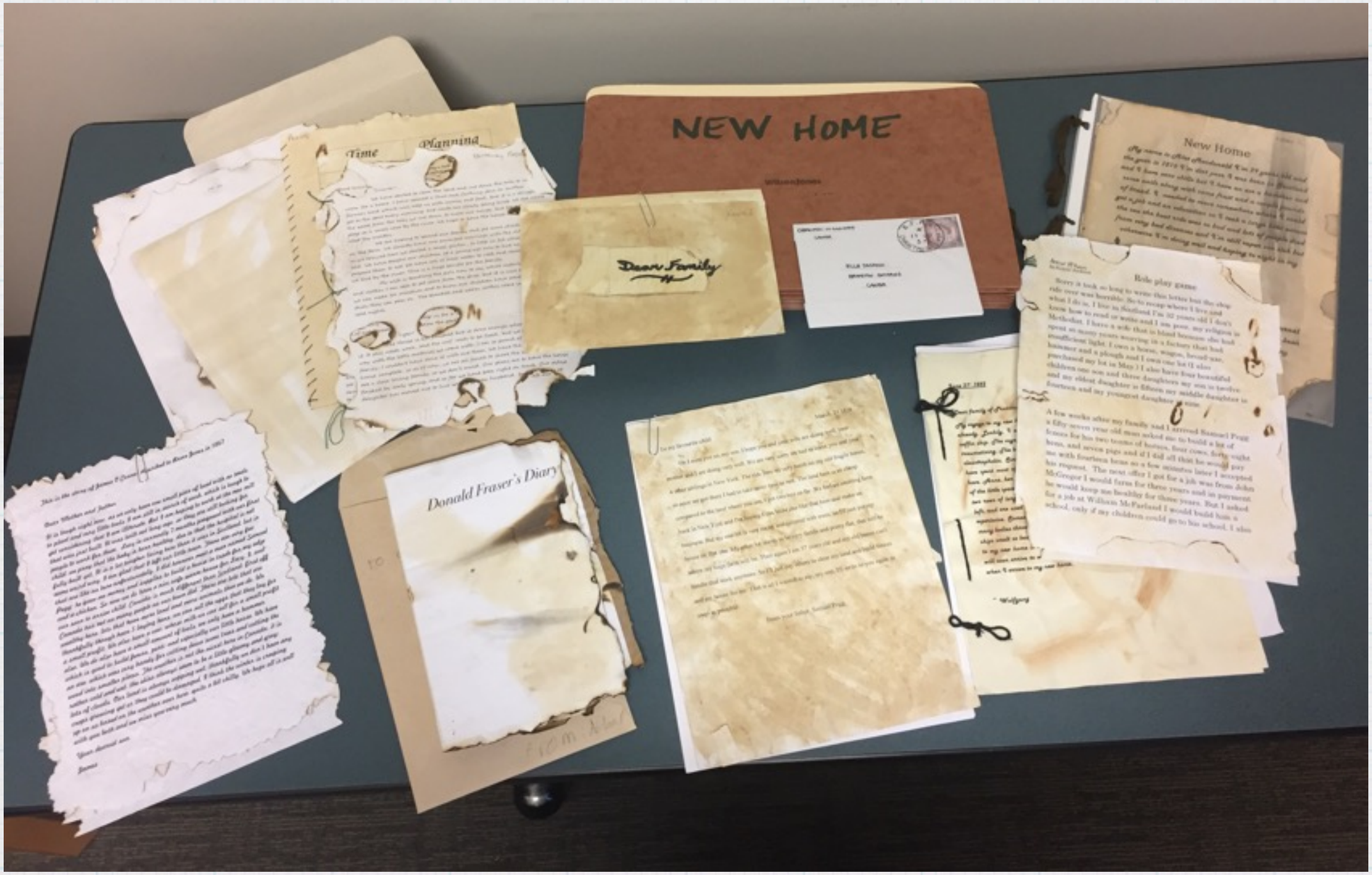
PIE: Place in Education — all learning is influenced strongly by context and deep connections to place, and is made more authentic when teachers and students work intentionally with notions of place.

T T S P	Glen	Trina	Ian	Rob	JP	Joe
Role-play simulations	√		√	√	√	√
Manipulative sets	√			√	√	√
Thinking classroom initiatives	√	√	√	√	√	√
Sourcebook Author	√			√	√	√
Heritage Inquiry Program	√	√	√			√
Place-based Songwriting		√				
Integration of Outdoor Ed in SS			√			
PIE planning & contribution	√	√	√	√	√	√
Other?						

