

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

General Information

Instructor: Glen Thielmann
Class Dates: Sep 8-9 (orientation), then Tue/Wed/Fri from Sep 11-Nov 6
Class Times: Wednesdays 8:30 a.m. - 5:00 pm
Class Room: for the foreseeable future, we will be online¹
Office: 10-4038
Office phone: 250-960-5789; cell (will be provided)
Office Hours: talk to me or email to set up a meeting, Zoom or otherwise
Email: thielmann@unbc.ca
Website: www.thielmann.ca -- look under Courses for changes or updates to EDUC 460
Twitter: <https://twitter.com/gthielmann>

COVID-19
Please read this syllabus
with the global pandemic
in mind -- adjustments
have and will continue
to be made.

Land Acknowledgement

UNBC is situated on the traditional unceded territory of the Lheidli T'enneh, the "people who live where the rivers flow together." This is also where your instructor was born and still lives, not far from the confluence of the Fraser and Nechako Rivers. Understanding how People, Place, and Land is woven into our practice as educators will be an undercurrent running through this and all of your courses in the Renewed B.Ed Program at UNBC.

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 theoretical and 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.

If, as many of us believe, the quality of curriculum-as-lived experiences is the heart and core as to why we exist as teachers, principals, superintendents, curriculum developers, curriculum consultants, and teacher educators, curriculum planning should have as its central interest a way of contributing to the aliveness of school life as lived by teachers and students.
- Ted Aoki²

¹ UNBC classes for Fall 2020 are almost entirely online. However, a plan has been submitted for approval to conduct some in-person meetings considering we have a very small class size and a need for some tactile connections to our topics.

p. 165, Aoki, T. (1986). Teaching as indwelling between two curriculum worlds. In W. Pinar & R. Irwin, R. (Eds.). (2005). *Curriculum in a new key: The collected works of Ted T. Aoki* (pp. 159-165). Mahwah, NJ: Lawrence Erlbaum Associates.

BC Teachers' Council Standards

The British Columbia Teachers' Council has established "Standards for the Education, Competence, and Professional Conduct for Educators in British Columbia."³ Your successful completion of the education program at UNBC is, in part, evidenced by the degree to which you have interpreted, embraced, and attained these standards.

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.

Proliferation of Resemblances

You may find that recurring sounds and themes are woven into the whole music of the B. Ed program, that early conversations will resemble later conversations, and that you may begin a thought or task in one class but finish it in another. This is as it should be -- we hope that you will, individually and collectively, now and in your early career teaching practice, find your own voice and sound in this music. In practical terms, this could involve coming to terms with the 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 BC⁴. This process is both reflexive (taking the self into account when developing a reflective teaching practice) and critical (e.g. comparing and interrogating various lodestars⁵ 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 kinds of capacities you will develop in the B.Ed Program are bounded in the sense that there is only so much time to practice and learn before you are out there doing it, but unbounded in the sense that the possibilities for your own pedagogy and practice are almost endless, and are wonderfully diverse. Here are some examples of capacity:

- ▶ Application of Educational Values and Theory to Practice to the diverse social, physical, and intellectual contexts of teaching and learning
- ▶ A coherent and creative curriculum design process from overview to assessment
- ▶ Agility and depth in using subject-specific knowledge, skills, and understanding to inform the design process and affect student learning
- ▶ Critical thinking and/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 subjects of study, diversity of students, and the contexts of teaching & learning
- ▶ Theories of Learning, including the social nature of learning, and adapting these to the competition of theoretical spaces within school systems
- ▶ Strategies for maintaining a healthy, joyful, and positive teaching practice

³ 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.

⁴ For example, the OECD's Seven Principles of Learning <<http://www.oecd.org/education/ceri/50300814.pdf>> and FNEC's First Peoples Principles of Learning & associated resources <<http://www.fnesc.ca/>>

⁵ 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?

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 Educational⁶
- 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 Publishers.
- 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.
- Tovani, Cris (2003). *Do I Really Have to Teach Reading? Content Comprehension, Grades 6-12*. Portland ME: Stenhouse Publishers.

