

WELCOME TO THE FOREST

Teacher Creativity Models — case studies in Social Studies and the Curricular Competencies

July 10th (am), 2017 • Glen Thielmann • <http://thielmann.ca>



Who is this large bearded fellow?



Morning Session

Welcome to the Forest: Teacher Creativity Models

This workshop focuses on teacher collaboration models and the kinds of projects that result when teachers get busy combining theory and practice. Examples will be drawn from various responses to the redesigned curriculum in BC by a teacher collective, including interdisciplinary course development and simulation games developed for BC Social Studies 9-10 (and the proposed new 11) and History 12. The participant activity will center on curricular competencies. Glen will also share some of the thinking behind high functioning classrooms and teacher cooperatives.

Morning Session

- Teacher Creativity Models - an ecosystem approach to navigating the revised curriculum
- What Socials for? Translating values into instruction and assessment practice
- Developments and reflections on the revised curriculum
- Role of Big Ideas and Curricular Competencies
- Critical Thinking Exercise (SS9)

PACIFIC SLOPE



- storytelling and truth-telling
- collaborative teacher inquiry
- source-based teaching and assessment projects
- identity / curriculum boundary
- student learning as food for reflection
- food and fire as food for reflection, too



OLD GROWTH MINDSET

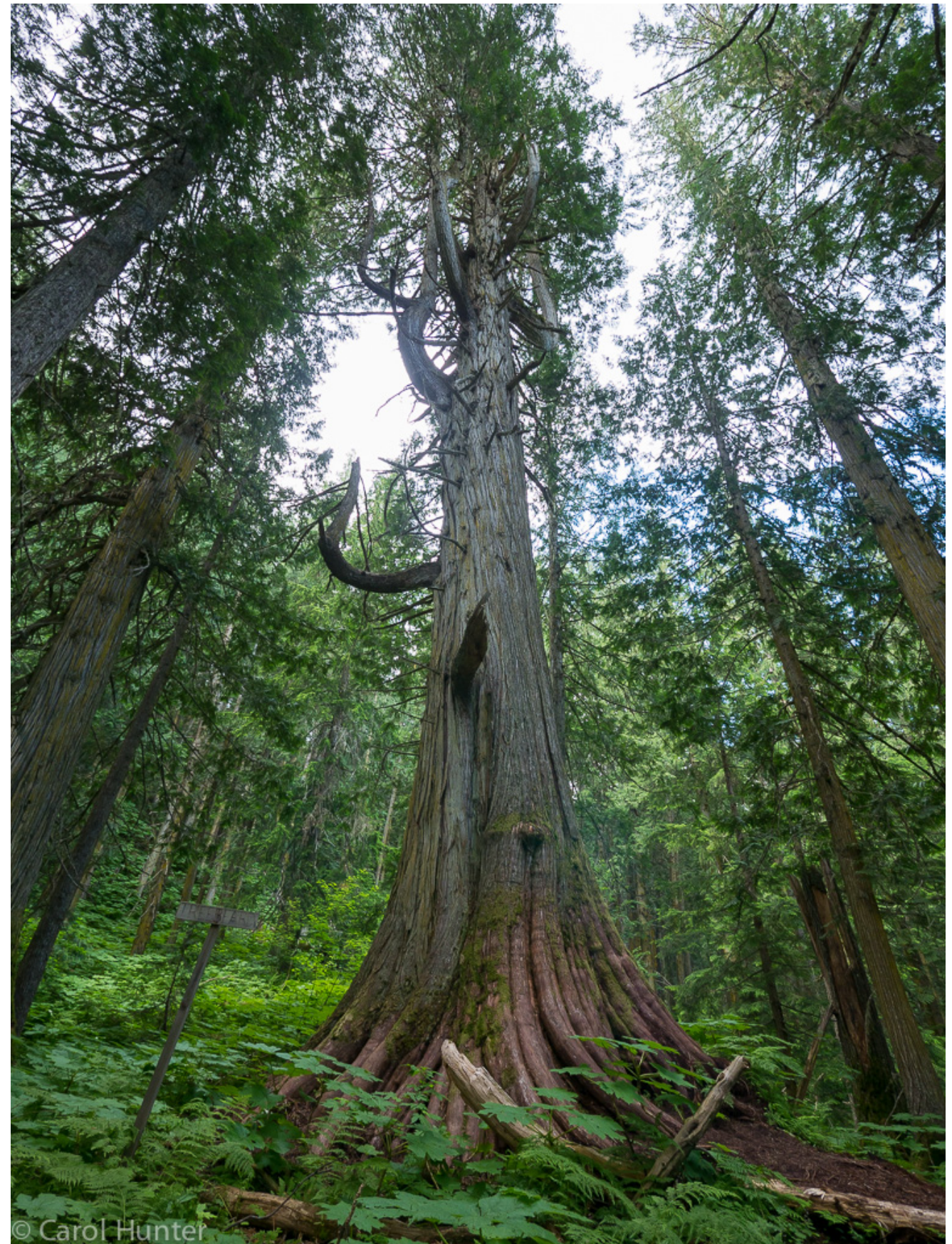
What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.

I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Created by: Reid Wilson @wayfaringpath © ① ② ③ Icon from: thenounproject.com