SOME PROJECTS FROM THE PACIFIC SLOPE CONSORTIUM



SOME PROJECTS FROM THE PACIFIC SLOPE CONSORTIUM



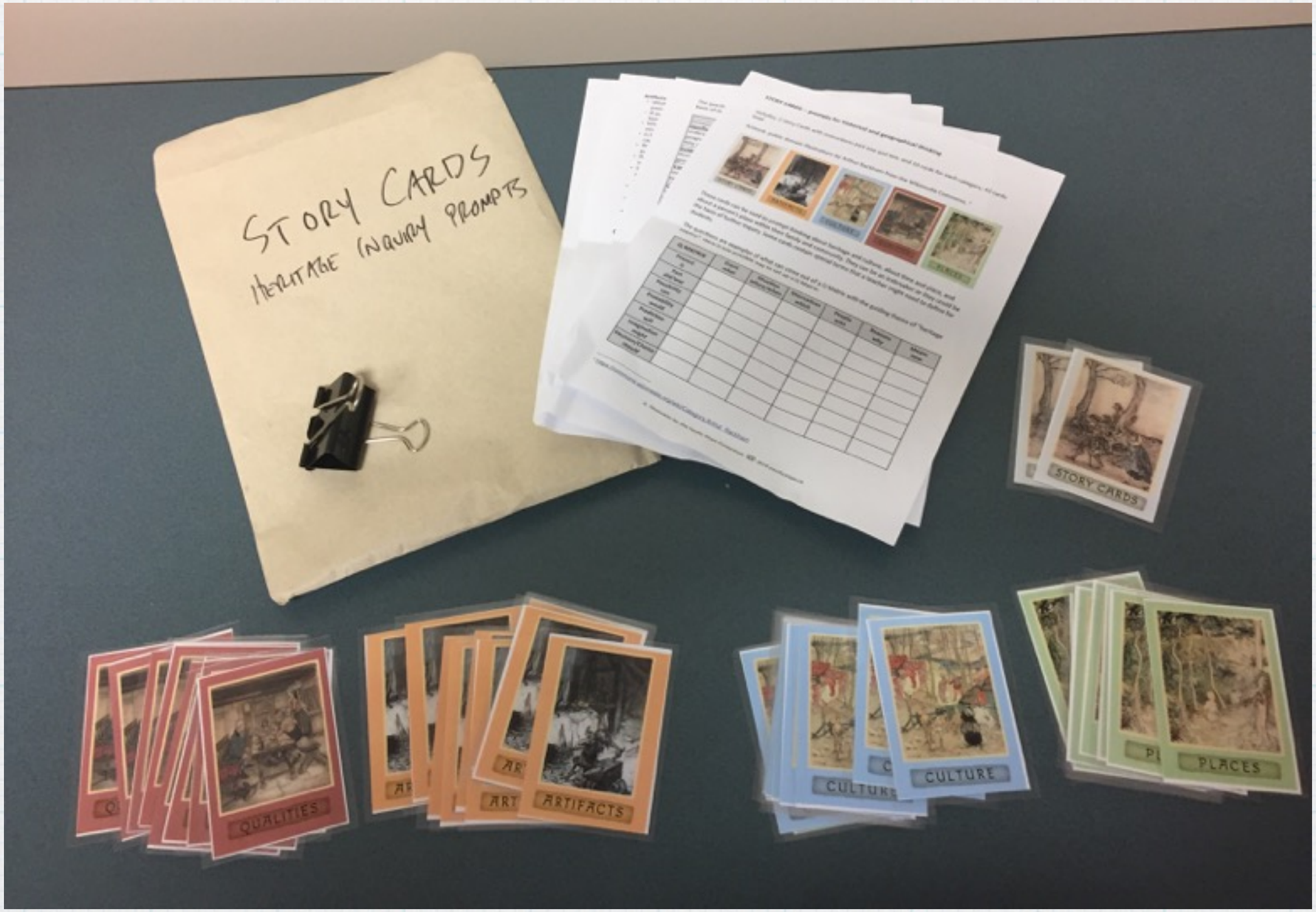
SOME PROJECTS FROM THE PACIFIC SLOPE CONSORTIUM

