

BUILDING THE ROOM

TEACHING AND ASSESSING SOCIAL STUDIES IN BC

VICTORIA SCHOOL DISTRICT 61
PRO-D SESSION • MAY 21, 2019



GLEN THIELMANN

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[PACIFICSLOPE.CA](http://pacificslope.ca)

LINKS / REFERENCES

[THIELMANN.CA/
PRESENTATION-NOTES](http://thielmann.ca/presentation-notes)



An aerial night photograph of Prince George, British Columbia. The city is illuminated with warm yellow and orange lights, contrasting with the cool blue tones of the twilight sky. In the background, several industrial smokestacks are visible, emitting white plumes of smoke. The foreground is dominated by dark, silhouetted trees. The overall scene captures the urban landscape and industrial activity of the region.

**PRINCE GEORGE
LHEIDLI T'ENNEH TERRITORY**



DECLARING (SOME OF) MY BIASES



21st century learning activism
assessment authenticity boedplan
boss Bill 22 blended learning books
Canadian collaboration connections
culture curriculum design dialogue
distributed learning **education**
embodiment family fire food
geography heritage history hunger
games **identity** inquiry ipod islam
language leadership library middle
earth movies moving forward parents
peace personalized learning plagiarism
planning PLC poetry police poutine
professional development
project-based learning protest
reading remembrance role-play school
social studies society staff meetings
strike students teaching
technology tolkien

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



WORKSHOP PLANNING

THEMES FROM THE WORKSHOP SURVEY

- teaching critical thinking /competencies without gaps in content
- inquiry, PBL, student driven activities, and choice
- collaboration, collegiality, mutual support, and teacher-buy-in
- interactive and engaging curriculum, refreshing unit planning
- developing & sharing new learning resources without teacher burnout
- teaching/resource suggestions for SS9, SS10, SS11, Economics, Comp Cultures, Comp Religions
- assessment (multiple questions)



WORKSHOP INTENTIONS

MORNING SESSION 9:00-11:45

- our #bced curricular morass and “how then do we navigate” - short talk & Q/A
- orienting to our own purposes for Social Studies - activity
- balancing competencies and content - options for “student sourcework” and manipulative activities
- PBL - Heritage Inquiry examples
- teacher mutualism - models & results

AFTERNOON SESSION 12:15-3:00

- unit planning tool
- SS11 Explorations - what’s being done
- assessment - discussion on proficiency scales and limits of AFL
- assessment - “The Fiver” with student examples
- reflection and planning

STORY CARDS



- our #bced curricular morass and how then do we navigate

NAVIGATING NEW CURRICULAR WATERS

DEAD RECKONING:

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

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



Why are we talking about new curriculum?