Additional titles (consider getting, borrowing, or perusing some of these if they meet your needs as a teacher — as with any of these choices, ask what you would like to see in 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

⁶ Note: a fully revised version is available as an e-book --> you might consider purchasing this for use with secondary Social Studies courses: <https://tc2.ca/shop/learning-inquire-history-geography-social-studies-anthology-secondary-teachers-p-2220>

The Learning Environment

Some of the rules noted below 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, and 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, with an emphasis on:

- ▶ 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
- ▶ equilibrium -- there is a season (and time in class) for everything: instructor, student, together, alone, plugged in, unplugged, sitting, standing, walking, and so on

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."

Support Resources for Students

The following resources to help address mental, emotional, or physical health concerns are available free to all UNBC students:

- ▶ **UNBC Wellness Centre** (Room 5-196); Tel: 250 960 6369; Hours: Monday-Friday from 9am-4pm
- ▶ **Peer Support Network** (Room 7-102); Tel: 250 960 5596; Email: peercounsellor@unbc.ca
- ▶ **Crisis Centre for Northern BC**; Tel: 250 563 1214 or 1 888 562 1214; available 24 hours a day

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. 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/cultural 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.

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.

Communication

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

Copyright

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

Plagiarism

Plagiarism means presenting someone else's words or ideas as one's own; it is considered to be a serious offence in addition to bad form for anyone in education. 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

Here is a topic where the "spirit" may hold although the specifics will shift due to Covid-19... As a courtesy to members of the class, please put your cell phone on 'vibrate' or turn it off before entering the classroom, and engage in personal networking and non-course communication outside class time. If you encounter a situation that warrants your immediate availability, please be discreet. Be aware of how technology, even when used to further professional aims, has the potential to make us less present and connected, including use of laptops and other devices. Students must follow UNBC's guidelines for appropriate use of networks.

Course Assessment⁷

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 extenuating circumstances	no credit awarded
2.67	B-	70-72.9%		AUD	Audit of course	no credit awarded
2.33	C+	67-69.9%	Satisfactory	INP	Course or Thesis work	in progress
2.00	C	63-66.9%		NGR	No grade reported	
1.67	C-	60-62.9%		Marginal		
1.33	D+	57-59.9%				
1.00	D	53-56.9%				
0.67	D-	50-52.9%	Failure			
0.00	F	0 -49.9%				

In a professional program such as ours, we expect proficiency and consider any overall grade below B+ to be a cause for concern. Students will be notified if their work is not meeting expectations, and given opportunities to address concerns.

⁷ source: <https://www.unbc.ca/sites/default/files/sections/calendar/2019-2020undergraduateacademiccalendar2.pdf>

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 four of the following (and will emphasize ELA or SS as appropriate⁸):

- ▶ Critical response to a course topic/theme (e.g. result of readings, discussions, activities) — 20%
- ▶ Demonstration - lesson element, place-responsive or manipulative activity — 20%
- ▶ Sense of Place Map -- 20%
- ▶ Curriculum Design - visual framework - “1000 foot view” — 20%
- ▶ e-Portfolio contributions (cross-program) / Share-out of portfolio progress — 10%
- ▶ Participation / Instructor Factor / Student Emphasis - 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:

⁸ ELA English Language Arts; SS Social Studies -- see CURRICULUM heading at <https://curriculum.gov.bc.ca>

COURSE OUTLINE

Note: While this is the plan, mapped out as a logical path through our topics, we also wish to be responsive to the needs of the students and build some of this road as we travel -- this course is about equipping teacher candidates to work with students in secondary Humanities and Social Science classrooms, including the matters of being, knowledge, and experience that become available to teacher candidates during the semester. For example, if a current event comes up 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. We will also adjust to opportunities as they arise, e.g. guest speakers and local events of interest to us as educators. Perhaps a specialty in Education courses, we need to be responsive to the messiness of learning and permit an aspirational quality to our syllabi.