Elders Project — using Métis kit to develop storytelling K-3

SOME PROJECTS FROM THE PACIFIC SLOPE CONSORTIUM

Soviet Survivor

SOME PROJECTS FROM THE PACIFIC SLOPE CONSORTIUM



SOME PROJECTS FROM THE PACIFIC SLOPE CONSORTIUM

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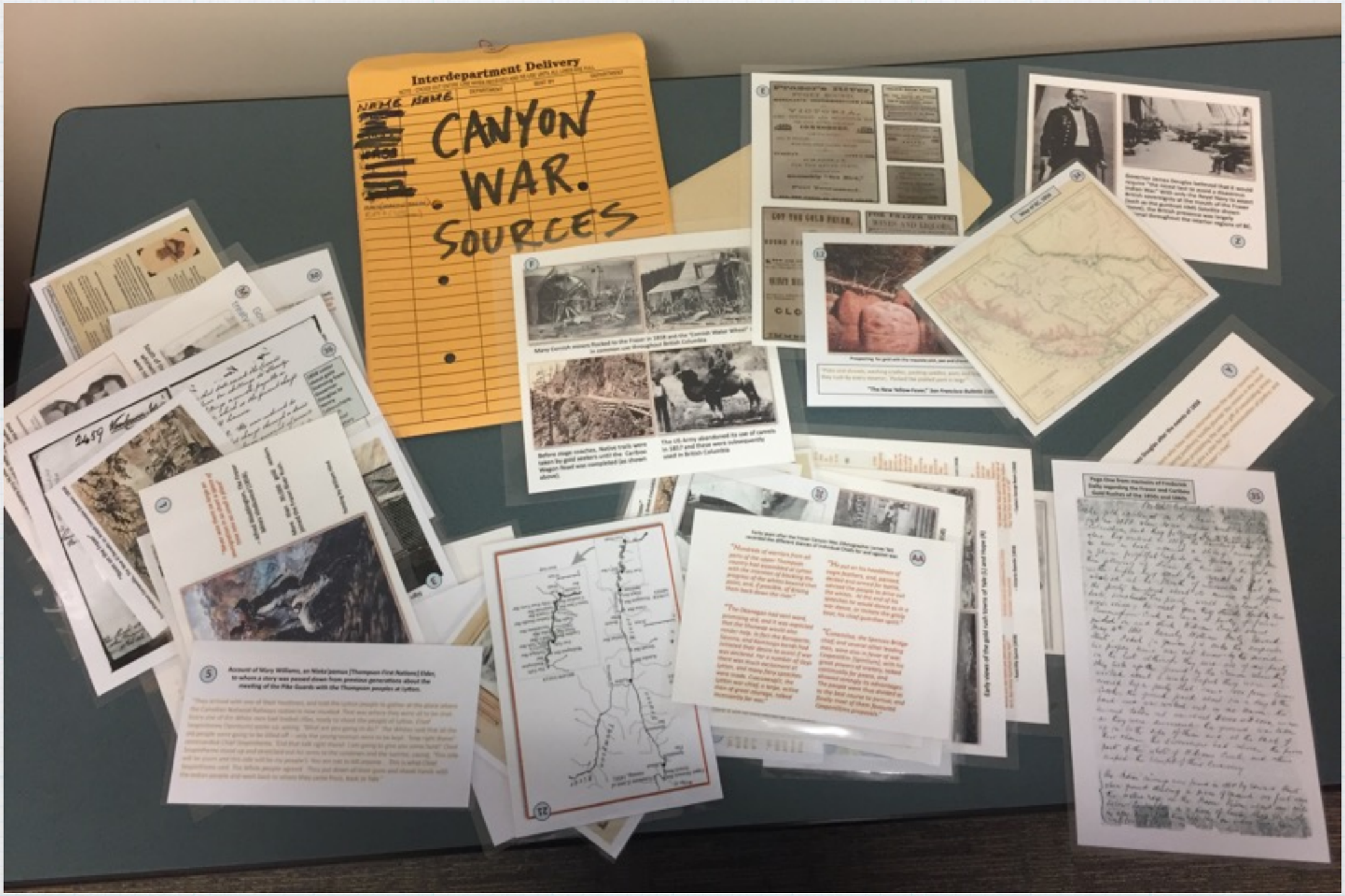
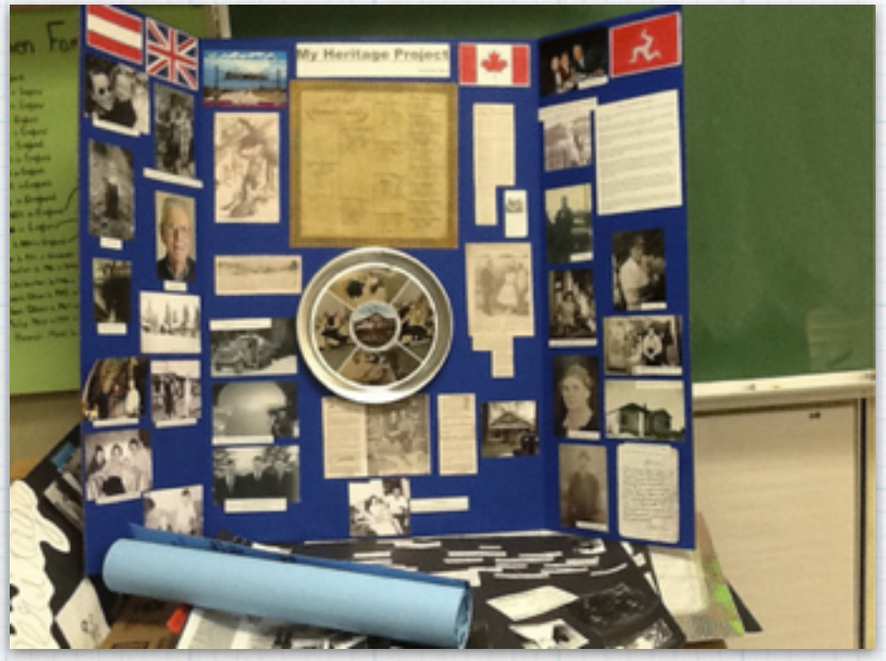
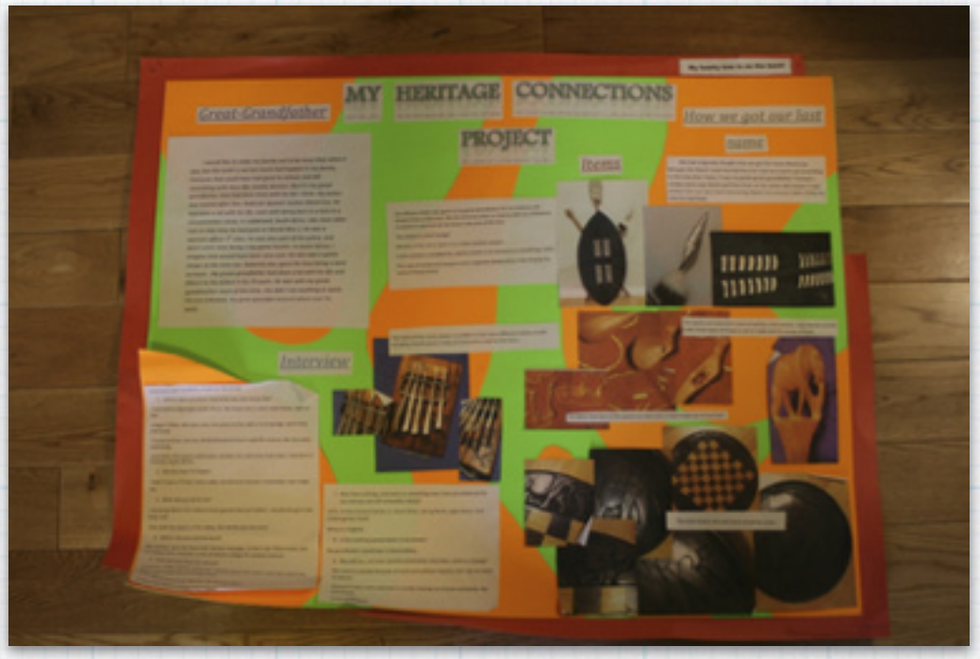