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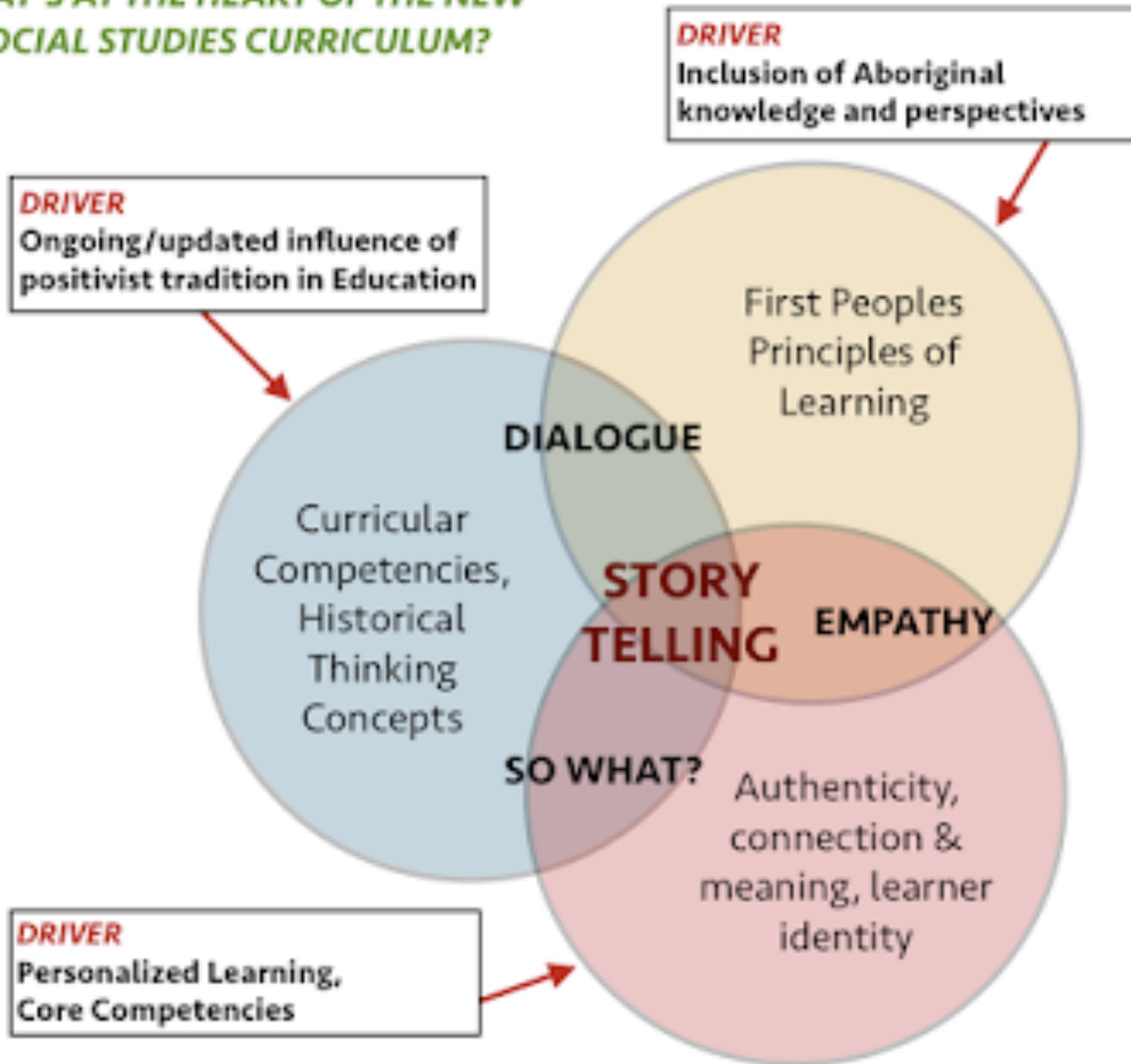
<https://carolondenman.wordpress.com/2015/06/28/an-ancient-forest/>



OLD GROWTH MINDSET



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



Content Shifting

New BC Curriculum and the Old Familiar Topics: Content Shifting in Social Studies 7-11

KEY ← moves down a grade ←← moves down two grades ☺ stays in same grade
 could be in New SS7 New SS8 New SS9 New SS10

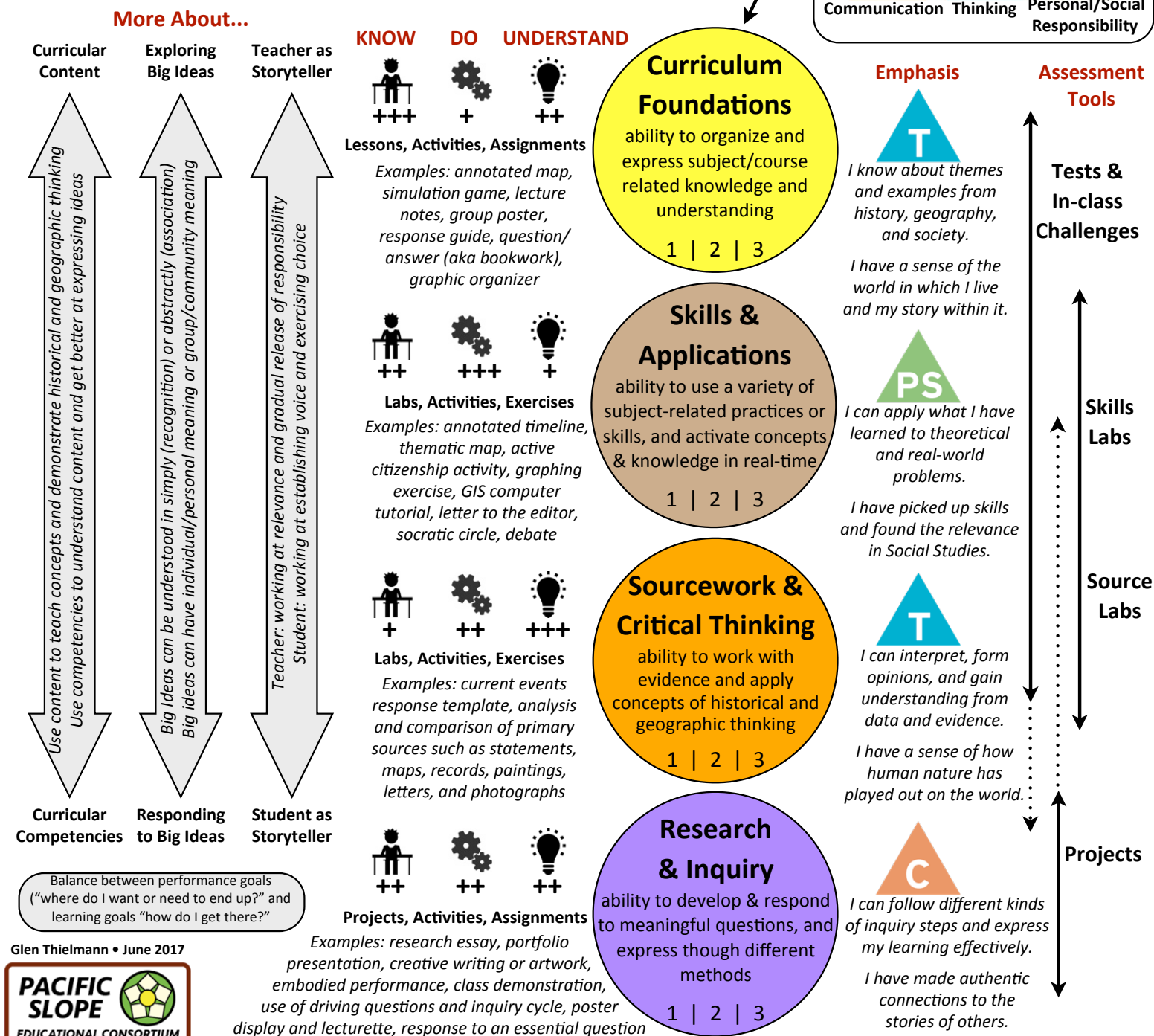
Notes: these common topics are moving because the historic start and end dates for Social studies have changed.

