

UNBC School of Education  
Fall 2018

## EDUC 460 - Curriculum and Instruction: III (Humanities Social Sciences)

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### General Information

Instructor: Glen Thielmann  
Class Dates: Fri Sep 7 - Fri Oct 12 and Tue Nov 13 - Fri Nov 30  
Class Times: Tue 8:30-10:50 • Wed 9:30-11:50 • Fri 10:30-12:50  
Class Room: 10-4074  
Office: YTBA Office phone: YTBA  
Office Hours: by appointment; generally available after class on Tue and before class on Wed & Fri  
Email: [glen.thielmann@unbc.ca](mailto:glen.thielmann@unbc.ca) (or [gthielmann@sd57.bc.ca](mailto:gthielmann@sd57.bc.ca))  
Website: [www.thielmann.ca](http://www.thielmann.ca) Twitter: <https://twitter.com/gthielmann>

### Course Description

This course develops curriculum and instruction methods for teaching in secondary schools, including accessing, selecting, and developing curricular materials; and planning, instruction, and assessment methods in English Language Arts, Social Studies, and associated Grade 8-12 courses in British Columbia. We will emphasize the competency-based approach in the revised BC curriculum, and the practical steps necessary for teacher candidates to be prepared for their practicums. The Core Competencies of the revised curriculum -- communication, thinking, and personal responsibility -- will be useful goal areas for our course.

### BC Teachers' Council Standards

The British Columbia Teachers' Council has established "Standards for the Education, Competence, and Professional Conduct for Educators in British Columbia."<sup>1</sup> Your successful completion of the education program at UNBC is, in part, evidenced by the degree to which you have attained these standards. Education 460 will emphasize Standards 1, 3, 5, and 6, although the case could be made that all of them will bear on the course.

1. Educators value and care for all students and act in their best interests.
2. Educators are role models who act ethically and honestly.
3. Educators understand and apply knowledge of student growth and development.
4. Educators value the involvement and support of parents, guardians, families and communities in schools.
5. Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting.
6. Educators have a broad knowledge base and understand the subject areas they teach.
7. Educators engage in career-long learning.

### Required Readings

Articles and readings will be supplied. It is expected that you will attend class with the appropriate materials and evidence of reading. This evidence will include participating in discussions, generating meaningful discussion questions, participating in discussions, and helping others develop understanding. Students will choose a method of reflection, ideally common across all concurrent coursework, to reflect and respond to readings and class activities. Be sure to download relevant documents from the web for each class.

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<sup>1</sup> See <http://www.bcteacherregulation.ca/Standards/StandardsDevelopment.aspx> for details on these standards.

### **Recommended Textbooks**

- Roland Case & Penney Clark (eds.) (2008). *ANTHOLOGY OF SOCIAL STUDIES: Issues & Strategies for Secondary Teachers* (vol 2). Vancouver: Pacific Educational.
- Kelly Gallagher (2011). *WRITE LIKE THIS: Teaching real-world writing through modeling & mentor texts*. Stenhouse.
- Peter Seixas & Tom Morton (2013). *THE BIG SIX: Historical Thinking Concepts*. Toronto: Nelson Education.

### **Additional References -- Social Studies**

- Candy Beal & Cheryl Mason Bolick (2013). *Teaching Social Studies in Middle and Secondary Schools* (6<sup>th</sup> ed.). Pearson.
- Kadriye Ercikan and Peter Seixas (2015). *New Directions in Assessing Historical Thinking*. New York: Routledge
- Farell-Gordon et al. *Exemplars in Geographical Thinking*. Vancouver: The Critical Thinking Consortium (TC<sup>2</sup>)
- Penney Clark (Ed.) (2011). *New Possibilities for the Past: Shaping History Education in Canada*. UBC Press.
- Stefan Stipp et al. (2017). *Teaching Historical Thinking*. Vancouver: The Critical Thinking Consortium (TC<sup>2</sup>).
- Glen Thielmann et al (2018). *Thinking it Through: A Social Studies Sourcebook*. Toronto: Pearson.

### **Additional References -- English Language Arts**

- Jim Burke (2008). *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum, and the Profession* (3<sup>rd</sup> ed.). Heinemann.
- Wendy Donawa & Leah C. Fowler (2013). *Reading Canada: Teaching Canadian Fiction in Secondary Schools*. Oxford University Press.
- Carol Jago (2005). *Papers, Papers, Papers: An English Teacher's Survival Guide*. Portsmouth: Heinemann.
- James Kendrick, Teresa Dobson, & Carl Leggo (2013). *English in Middle and Secondary Classrooms: Creative and Critical Advice from Canada's Teacher Educators*. Pearson Canada.
- Jeffrey D. Wilhelm (2007). *Engaging Readers & Writers With Inquiry*. Scholastic.