UNBC EDUC 460 • Fall 2020 • G. Thielmann		
Week One	Tue-Wed Sep 8/9	Independent
Two day program orientation — EY 1/2 and SY 1/2. Navigate around course & program outcomes, situate ourselves and each other. Meet important people -- all of us. Reminders to look into registration for Sep 25 Indigenous Day and Oct 23 C2C conference		Kimmerer's "A Mother's Work" & Pacific Slope Story Cards
Week Two	Wed Sep 16	Independent
Place-based activity (details to follow). Syllabus debrief, developing norms for our learning community, follow-up on the orientation. Discuss Kimmerer reading, general comments on local contexts for practicum and early career practices. Try some of the Story Cards (heritage inquiry prompts) and firm up plans for additional meeting times. Introduce Critical Response assignment topics -- consider topics and possible capture methods.		Various Curriculum docs & commentary for ELA & SS. Begin Critical Response (assignment)
Week Three	Wed Sep 23	Independent
Unpack our own experiences with Eng/LA/SS/History/Geography. (Re)introduction to Historical and Geographic Thinking. Make the case for deeper connection to Indigenous Perspectives. An informed scan of the revised BC curriculum. Introduction to Hands-on, Experiential, and Place-responsive Learning (introduce the Demonstration assignment). Try PG Geology activity. 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. This week: participation in the SD57 Indigenous Day of Learning		Monique Gray Smith Ch. 1 reading. Prepare for Demonstration (assignment) -- Due Oct 14th.
Week Four	Wed Sep 30	Independent
Review & discuss Monique Gray Smith Reading (Ch. 1). Project design, assessment, and building classroom culture. Strategies for "Building the Room." Discuss politics in the classroom and current events as lesson lead-ins. Distribute Ensouling Schools (Katz) reading. Check in on assignments as introduce the Sense of Place Map. Look at resources (selection/use) e.g. Giant Indigenous Floor Map (Canadian Geographic/ Indigenous Atlas of Canada) and generate uses for English and Social Studies classes. Discuss takeaways from SD57 Indigenous Day of Learning.		Katz reading. Begin Sense of Place Map (assignment)

Week Five	Wed Oct 7	Independent
Discuss Katz "Ensouling Schools" reading. 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? Discuss planning and design cycles and look at different "vantage points" for planning (1000/100/10 foot views). Ingredients of Unit Design.		Battiste Ch. 6 reading. Begin Curriculum Design Visual Framework (assignment).
Week Six	Wed Oct 14	Independent
Discuss Battiste reading. Manipulatives/Hands-on Demo presentations/submissions. Q&A & further inquiry on methods of teaching, particularly as they relate to critical thinking and multi-modal literacy in ELA/SS. Revisit Critical Response assignment to ensure progress and compare notes.		Case & Clark Reading. Seixas et al Reading. Work on assignments.
Week Seven	Wed Oct 21	Independent
Discuss readings -- focus on Historical and Geographic Thinking. Japanese Internment or Canyon War source analysis. Discussion on including place-responsive elements in practicums and practice. Follow-up on teaching methods Q&A. Discussion on on different styles of note-taking and recording evidence of learning. unit/practicum-related planning. This week: participation in the BC Provincial Pro-D Day for Provincial Specialist Associations -- encouragement to join C2C conference		Fletcher Reading. Gallagher Reading. Work on assignments,
Week Eight	Wed Oct 28	Independent
Discuss readings -- focus on language arts, critical literacy, contexts for reading/writing, and short view/long view on ELA. Visible Thinking, Place-Responsiveness, Design Stance (revisiting some of these themes). Discussion on how to make sense of elections with students. Debrief week in the BC Provincial Pro-D Day.		Student selected reading(s). Work on assignments.
Week Nine	Wed Nov 4	Independent
"Portfolio presentation" -- some or all of remaining assignments: critical reflection, sense of place map, visual design framework. This is a presentation deadline and chance for final feedback -- final dues date is Nov 6th (will confirm this when we have firm practicum information). Wrap-up topics, course evaluation.		Complete and submit all remaining assignments
Practicum	Nov-Dec	
Details TBA		
Wrap-up	Mon Dec 7	
EduFair 2020, details to follow		