This is not a list of topics that all have to be taught (or learned!), nor do historical topics and sequences need to be the main basis of course design. There are also many other fresh topics and perspectives that can enter into each of the new courses in service of students' development of skills, progress towards discipline-specific competencies, and understanding of the big ideas. This chart is intended to help teachers figure out where (and if) they wish to repurpose existing lesson material and learning resources.

Current Social Studies 7	Current Social Studies 8	Current Social Studies 9	Current Social Studies 10	Current Social Studies 11
Skills & Processes - varied, applied in context and applicable across most of the content, and similar from grade to grade while expanding in scope. Examples include critical thinking, interpretation of primary and secondary evidence, research and inquiry techniques, representation (multiple forms), presentation (multiple forms), assess and defend positions, assess bias and accuracy, practice active citizenship, individual and group problem-solving. These remain important as they evolve into competencies, and continue to be embedded with big ideas, course themes, content and contexts.				
What's in the News - Current Events, present day controversies, conflicts and interesting, relevant stories. Stuff students come up with. Random storytelling about history, geography, society, identity, law, culture, heritage, politics, disasters, etc. Critical and creative thinking activities not tied to specific content.				
☺ Prehistory - evolution and migration of peoples, how anthropology works, origins of civilization, transition from hunter-gatherer societies to agriculture	← Early Civilizations - China up to Sui or Tang Dynasty 581 or 618 CE, Confucianism, Legalism, Daoism, Great Wall, Silk Road, geography, culture, power, identity, legacy ☺ Chinese culture, changes, dynasties from the Sui (581 CE) or Tang (618 CE) onwards to Qing (1644) or beyond: culture, power, accomplishments, legacy ← Early Civilizations - India from the invasion of Alexander the Great or Ashoka's rule up to the Fall of the Gupta Empire 550 AD	← Maps and Geography of Europe (and/or the World), Capes and bays, cities, mountains, rivers, countries - setting the stage for various events ← Enlightenment Philosophy re: gov't, rights & responsibilities of individuals, kings, nations, views of human nature ← Divine Right of Kings, English Civil War, Glorious Revolution, Bill of Rights, types of power, representation, and government	← Regional geography of Canada - physical, economic, climate, natural vegetation, cultural features, settlement patterns. Often a focus on the Canadian West or British Columbia ← Map and geography skills appropriate for Canadian course content and level including interpretation, representation ← Immigration and Colonization in the 1800s (Great Migration 1815-1850) - a new home for settlers in 1820s and 30s, Irish Potato Famine 1840s, etc.	← Rule of Law and foundations of our democracy, Human Rights, Charter of Rights, Legal/Court System in Canada, NGOs and ways to influence gov't outside of elections (active citizenship) ← Political spectrum, "isms," and Canadian political parties, characteristics of Canadian parliamentary democracy (and constitutional monarchy). Note: structure of gov't is in the SS10 curriculum but often "redone" in SS11 ← Kinds of voting systems, addressing voter apathy, federal and provincial election process in Canada, interpreting election results, political campaigning and advertising, function of parliamentary debate
☺ Ancient Civilizations - human and physical environments, identity, society, economy, adaptations, culture, science & technology, governance. Varied approaches and timelines - focus areas as below	← Early Civilizations - India after Muslim presence 643 onwards, perhaps to the Mughal Empire: religion, power and regional conflict, culture, changes to environment ← Early Civilizations - Middle East/Arabian culture before Islam, geography, settlement, politics, Mohammad & spread of Islam up to Conquest of Spain 711 ☺ Arab World, Birth 610 CE, spread, and Golden Age of Islam 750-1258, Umayyad, invading Spain, Abbasid, Ottoman eras, science, trade, geography, politics, etc.	☺ France in the mid 1700s, Three Estates, French Revolution and aftermath 1780s-1799, Terror, Power, Rights, Rule of Law, Constitutions ☺ Napoleon and Napoleonic Europe 1799-1815, impact on nationalism, laws, politics, etc., Congress of Vienna & Europe after Napoleon ← Conditions in England 1600s-1700s, Farming, Enclosure Movement, the Agricultural Revolution, comparison to other Agrarian revolutions, Cottage industries	← Reform Era in Canada 1820s-1850s, focus on concerns of Upper and Lower Canada, people, deeds, Rebellions of 1837, Durham, Act of Union, Baldwin & Lafontaine, Rebellion Losses Bill ← American Civil War, underground railway, Black settlement in Canada, sometime forays into American history and geography after 1815 ← Confederation Era 1850s-1860s, Victorian society and values, internal and external factors, Great Coalition, 3 conferences, choices, characters, colonial perspectives, excluded POVs	← Physical and cultural influences on Canada and various ways of defining what it means to be Canadian, historic attempts to shore up Canadian culture (vs US) e.g. CBC, CRTC, contemporary expressions of Canadian Identity ← Background (and causes) to WWI, Canada at the start of WWI, Canada and WWI - in Europe and at home, key events in the war, suffrage, conscription, internments, Armistice, Paris Peace Conference ← Roaring 20s - Winnipeg Strike, steps towards Canadian Autonomy, those who often missed out on the roar (women, minorities, Aboriginals, immigrants), Canada West advertising for immigrants, King-Byng, Arts & Leisure
☺ Focus on Ancient Mesopotamia	← Origin of major World Religions - Buddhism, Hinduism, Judaism, Confucianism, Christianity, Shinto, Islam, Sikhism, others	☺ Industrial Revolution: Textiles, Steam, Population, Transportation, Social impacts, Labour laws, etc. 1700-1840s. Typically England, but USA as well.	☺ Structure of Canadian gov't - branches, levels, split of powers, parliamentary system, traditions, procedures, passage of a Bill	← Dirty Thirties - Causes of, Conditions in, and Responses to the Great Depression. Collapse in the Prairies, Relief Camps. On to Ottawa, Ten Lost Years, new political parties, Bennett vs King
☺ Focus on Ancient Egypt	← Fall of the Roman Empire, "barbarian" invasions, movement of people, languages, etc. Europe enters Dark Ages	☺ Physical and Political Geography of Canada and/or North America, a variety of maps including physiographic regions	← The later Fur Trade in the Northwest - results of HBC/NWC rivalry & merger, European settlers, Metis communities & life in Red River 1820-1860s, search for Northwest Passage (e.g. Franklin)	← Rise of Dictatorships & Causes of WWII, Canada and WWII (home and abroad), key operations of the war (e.g. Battle of Britain, Battle of the Atlantic, D-Day/Juno, Hiroshima), conscription, internments, end of WWII, new global order & institutions