PREMIER'S TECHNOLOGY COUNCIL

A Vision for
21st Century Education

December 2010

Skills and Attributes for a 21st Century

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

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

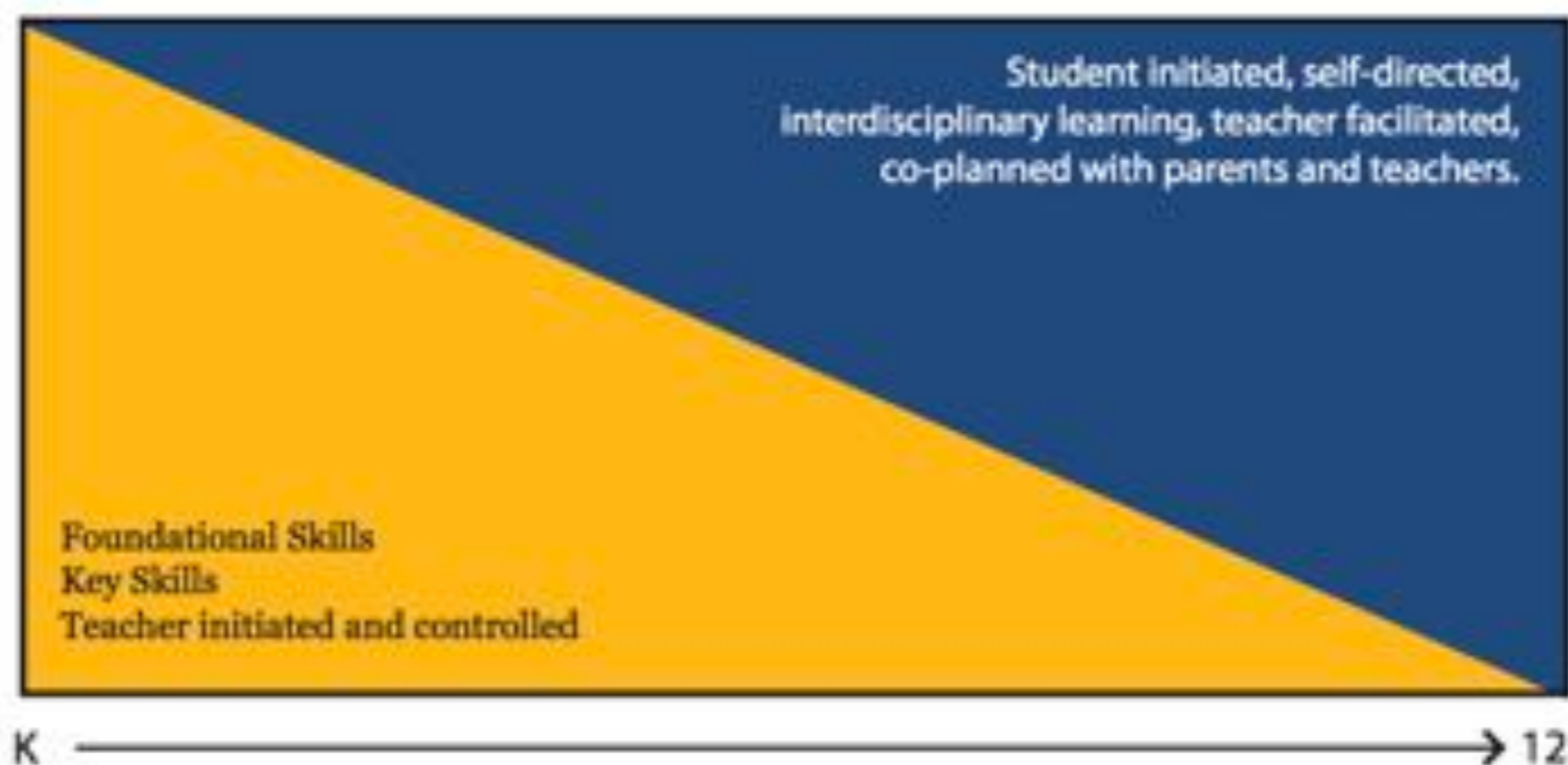
Shifting Roles

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

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

HOW WOULD THE SYSTEM FUNCTION?

Figure A. Flexible Path to Education



A BLENDED SYSTEM

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

Locus / Direction from...

