

UNBC School of Education
Fall 2019

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

General Information

Instructor: Glen Thielmann (Tue/Wed), Deborah Koehn (Fri)
Class Dates: Sep 3-4 (orientation), then Tue/Wed/Fri from Sep 6 - Nov 29
Class Times: Tue 8:30-10:50, Wed 8:30-10:50, Fri 10:30-12:50
Class Room: 10-4074
Office: 10-4038 Office phone: 250-960-5789
Office Hours: Glen is generally on campus all day Tue/Wed/Fri, Deb is easy to track down!
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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."¹ 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.
8. Educators contribute to the profession.
9. Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.

¹ See https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/standards-for-educators/edu_standards.pdf for details on these standards.

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 review relevant documents from the course website for each class.

Recommended texts:

- Roland Case & Penney Clark (eds.) (2008). *Anthology of Social Studies: Issues & Strategies for Secondary Teachers* (vol 2). Vancouver: Pacific Educational
- Jennifer Fletcher (2018). *Teaching Literature Rhetorically: Transferable Literacy Skills for 21st Century Students*. Portland ME: Stenhouse

Suggested texts (consider picking these up if they meet your needs as a teacher):

- Kelly Gallagher (2011). *Write Like This: Teaching real-world writing through modeling & mentor texts*. Portland ME: Stenhouse
- Peter Seixas & Tom Morton (2013). *THE BIG SIX: Historical Thinking Concepts*. Toronto: Nelson Education.
- Monique Gray Smith (2017). *Speaking Our Truth: A Journey of Reconciliation*. Victoria: Orca Book Publishers.
- Glen Thielmann et al (2018). *Thinking it Through: A Social Studies Sourcebook*. Toronto: Pearson.

Additional titles (consider getting, borrowing, or perusing some of these if they meet your needs as a teacher – addition to your teacher library):

- Candy Beal & Cheryl Mason Bolick (2013). *Teaching Social Studies in Middle and Secondary Schools* (6th ed.). Toronto: Pearson
- Jim Burke (2008). *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum, and the Profession* (3rd ed.). Portsmouth: Heinemann
- Penney Clark (Ed.) (2011). *New Possibilities for the Past: Shaping History Education in Canada*. UBC Press
- Wendy Donawa & Leah C. Fowler (2013). *Reading Canada: Teaching Canadian Fiction in Secondary Schools*. Oxford University Press
- Kadriye Ercikan and Peter Seixas (2015). *New Directions in Assessing Historical Thinking*. New York: Routledge
- Farrell-Gordon et al. *Exemplars in Geographical Thinking*. Vancouver: The Critical Thinking Consortium (TC²)
- 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*. Toronto: Pearson Canada
- 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
- Stefan Stipp et al. (2017). *Teaching Historical Thinking*. Vancouver: The Critical Thinking Consortium (TC²).
- Jeffrey D. Wilhelm (2007). *Engaging Readers & Writers With Inquiry*. Scholastic

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.

UNBC Accessibility Statement

"Students with diverse learning styles and needs are welcome in this course. If you have a disability or health condition that may require accommodations, please feel free to approach me and/or the UNBC Access Resource Centre (ARC) as soon as possible. ARC staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations to assist you in achieving your academic goals. ARC is located in the Teaching & Learning Building in Room 10-1048. More information regarding registration can be found at www.unbc.ca/access-resource-centre. They can also be reached by telephone at 250-960-5682 or email at arc@unbc.ca."

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

Although your instructors have mapped out a logical path through our course topics, the exact schedule for matching up topics and assignments 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.

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 instructors.

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 be discreet. Laptops and other electronic devices may be used in a professional manner to facilitate your learning in the course, but be aware of how technology has the potential to make us less present and connected. Out of courtesy to colleagues and the instructors please engage in personal networking and non-course communication outside class time. 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
- ▶ interdependence -- 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 as we include and involve each other
- ▶ place-responsiveness -- seeing the connection between land, people, and language and how our connections to place are essential to our identity
- ▶ 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 instructors 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.

Course Assessment?

Undergraduate Grading System				The following are not included in academic average:		
UNBC Grade Point	Letter	Percentage	Definition/Standing			
4.33	A+	90 -100%	Excellent	P	Passing grade	credit awarded
4.00	A	85-89.9%		AEG	Aegrotat standing	credit awarded
3.67	A-	80-84.9%		DEF	Deferred grade	no credit awarded
3.33	B+	77-79.9%	Good	W	Withdrawn	no credit awarded
3.00	B	73-76.9%		WE	Withdrawn under	no credit awarded
2.67	B-	70-72.9%			extenuating circumstances	
2.33	C+	67-69.9%	Satisfactory	AUD	Audit of course	no credit awarded
2.00	C	63-66.9%		INP	Course or Thesis work	in progress
1.67	C-	60-62.9%	Marginal	NGR	No grade reported	
1.33	D+	57-59.9%				
1.00	D	53-56.9%				
0.67	D-	50-52.9%				
0.00	F	0 -49.9%	Failure			

² source: <https://www.unbc.ca/sites/default/files/sections/calendar/2019-2020undergraduateacademiccalendar2.pdf>

Course Outline

While this is the plan, we also wish to be responsive to the needs of the students. For example, if a current event comes or educational issue comes up, or a perceived gap in teaching skills or area of key knowledge for teachers is identified, we will devote time to emergent topics.