☺ Focus on Ancient Greece	← Early Middle Ages in Europe into the rule of the Merovingians; Clovis & the entrenchment of Christianity	☺ Studies in geography: volcanism, glaciation, climate, contours, latitude/longitude/direction/scale, interpretation of maps, etc.	← Trouble in Red River, Red River Uprising, Riel vs Macdonald, CPR survey, Creation of Manitoba, etc.	← Postwar prosperity and social change in the 1950s and 1960s, rise of automobile, political change, beginning of Cold War, fear of communism, evolution of the vote
☺ Focus on Roman Empire	← Early Middle Ages in Europe from last Merovingians (after Clovis) or Carolingians 754 on; the story and role of Vikings, resurgence of Latin West, Norman Invasion	← Aboriginal Peoples of Canada/North America: origins, distribution, characteristics, adaptations (shelter, food, culture), ways of knowing, human-environment dynamic, legacy & continuity	← Life in the Northwest after 1870, scrip, bison hunts, building the CPR, Pacific Scandal, surveying through the Rockies, changes to Prairie ecosystems, etc.	← Political, social, economic, and environmental change in the 1960s-1970s, Nukes, Dief vs Mike, Aboriginal concerns (e.g. Berger Inquiry), women's rights, minority rights in the postwar era, counterculture movement, drugs sex rock'n'roll
☺ Others - Early China, India, Central and South America (e.g. Maya, Olmec), Ancient Japan, Celtic Europe, The Norse, elsewhere	☺ High and Late Middle Ages - feudalism, role of religion, Norman conquest, power, identity, Crusades, trade, plagues, guilds, technology, warfare, change ← Early Civilizations - Ancient Japan, Ainu people, influence of China (often taught in SS7)	← Early European Exploration of Canada (North America) Vikings (c. 1000), others c. 1490s-1500s including Cabot and Cartier, Newfoundland fishing camps, attempt to establish St. Croix ← Champlain, settlement of New France 1600-1670s, French Fur Trade & explorers, relations between French, British, First Nations	← Northwest Rebellion - conflict between Metis, First Nations, NWMP, British forces - people, battles, events, the Trial of Louis Riel ← Macdonald's National Dream, completion of CPR, territorial changes in Canada (e.g. PEI), Immigration in the 1880s	← Quebec Nationalism, Quiet Revolution, Expo 67, Trudeau/Manitoba, FLQ Crisis, Trudeau's Just Society, Levesque/PQ and the 1980 Referendum
☺ Connections to modern Canadian society & identity (throughout)	☺ Medieval Japan, introduction Buddhism 538, Nara & Heian periods 710-1192, feudalism, bushido, Mongol invasions, later shogunates, contact and isolation ☺ African Empires empires, trade, war, geography - many choices, e.g. Ghana, Great Zimbabwe, Benin, Songhai, etc.	← Radisson and Groselliers, Rupert's Land, rivers and drainage basins, British fur trade, HBC 1670-1700s (Stay by the Bay period), early Arctic exploration: Frobisher, Davis, Hudson, etc. ← Royal Colony of New France 1663-1754: roles, institutions, and impact on landscape (e.g. seigneuries), struggles, changes to fur trade, life for habitants, etc.	← BC history from contact to 1840s, NWC then HBC fur trade, international competition, Oregon Territory, Forts (James, George, Victoria, etc.), 1846 Treaty, relations with First Nations ← BC History 1850s-1914 - The Gold Rush(es), creation of BC, Aboriginal perspectives, Canyon War, Chinese miners, Barkerville, Cariboo Road, early justice, colonial mergers, Chilcotin uprising	← Constitutional Change in the 80s and 90s, Charter, Kitchen Accord, Turner vs Mulroney, Meech Lake, Charlottetown Accords, 1995 Referendum ← Canada's involvement on the world stage 1945-1990s: UN, NATO, NORAD, Suez Crisis, Korea, Cuban Missile Crisis, Vietnam/Draft dodgers, Peacekeeping initiatives, foreign aid
☺ Application of geography and mapping skills throughout	☺ Central and South American civilizations, usually later ones such as Inca and Aztec, adaptations to environment, expressions of culture ☺ Italian Renaissance, physical and human factors, art & culture, trade, wealth, humanism, social change, Northern Renaissance, printing press, Science	☺ Seven Years War in Canada 1754-1763: Acadian Expulsion, Louisbourg, fate of various Forts, Fall of New France and the aftermath including British military rule and the Treaty of Paris ☺ British North America 1763-1791, Proclamation Act, Quebec Act, American Revolution, Loyalist Migration and the changing demographics of BNA, Constitution Act	← Drive for Confederation, multicultural character of BC including Chinese railway workers, Japanese fishermen, etc. Development in BC into 1900s ← Laurier "Boom" Era - economy, immigration (Last Best West), political compromises, Klondike Gold Rush, Boer War, Intolerance (Asiatic Exclusion Act, Vancouver race riots, Komagatu Maru, etc.)	← Recent and contemporary Aboriginal issues, including Oka crisis, land claims, Delgamuukw, creation of Nunavut, Nisga'a Treaty, residential schools (conditions, apologies, healing, legacy) ← Recent and contemporary world events that have shaped Canada: Air India, Rwandan Genocide, Somalia Affair, Yugoslav Civil War, 911, Gulf Wars, Canada as a Model vs Middle Power
	☺ Reformation and Counter-Reformation, conditions for emergence of nation-states, reaction to scientific discoveries, use of religion for colonization	☺ Fur Trade late 1700s: Interior Exploration of North America (Kelsey, Hearne, Thompson, etc.), NWC competes with the HBC, origin of the Metis, Selkirk colonists, Pemmican Proclamation 1814, Battle of Seven Oaks	← Traditional Economy of BC: First Nations fishing and use of resources (TEK), early coastal fishing and canneries, forestry, rail, early mines, economic development into the 20th century and associated social and labor issues and consequences	← Historical and contemporary changes in world population and their impacts. Demography and the connection of demographics to other issues. Interpreting population pyramids and understanding the factors behind demographic transition
	☺ Age of Exploration - reasons, technology, results, etc. Portuguese, British, French, Dutch, Spanish, mapping the globe, conquest of the Americas	☺ Exploration and Contact on the West Coast by land 1792-1811 - Mackenzie, Fraser, Thompson and by sea 1741-1794 - Bering, Spanish e.g. Quadra, Cook, Vancouver, Sea Otter Trade, Maquinna, Nootka Convention	☺ BC and Canadian Economy and Environment: Fishing, Forestry, Mining, Agriculture, Tourism, High Tech, other industries, challenges and resource management issues	← Standard of living in Canada vs developing nations, UN HDI, poverty cycle, under 5 mortality rate, issues and factors in addressing poverty and development, infrastructure, gender issues, global health issues, child soldiers
	☺ Global geography, map skills, latitude, longitude, direction, scale, specific geographic studies related to relevant locations and historic times and places, e.g. ocean currents, desert landforms	☺ War of 1812 and new relationship between BNA and the United States, connections to Napoleonic Wars, Battle of Lundy's Lane, sometimes forays into American history/geography before 1815	☺ Global economy, globalization and Canada's economic role on the international stage, global environmental issues not limited to climate change, food security, consumerism	← Environmental Changes affecting Canadians (and the World) including Global Warming, Water Issues, Ozone Depletion, etc. Influences, e.g. Arctic Sovereignty, addressing Climate Change