PREMIER'S TECHNOLOGY COUNCIL

A Vision for
21st Century Education

December 2010

APPENDIX C. PTC MEMBERS & STAFF

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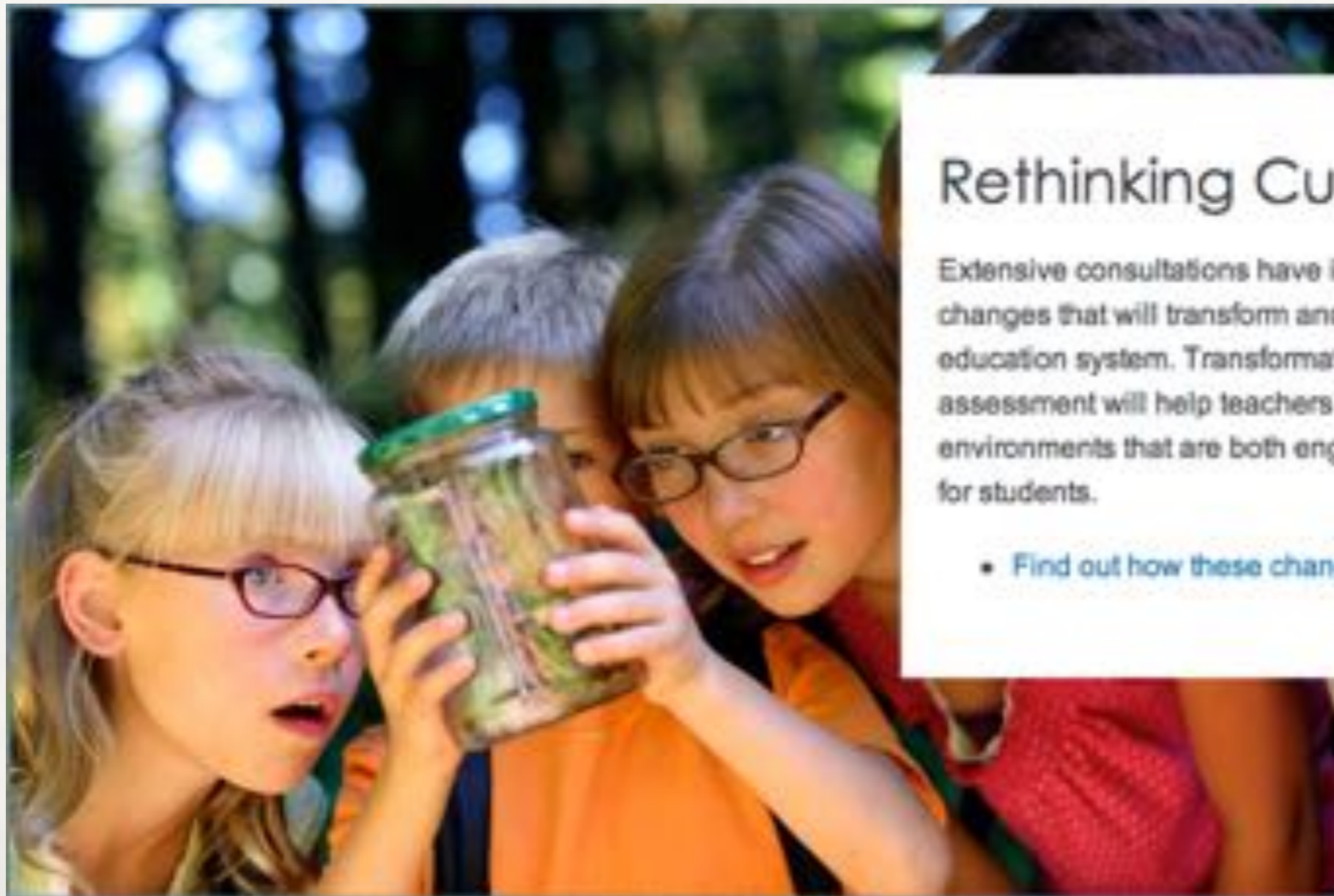
Eric Jordan, President

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Trevor Quam, Analyst

Serena Johnson, Executive Assistant

LET'S TRY SOME PBL ON BCED



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



MY QUESTION IN 2015...

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

To:  Glen Thielmann

[View in Browser](#)

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

Hi Glen,

Yeah, they have curriculum "domains" similar to what we currently have, but traditional courses won't be required (though still possible). 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.



Curriculum Change -- SS

- SS Team tasked with compressing all “mandatory” content into K-10
- Convinced to use Seixas’ Historical Thinking concepts as the basis for Competencies
- Teachers involved with some important work but also sidelined for key decisions; also not unified - process reflects “personalities” and circumstances
- Survey of responses from academics, educators, and journalists show many dissenting opinions

PERSONALITIES MAKE PERSONALIZED CURRICULUM PERSONALITY DRIVEN?