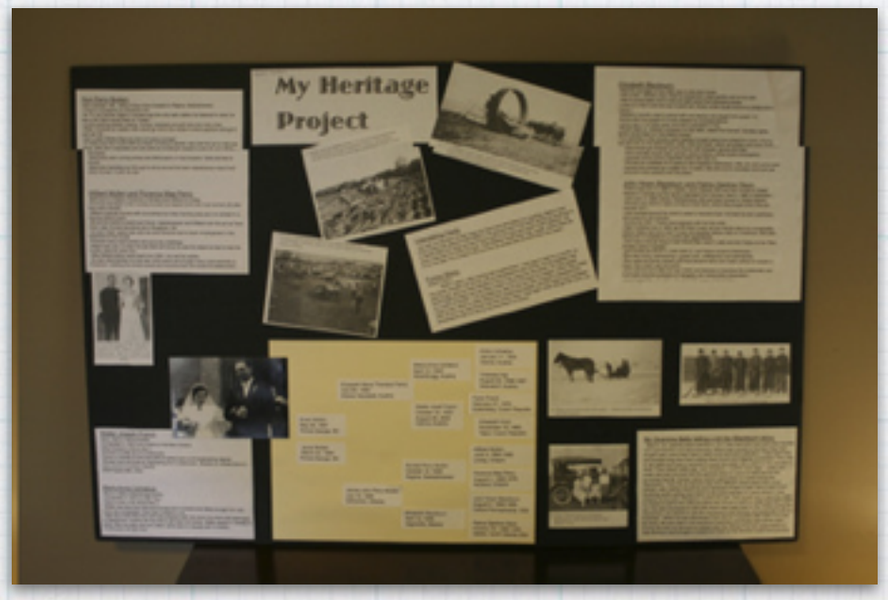

CANYON WAR
A Documentary hosted by
Dr. Daniel Marshall and Kevin Loring
Directed by Eva Wunderman
Filmed on location in the Fraser Canyon, British Columbia, Canada, the Canyon War
sheds light on a shadowy chapter of Canadian history. Stories of villages in flames,
bodies floating down river, and American heroes killing and looting as desperate First
Nations try to hold back tens of thousands of rapacious gold seekers flooding into
their land. This isn't America's Wild West – it is British Columbia in 1858.
Descendants of the war's combatants, take you on a poignant journey to forgotten
battlefields. From the battle of Boston Bar to the peace at Kumsheen, they show how
the war's consequences are still being felt today.
53 min - FOR HOME USE ONLY
WUNDERMAN FILM INC. © 2006
Canada
CANYON WAR
DVD
CANYON WAR
THE UNTOLD STORY
CANYON WAR
THE UNTOLD STORY
DVD

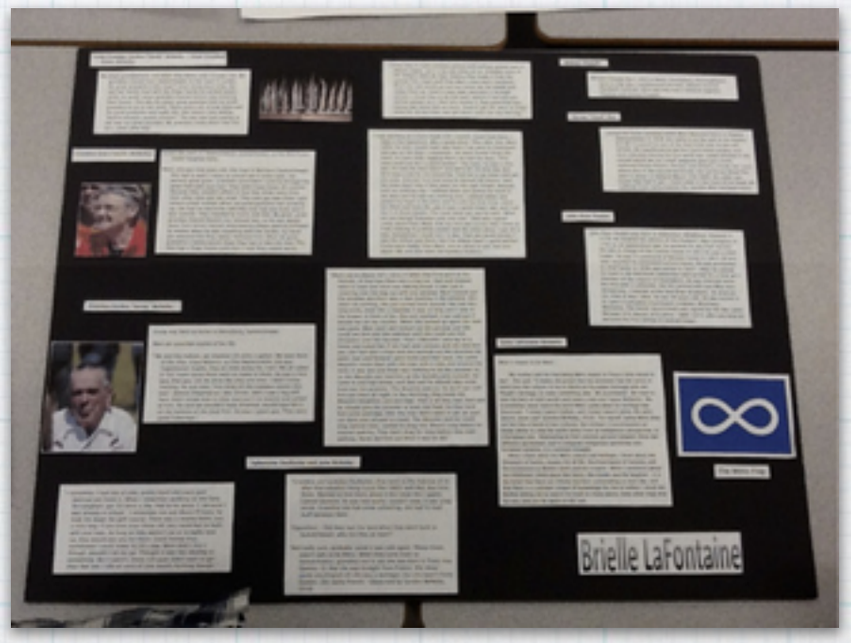
SOME PROJECTS FROM THE PACIFIC SLOPE CONSORTIUM