Assessment Shifting

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



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

- 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.
- 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.
- 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

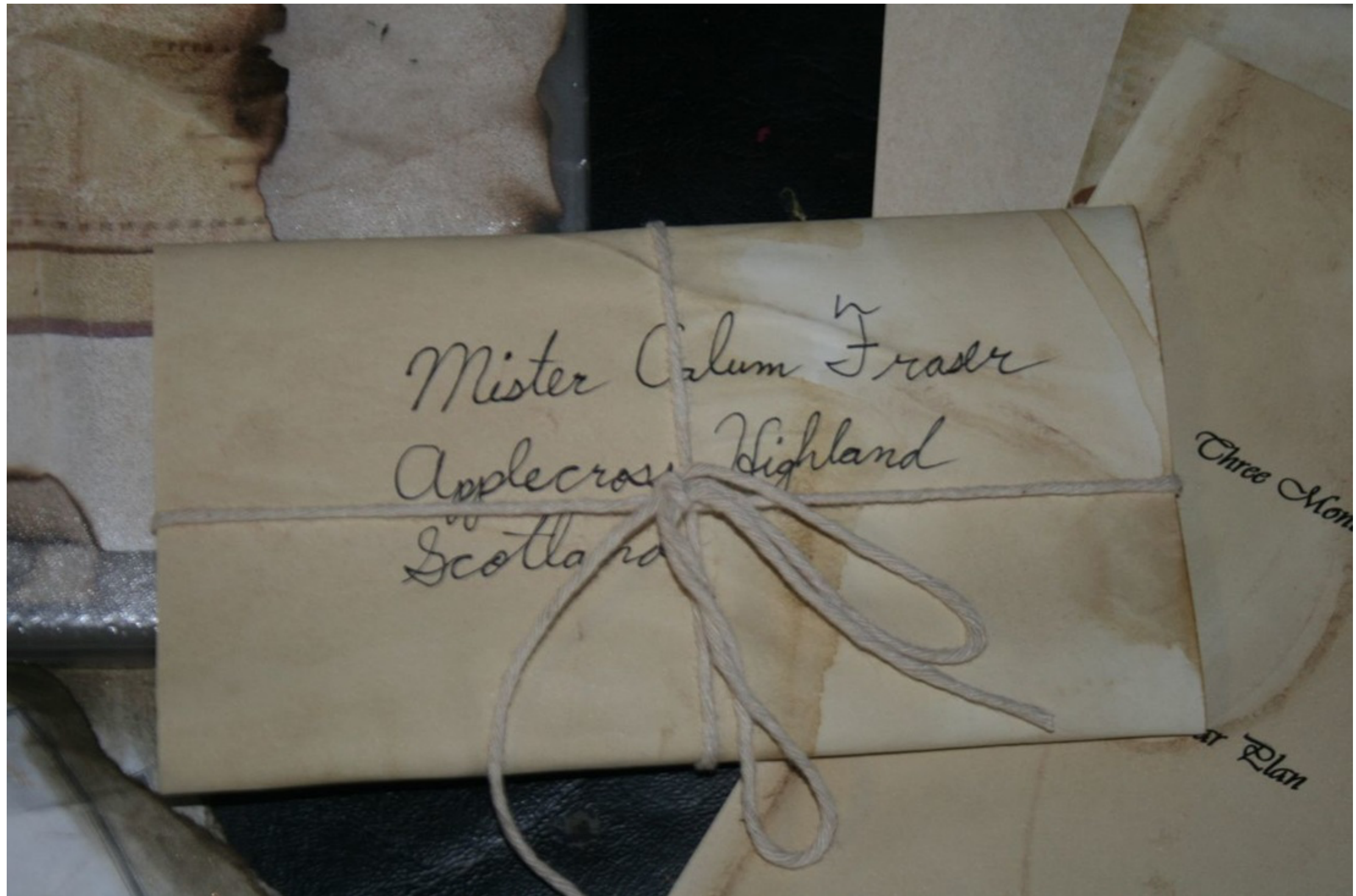
*may include an alternate assignment, challenge exercise, S-T conferences, school-based intervention