### **Additional References -- Indigenous Perspectives, Differentiation, and Thinking**

- Marie Battiste (2013). *Decolonizing Education: Nourishing the Learning Spirit*. Saskatoon: Purich.
- Monique Gray Smith (2017). *Speaking Our Truth: A Journey of Reconciliation*. Orca Book Publishers.
- Jennifer Katz (2018). *Ensouling Our Schools: A Universally Designed Framework for Mental Health, Well-Being, and Reconciliation*. Winnipeg: Portage & Main Press.
- Jennifer Katz (2012). *Teaching to Diversity: The Three-Block Model of Universal Design for Learning*. Winnipeg: Portage & Main Press.
- Ron Ritchart et al (2011). *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence*. San Francisco: Jossey-Bass.

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## **COURSE INFORMATION AND EXPECTATIONS**

### **Communication**

Email will be our method for communicating with you outside the classroom regarding matters such as class cancellations, meeting times, or room changes. Please check your email regularly.

### **Students With Disabilities**

The University of Northern British Columbia is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructors if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact UNBC Access Resource Centre located in the Teaching and Learning Centre, Room 1048 for information about requesting academic accommodation.

## Attendance

The B.Ed. program is an intense and demanding program of professional preparation in which teacher candidates are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Adapting to the rigors of this professional program can be daunting for many students. However, the study of pedagogy is essentially a full-time task and requires full-time students to devote themselves primarily to their studies during their time in the program.

- ▶ **Excused Absences:** If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed, and need to communicate the reason for your absence to the instructors.
- ▶ **Unexcused Absences:** If your absence is due to other reasons, it is an unexcused absence. You are responsible for the work you missed, and for any make-up work deemed necessary. Ongoing irregular attendance and multiple unexcused absences may result in referral to the Chair and a change in registration status to conditional. Chronic absenteeism for any reason may provide grounds for withdrawal from the program.

## Schedule

The schedule for matching up topics with class times will be co-developed -- we will build the road as we travel. This is necessary in order to provide the most relevant course material possible and respond to the learning needs of the class. The instructor has some scheduling conflicts with a few of the Friday classes that will be addressed by providing a meaningful alternative -- no learning time will be missed. One such example is Friday, Sep 28th, when the instructor will be involved with the Place in Education Symposium in Barkerville, BC. Students are invited to join this symposium (field trip!) but it is not a course requirement. An alternative activity will be set up, possibly participating in School District 57's Curriculum Implementation Day also on Sep 28th.

## Copyright

Class lectures and other materials are copyrighted and they may not be reproduced for anything other than personal use without written permission.

## Late Assignments

Normally, the only acceptable reasons for late or missed assignments are illness (for which a doctor's note may be required) or extreme compassionate circumstances. Unexcused late assignments will be dealt with individually according to the discretion of the instructor.

## Plagiarism

*Plagiarism* means presenting someone else's words or ideas as one's own; it is considered to be a serious offence. The concept applies to all assignments, including lesson and unit plans downloaded from the Internet, laboratory reports, diagrams, and computer projects. Downloading ideas and plans from Pinterest is included in this category. If students borrow or rephrase another author's thinking, they must acknowledge and cite the reference. Students are obliged to familiarize themselves with university policies and penalties regarding plagiarism. These guidelines will be enforced without exception.

## Use of Electronics

As a courtesy to members of the class, please put your cell phone on 'vibrate' or turn it off before entering the classroom. If you encounter a situation that warrants your immediate availability, please discuss this with the instructors prior to class so that we can accommodate your needs in a non-intrusive manner. Laptops and other electronic devices may be used in a professional manner to facilitate your learning in the course, but out of courtesy to colleagues and the instructor please engage in personal networking and non-course communication outside class time – before or after class, or at the break. Computers should not be used for

anything other than school activities (e.g. presentations, lesson planning etc.) nor should they be used for completing work from other courses. Students must follow UNBC’s guidelines for appropriate use of networks.

### The Learning Environment

Some of the rules noted above are necessary items at a university. Other expectations can be found in your School of Education Handbook and the UNBC Calendar. For other dimensions affecting the learning environment in EDUC 460, we can co-develop expectations, ideally with values such as these in place:

- ▶ mutual respect -- treat fellow students, instructors, and the learning space with dignity, safety, and calmness; be open to building a learning community and practicing interdependence
- ▶ self-reliance -- take responsibility for your actions, attendance, work habits, expected work & progress
- ▶ curiosity -- ask thoughtful and provocative questions of your self, instructor, and classmates, and ask for help when you need it
- ▶ inclusion -- accept that there are diverse ways to solve problems and approach issues that may look different depending on the abilities of individuals; be open to examining your class contributions through a lens of privilege and lived experience, and practice active listening skills
- ▶ balance -- there is a season (and time in class) for everything: instructor, student, together, alone, plugged in, unplugged, sitting, standing, walking, and so on

In exchange, your instructor will strive to make the class time as positive and productive as possible, minimize “busywork,” and keep the focus on critical thinking, meaningful connections (including personal ones), and strong learning about our topics.