Heritage Inquiry





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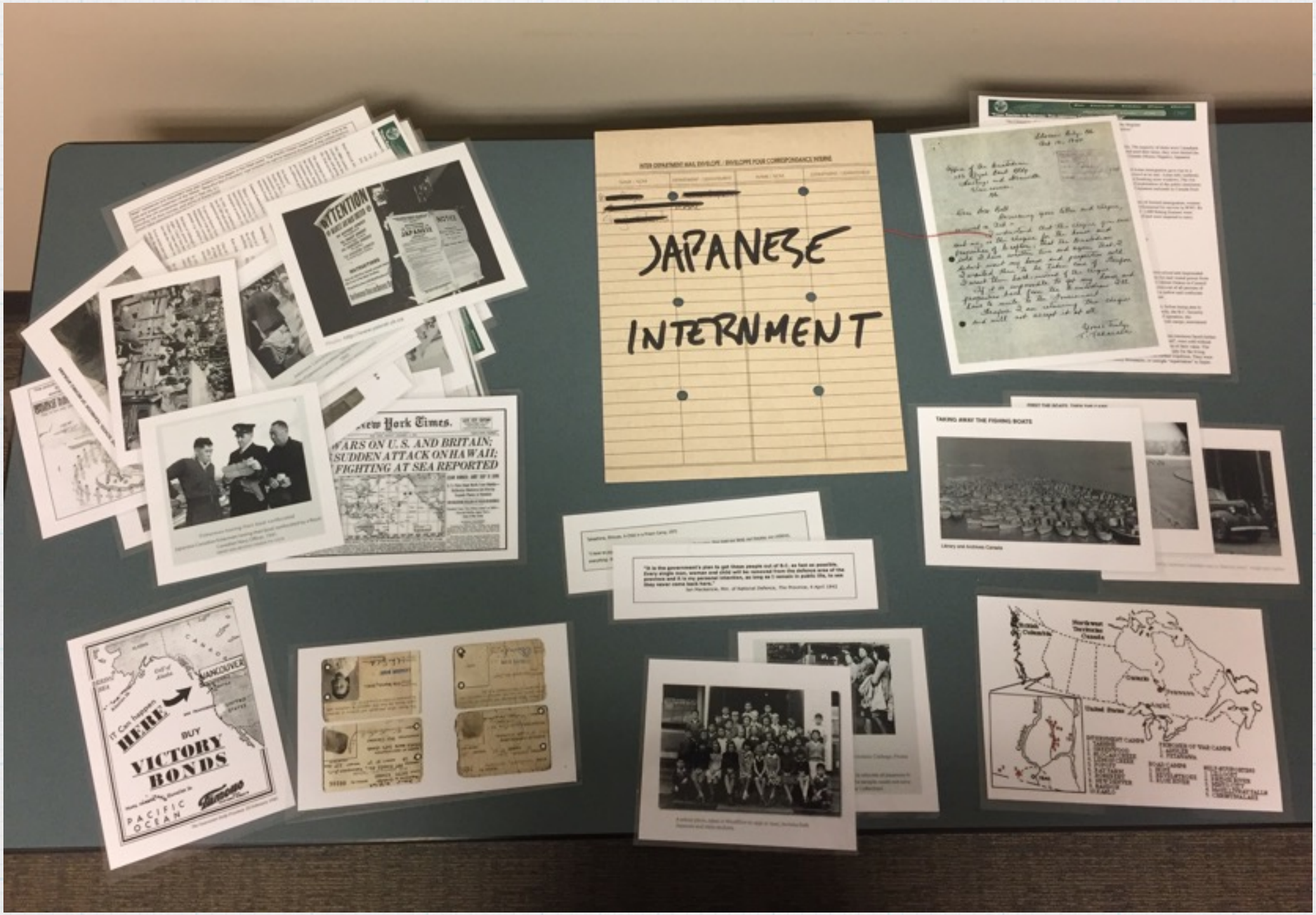