** students wanting to progress from a 1 to 2 or 3 have opportunities to "contract" missed outcomes

1 | 2 | 3 Placements -- SUMMATIVE

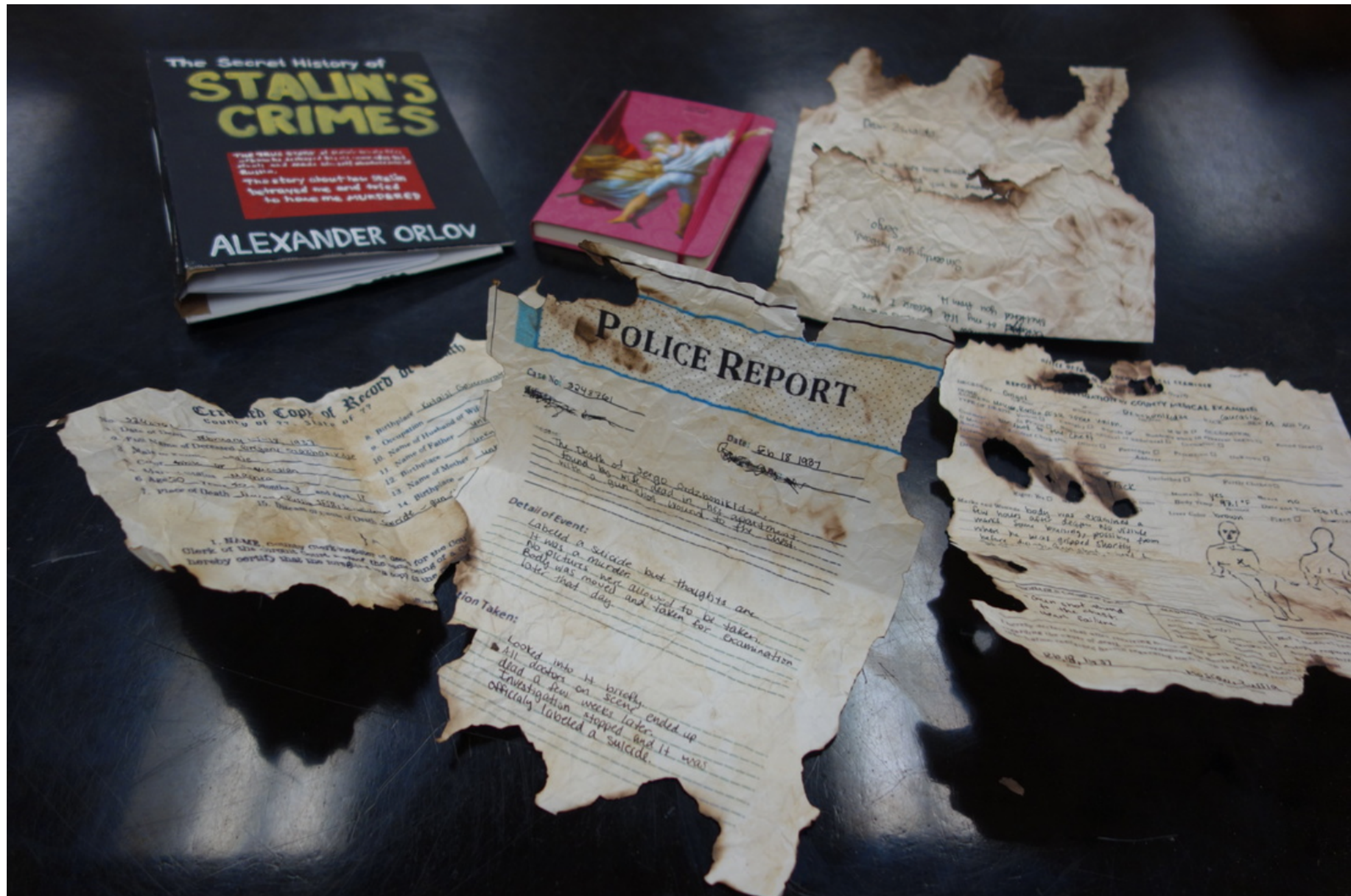
three or four 1s	one or two 1s	two or three 2s, no 1s	three or four 3s
Failing Grade / Repeat Course or attempt by DL	Incomplete / Complete Modules or Summer School to receive a pass	Passing Grade / assessment scores & Final Exam required to finalize mark	Passing Grade / assessment scores used to finalize mark; no exam required

New Home



<http://www.thielmann.ca/simulations.html>

Soviet Survivor



<http://www.thielmann.ca/simulations.html>

What is the purpose of Social Studies?

Choose a position that best explains your view on what Socials is for. Go to it and discuss why you are there.

- ▶ Setting up students to explore self in the world and in regards to the Other -- establishing identity, empathy, interconnectedness, and ability to tell stories.
- ▶ Becoming knowledgeable about the themes, events, facts, and phenomenon that have shaped our society -- familiarity with key historical narratives and timelines.
- ▶ Developing capacity to interpret, think critically, and express oneself when faced with a variety of historical or geographic evidence.
- ▶ Practicing and building skills such as research techniques, map reading and making maps, charts, graphs, reading for understanding, writing for an audience, debating, etc.
- ▶ Creating informed and active citizens who are literate about global issues, can defend opinions about current events, and are willing to work towards change.