### UNBC Grading Criteria (adapted for School of Education)

Grade	% range	Description
A+	95.5-100	<b>Exceptional, outstanding and excellent</b> performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectations, goes beyond stated criteria and has an insightful grasp of the subject matter.
A	89.5-95.49	
A-	84.5-89.49	
B+	79.5-84.49	<b>Very good, good and solid</b> performance. Normally achieved by the largest number of students. These grades indicate a student who meets expectations or stated criteria and shows a good grasp of the subject matter or an excellent grasp in one area balanced with a satisfactory grasp in another area.
B	74.5-79.49	
B-	69.5-74.49	
C+	64.6-69.49	<b>Satisfactory</b> performance. This grade indicates a student who minimally meets expectations or stated criteria and has a satisfactory grasp and knowledge of the subject matter.
F	<64.5	<b>Unsatisfactory</b> performance. This grade indicates a student has failed to minimally meet expectations or stated criteria and demonstrates only a superficial grasp of the subject matter.

### Course Information and Requirements

Specific projects and adaptations to assignments are negotiable; please include your instructor and others in your design process. Here are some examples of the activities and assignments that will occupy our time together:

- ▶ parse and interpret the revised BC curriculum, particularly for your intended area of teaching
- ▶ consider perspectives on teaching and learning from relevant educational literature, theorists, practitioners, and advocate organizations<sup>2</sup>; some chosen by your instructor, some chosen by you.
- ▶ consider perspectives on decolonizing education and indigenizing the classroom
- ▶ explore the values that you and other teachers bring to bear on their classroom practice and how these relate to pedagogy in general and assessment in particular
- ▶ compare and interrogate various lodestars that teachers use to create structure or narrative around their courses
- ▶ engage with “experts in the field” in order to inform practice and make resources more engaging, e.g. contacting authors, leveraging faculty, teacher, and community connections, using the UNBC Northern BC Archives
- ▶ discuss the extent to which content still drives curriculum and interrogate notions of the educated citizen as well as the issue of teacher as content expert vs generalist
- ▶ experiment with different ways of constructing course maps and unit plans; consider the role of aesthetics in all aspects of teaching, including the design process
- ▶ design a model unit plan for a subject or topic that you will encounter in your practicum
- ▶ use and build manipulatives for student use, relevant to your area of teaching and practicum topics
- ▶ consider and experiment with different ways of constructing a “thinking classroom” including use of visible thinking and hands-on or place-based activities
- ▶ experiment with different styles of assessment, including the use of baseline assessments for determining where students are at
- ▶ prepare and demonstrate (for the class) a lesson plan arising from your unit planning
- ▶ develop capacity for “critical friends” and other means of supporting others in your educational network
- ▶ model a group discussion or activity using one of our readings
- ▶ after your practicum & a variety of feedback, make edits and suggestions for improving your planning and design process
- ▶ write or create a response to a research question or inquiry topic related to your intended area of teaching
- ▶ use a portfolio or similar method to keep track of your reflections and evidence of learning

### Evaluation

- ▶ Planning and design work (shared with class and submitted to instructor) -- 20% -- Sep 25 & 26
- ▶ Lesson demonstration and contribution to critical feedback -- 20% -- Oct 2-5
- ▶ Portfolio presentations for the class -- 10% each -- draft Oct 9-12, updates Nov 27 & 24<sup>3</sup>
- ▶ Response to research question or inquiry topic -- 20% -- Nov 23
  
- ▶ Negotiable -- add or assign value to an area of passion or interest in this course -- 10% -- Nov 27
- ▶ Portfolio and inquiry synthesis, presented to practicing teacher colleagues on Nov 30 (10%)
- ▶ Participation and professional engagement are expected, and as such are not directly assessed for marks
- ▶ The instructor has a default grading rubric; however, we can consider co-developed methods of course assessment as students learning more about how they wish to assess students in their area of teaching

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<sup>2</sup> For example, the OECD’s Seven Principles of Learning <<http://www.oecd.org/education/ceri/50300814.pdf>> and FNEESC’s First Peoples Principles of Learning & associated resources <<http://www.fnesc.ca/>>

<sup>3</sup> Portfolios may contain evidence of learning from any of the assignments, e.g. reflections on readings, results of unit planning, critical interactions, results of the manipulatives activity, etc. -- essentially these are choice items. Due dates are negotiable depending on concurrent workload and sequence of practicum planning

## Key Learning Outcomes

Embedded in the Course Information and Requirements above you will see a variety of outcomes. Many of these relate to, or will benefit from, the very competencies that are described in the revised BC curriculum, including both the Core Competencies and the Curricular Competencies. A related term is capacity -- the abilities that arise when there has been success with competencies. The following are capacities that you will develop throughout this course. There may well be other intended and unintended outcomes that will arise during this interactive and responsive course.

- ▶ Application of Educational Values and Theory to Practice in the English Language Arts or Social Studies classroom
- ▶ A coherent and creative curriculum design process from overview to assessment; this design process will be applied to humanities or social science program in BC
- ▶ Agility in using subject-specific knowledge, skills, and understanding to inform the design process and affect student learning
- ▶ Critical thinking or critical inquiry, both as a teacher stance and as a model for the classroom
- ▶ Effective and engaging strategies for teaching and assessing that are appropriate for teaching subjects, diversity of students, and the teaching context
- ▶ Theories of Learning, including the social nature of learning, and adapting to the competition of theoretical space within school systems

## Notes