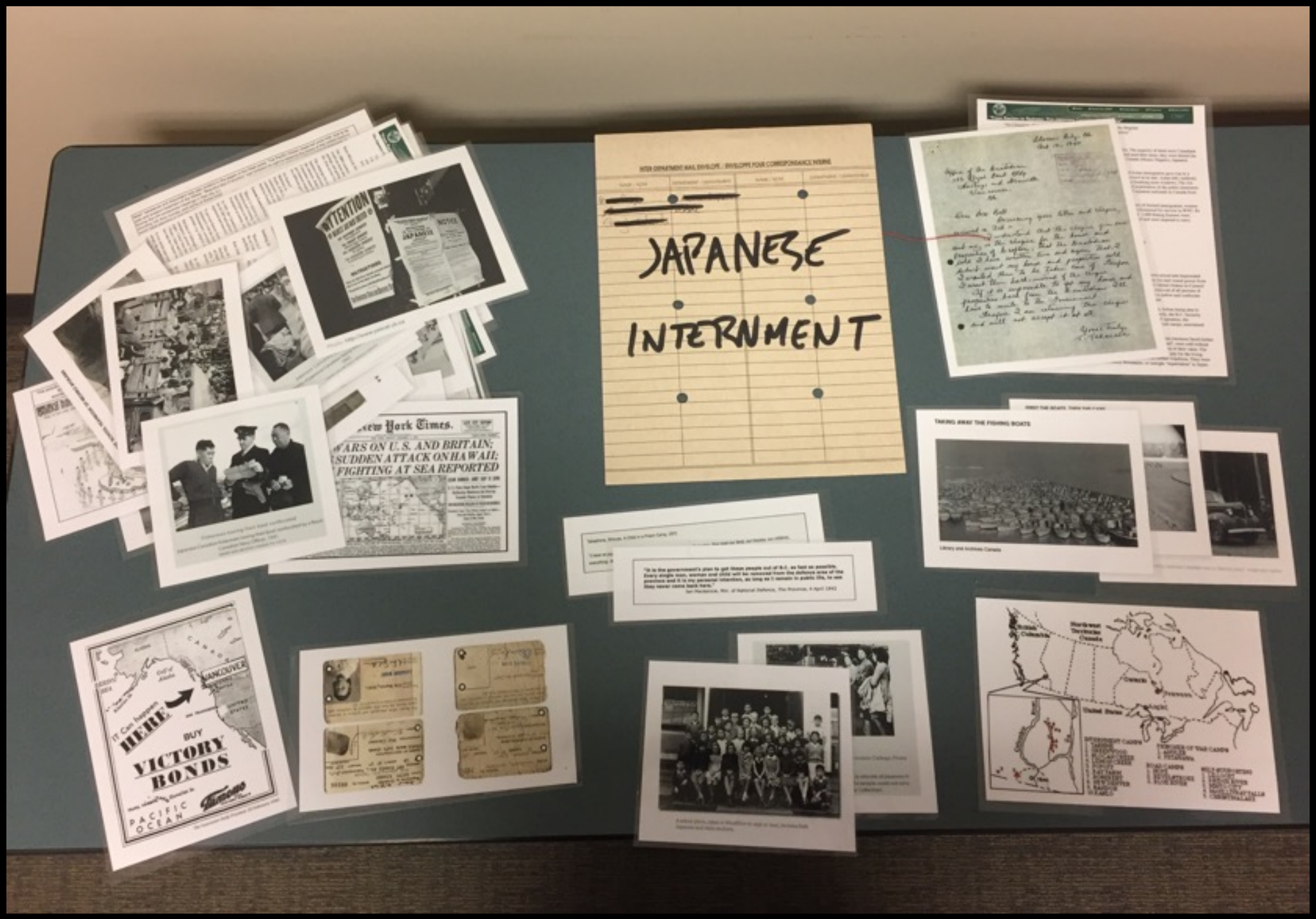
CURRICULUM DESIGN

FOR CREATIVE AND CRITICAL THINKING

Some questions to consider

* what kinds of design process do you use, and why did you choose it?
* how does your design process relate to your goals for how your classroom will be experienced by students, e.g. what are your intentions around student outcomes?
* are their discrepancies between your design goals and your values as an educator (e.g. does the assessment match your expressed purpose?)
* how can you use existing resources or activities to affect a new outcome (e.g. a focus on curricular competencies)?
* do you have a design team... what would you create with colleagues with a little time and money?

MANIPULATIVES



CDN JAPANESE INTERNMENT MANIPULATIVES ACTIVITY

- brainstorm uses

BUILDING THE ROOM

TEACHING & ASSESSING SOCIAL STUDIES

WORKSHOP RESOURCES and LINKS

https://thielmann.ca/presentation-notes.html

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