What is the purpose of Social Studies?

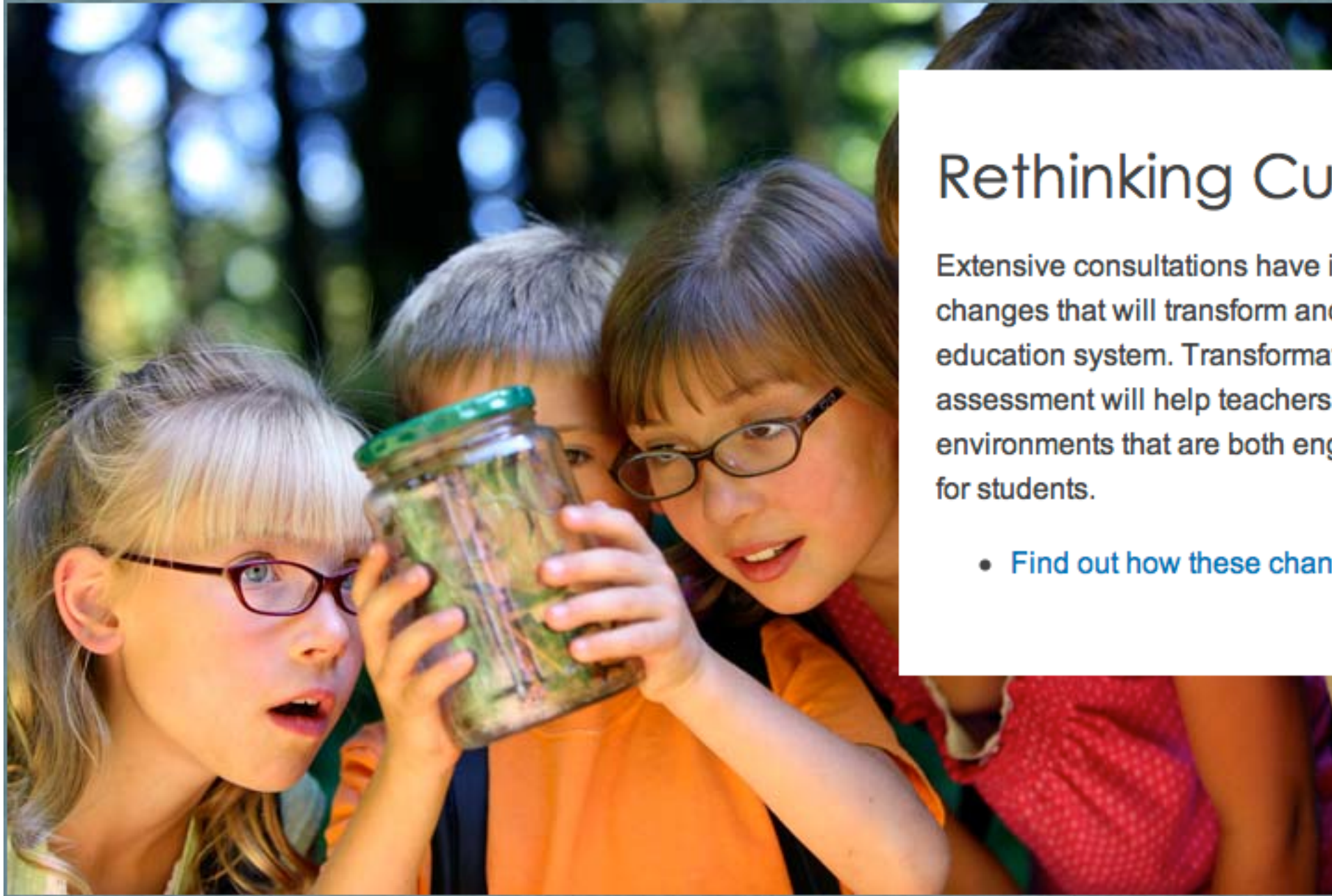
Think about how your viewpoint(s) relate to practice

- ▶ 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 worth big marks

OPTIONAL

- ▶ pick a SS course and brainstorm a lesson activity and an assessment item that aligns with your viewpoints(s)

Let's try PBL on Public Ed



Rethinking Curriculum

Extensive consultations have identified some positive changes that will transform and modernize the B.C. education system. Transformation in curriculum and assessment will help teachers create learning environments that are both engaging and personalized for students.


- Find out how these changes will support learning



Let's try PBL on Public Ed

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). It 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.



What We've Heard

Targeted and specific feedback received has brought attention to the following:

- ➔ **English Language Arts (ELA):** The feedback received so far has identified areas of learning within English Language Arts (ELA) that require more immediate attention. The Ministry is compiling the feedback and will work with the ELA curriculum development team to address the concerns and questions raised. The main areas identified relate to the delivery of the two-credit course structure of ELA at Grade 10 and delivery options for students requiring a modified program.
- ➔ **Social Studies:** The feedback received so far has identified areas of learning within Social Studies that require immediate attention. The Ministry is compiling the feedback and has begun working with some of the teachers from the Social Studies curriculum team to discuss options for addressing concerns and questions raised. The main areas that require attention are related to the need and desire for a “sample course” option in Grade 11 Social Studies, the grade level designation of some courses, and the requirements of post-secondary institutions related to courses at the Grade 12 level.



Education **Change** Bulletin

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No. 3

Information to members from the BCTF

Additionally, release time and funding for mandated curriculum-related assessment tools are the responsibility of the school district and the Ministry of Education. Teachers are reminded not to use their professional development funds or days in regards to district- or government-mandated initiatives. The responsibility rests with government or the employer to provide the necessary time, training, and supports.

Teachers shouldn't need to forfeit their professional development days for this purpose, nor feel pressured to do so. Teachers must always be mindful that the tools do not impact their professional autonomy.

Classroom-Based Assessment

Classroom assessments developed by teachers for the purposes of supporting student learning continue to be superior to any tool introduced from the outside.

The Ministry stated, "There will be a greater focus on classroom assessment that is flexible and personalized, and give educators greater flexibility to decide how and when students are assessed."