Week One: Program orientation – EY 1/2 and SY 1/2. Navigate around course & program outcomes, discussion of reading from Robyn Wall Kimmerer from *Braiding Sweetgrass* (p. 82-87).

Week Two: Syllabus debrief, developing norms for our learning community, follow-up on the various presentations from Week One. Discuss Kimmerer reading, general comments on local contexts for practicum and early career practices. Current events as lesson lead-in, unpack our own experiences with Eng/LA/SS/History/Geography. Try the Story Cards (heritage inquiry prompts), Introduction to Historical and Geographic Thinking. Make the case for deeper connection to Indigenous Perspectives. An informed scan of the revised BC curriculum

Week Three: Introduction to Hands-on, Experiential, and Place-responsive Learning (introduce the manipulative assignment). Try PG Geology activity and Japanese Internment source set activity. Review & discuss Monique Gray Smith Reading (Ch. 1). Applying Educator Values (English and Social Studies) and how these translate into curriculum, instruction, and assessment. Discuss what is meant by Inquiry. Examine the Goals and Rationale of BC Social Studies and English curriculum.

Week Four: Project design, assessment, and building classroom culture. Discuss politics in the classroom. Distribute *Ensouling Schools* (Katz) reading. Checking in on the Manipulatives assignment (option: “Critical Friends”). Introduction to the Giant Indigenous Floor Map (Canadian Geographic/ Indigenous Atlas of Canada) and generating uses for English and Social Studies classes.

Week Five: Discuss Katz. Distribute Battiste reading (Ch. 6). Discuss the graphic & explanation from Katz on Maslow's hierarchy of human needs vs Siksika tipi perspective (Self-Actualization as the base, Community Actualization, then Cultural Perpetuity above). Discussion question: Is there a place for either/both in your classroom and and if so what does this look like?

Week Six: Manipulatives/Hands-on Demo presentations/submissions.

Week Seven: The Ingredients of Unit Design -- helicopter view, drone view, ladder view. Unpack “drone-level” assignment. Design Thinking as an ongoing state for practice and planning. Discuss Battiste reading and Katz reading. unit/practicum-related planning. Q&A & further inquiry on methods of teaching.

Week Eight: Introduction to the idea of Visible Thinking. Discussion on how to make sense of elections with students. Unit/practicum-related planning. Work on curriculum map (drone view). Follow-up on teaching methods Q&A. Discussion on on different styles of note-taking and recording evidence of learning. unit/practicum-related planning. Work on curriculum map (drone view).

Week Nine: Discussion on including place-responsive elements in your practicums, Curriculum Framework presentations/submissions, review of critical reflection criteria. Discussion on managing discussions -- techniques for questioning.

Week Ten: Presentation on the long view in English Language Arts education. Framework presentations/submissions continued. Check in on critical reflection. Wrap-up topics, course evaluation. Critical reflections due.

The topics above are mostly for Glen's two classes each week. Deb will have additional topics, in particular themes and strategies for reading and writing, and is planning fields trips (in town and to SD91 Nechako Lakes) to join in activities planned for area teachers. We are also planning to bring in some remarkable local teachers as guest speakers to share their experiences in the classroom, and we are hoping to secure a visit from UNBC's writer-in-residence!

Key Learning Outcomes

Your early career teaching practice will need to come to terms with Curricular Competencies of courses you will teach, in concert with the Big Ideas, Content, Core Competencies, and other perspectives that are close to the heart of current educational practice in BC³. This process is both reflexive (taking the self into account when developing a reflective teaching practice) and critical (e.g. comparing and interrogating various lodestars⁴ that teachers use to create structure or narrative around their courses). This work of flexing the competencies and growing as a practitioner is what we mean when we say “building capacity.” 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 spaces within school systems
- Strategies for maintaining a healthy, joyful, and positive teaching practice

Evaluation Plan – suggested pathway toward demonstration of learning and readiness for advancement in EDUC 460) – there is room here to co-construct alternatives as a class.

Separate handouts will be provided for the first three of the following:

- Critical response to course topics (e.g. result of readings, discussions, activities) – 25%
- Demonstration - lesson element or manipulatives activity – 25%
- Curriculum Design - visual framework - “1000 foot view” – 25%
- Portfolio contributions / Share-out of portfolio progress – 15%
- Participation / Instructor Factor - 10%

Additional Assignments

- Curriculum Design - Unit Plan or Outline for Connected Lessons- “100 foot view” - expected as part of practicum prep
- Curriculum Design - Lesson Plans - “10 foot view” - expected as part of practicum prep

Notes

³ 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/>>

⁴ like Polaris -- a lodestar be any kind of guiding light, perhaps even a willow-the-wisp. Can we name the stars that guide our journey? Can we trust them?