There will be information coming from both the district and the Ministry around classroom assessment. This information should be considered as guidelines, as teachers have professional autonomy over classroom-based assessment decisions.

Core Competency: Student Self-Assessment

Self-assessments for students of the intellectual, personal, social, and emotional core competency proficiencies is not an evaluation done by the teacher. It is, however, teacher-supported. The Student Progress Report Order states that written reports for K–9 students must include a student self-assessment on core competencies at the end of the school year.

It must be a meaningful process and not reduced to a template or checklist exercise by the teacher. The self-assessment process will require varying levels of teacher support in assisting the students with effective self-assessment. Student choice in the format will be an important consideration. The Ministry will be sending out information shortly regarding some suggestions around the process. School districts set

procedures around the documentation of these year-end self-assessments.

It is not reasonable to expect that students will successfully assess all the core competencies at year-end. It is more important that one or two core competencies be focused on for self-assessment purposes. At these early stages, it is critical that teachers discuss how to support student self-assessment if the process is to be authentic and not one that is reduced to a bureaucratic paperwork requirement. This recommendation has been communicated to the Ministry. The student profiles on the Ministry website can be used in shaping the self-assessment of core competencies. It is important to note, however, that numerical organization of the core competency student profiles do not equate to grade levels, and should not be interpreted as such.

BCTF Advice

Teachers are reminded that teacher engagement in education change is guided and supported by the following principles:

1. Education change must:

- **be fully resourced in release time, in-service, funding, technology, and support materials**
- be recognized as a process that unfolds over time
- **consider and respect reasonable teacher workload boundaries**
- **adopt clear guidelines for communication of student progress and focus on teacher-selected reporting tools that are timely, reasonable, and sustainable**
- respect teachers as professionals whose knowledge and input is actively sought and integrated
- **preserve teacher autonomy in selecting pedagogical, instructional, and assessment approaches and tools**

- support and advance equity in our schools and among students
- support students with special needs
- support the infusion of Aboriginal content and understandings throughout the curriculum.

2. Ensure that the school staff curriculum committee is addressing the related issues of assessment and reporting.
3. Communicate with your local regarding specific concerns and issues you have about any assessment-related concerns. Local Presidents in turn relay concerns to the BCTF.
4. Send your feedback directly to the BCTF at curriculumfeedback@bctf.ca.
5. [Send the Ministry your feedback.](#)

Social Studies

The Social Studies educators and academics emphasized the importance of engaging students in deeper thinking and the development of the historical and geographical thinking concepts. The group proposed using history and geography as the key disciplinary ways of knowing. This is consistent with a number of other jurisdictions in Canada and elsewhere. However, economics, political science, anthropology and sociology will continue to play a role in social studies. The balance and approach to these areas are still under review.

Building understanding through disciplinary thinking allows students to develop not only their understanding of the content being taught, but also their understanding of the higher-order thinking skills used by historians and geographers. The group suggested developing historical and geographical ways of knowing through the conceptual framework developed by the Historical Thinking Project. This approach to teaching aims to develop student's understanding of key concepts such as identifying change and continuity, analyzing cause and consequence, and establishing historical significance. This viewpoint will be the starting point for moving forward.

[Ministry of Ed document]

Rationale

The main purpose of the Social Studies curriculum is to develop graduates who have the knowledge, skills, and competencies to be active, informed citizens. An informed citizen understands key historical, geographical, political, economic, and societal concepts, and how these different factors relate to and interact with each other. Students cannot gain this understanding passively through a broad survey of topics and or by receiving knowledge from authoritative sources. Students must build deep understandings and create their own knowledge through investigations into interesting, open-ended questions, debating and discussing historical and contemporary issues, and developing and supporting their own hypotheses, solutions, and conclusions. Social Studies offers students the opportunities to build those understandings and knowledge. It draws on topics from disciplines within the humanities and social sciences, including history, geography, political science, economics, sociology, psychology, and anthropology. Uniting these disciplines is their focus on human activities, behaviours, and interactions with the environment. While Social Studies draws on topics from many different disciplines, the proposed curriculum places greater emphasis on developing disciplinary thinking skills through six major historical and geographical thinking concepts: significance, evidence, continuity and change, cause and consequence, perspective, and ethical judgments. Students can apply these concepts in today's world of easy access to information about virtually any topic from sources around the globe. This access to information of uncertain quality and accuracy makes it more important than ever to teach students the skills needed to gather, assess, analyze, and synthesize information and ideas from multiple sources. Once students have gathered and analyzed information, they will use it to solve problems, make decisions, and communicate their ideas effectively. In addition to knowledge and skills, active, informed citizenship includes a number of competencies. Through the Social Studies curriculum, students will have opportunities to explore and better understand their own identity, perspectives, and values. They will develop the ability to think critically, consider different perspectives and ideas with an open mind, and disagree respectfully with those who have different opinions or points of view. They will be empowered to stay informed about public policy and take action on issues important to them. The knowledge, skills, and competencies developed throughout the Social Studies curriculum will prepare students to participate in society as responsible citizens.

[Ministry of Ed document]

Dead Reckoning



- ♦ Navigating a path not with precise tools or external guides, but by referencing past locations and carefully charting speed, direction, and important variables

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
- Article review shows some of these themes and also dissenting opinions

Big Ideas and Curricular Competencies

- ▶ think about the Big Ideas and Curricular Competencies for the courses you usually (or would like to) teach
- ▶ is there 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

Article Review

- > Ben Newmark - Gimmick
 - > Colin Welsh - Choice and Flexibility
 - > Dale Martelli on Curriculum Change
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- Each small group reads an article
 - Share summary and reaction with the whole group
 - Discussion about conclusions -- what kind of soup do we make with all the messy ingredients?

Critical Thinking Activity

Using Evidence to explore a topic — The Fraser Canyon War — Primary and Secondary Sources — what are the possibilities?



Parking Lot Questions

- ▶ where is your practice going in the next 2 years?
- ▶ what else is on your mind?

Teacher Creativity Models — case studies in Social Studies and the Curricular Competencies

Feb 10th, 2017 • Glen Thielmann • <http://thielmann.ca>

Presentation notes and links:

<http://www.thielmann.ca/presentation-notes.html>



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