FIRST
PEOPLES

PRINCIPLES OF LEARNING

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

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

Learning involves recognising the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

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



For First Peoples
classroom resources
visit www.fnesc.ca

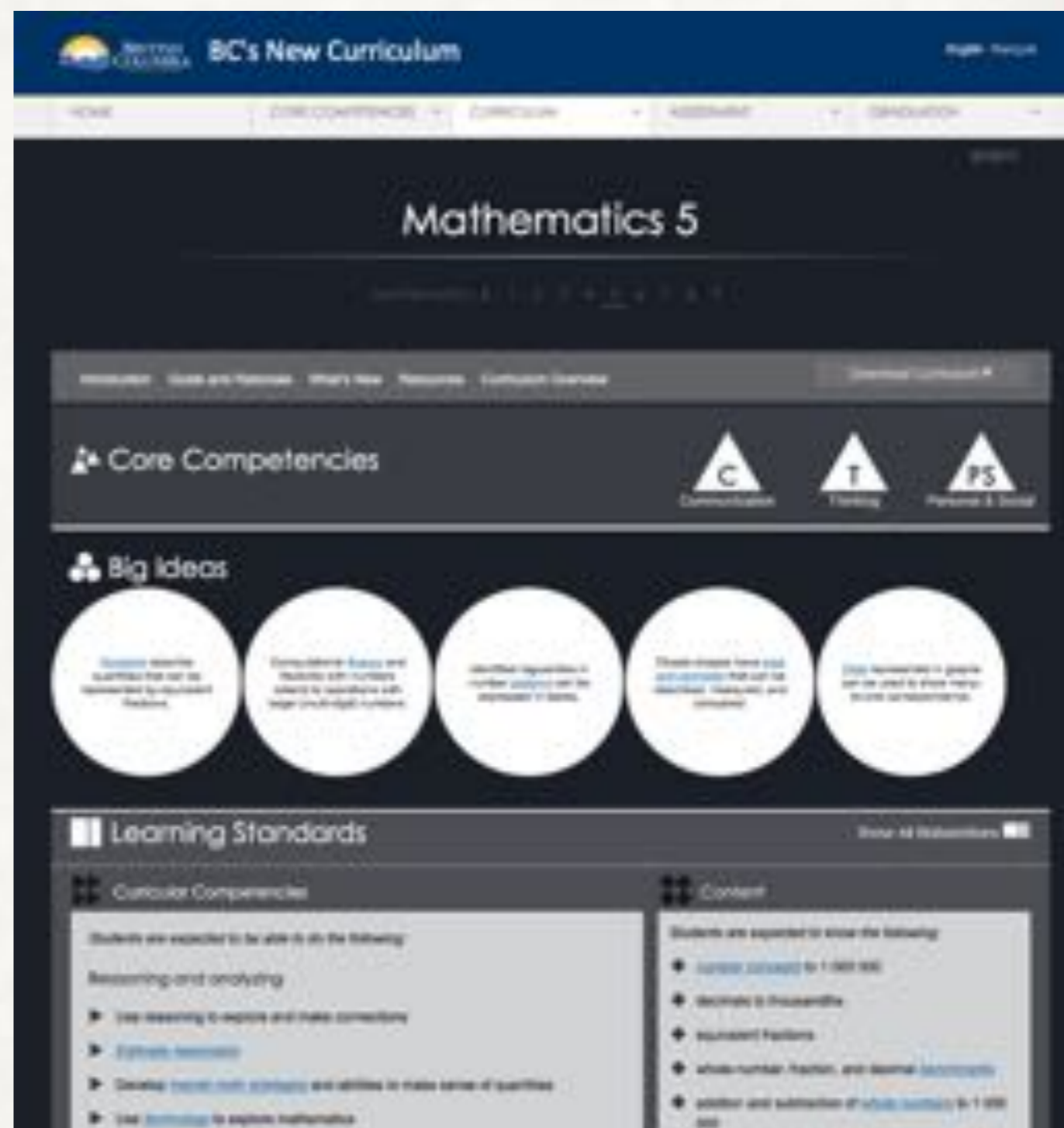
fnesc



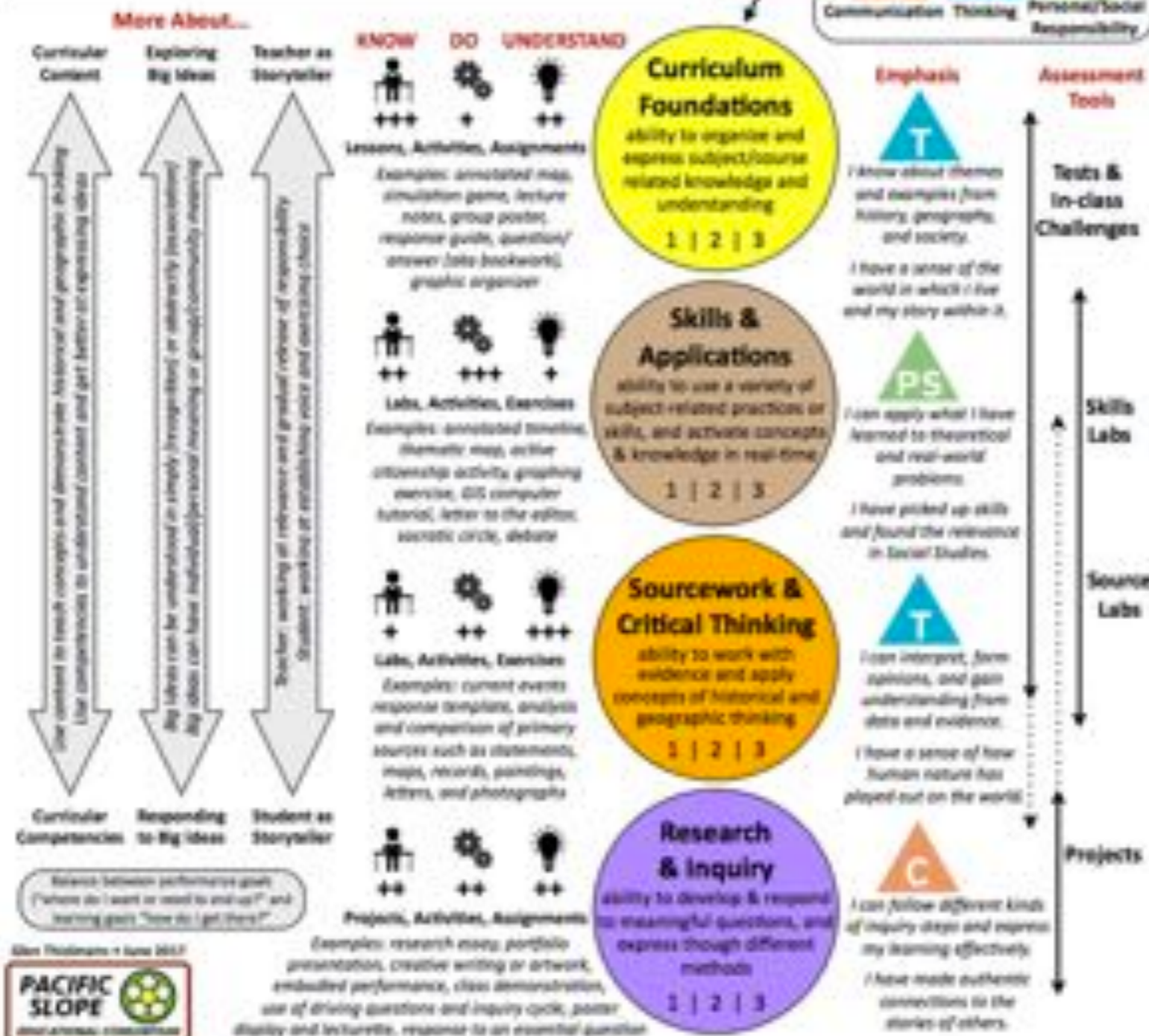
Aboriginal Worldviews and Perspectives in the Classroom

Moving Forward





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 of 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 confused 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 continuing 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 throughout. 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 vs Expectations	Does not Meet or Not Yet Meeting	Minimally Meets/Meets	Fully Meets / Exceeds
Achievement: 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" toward 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 2L	Incomplete / Complete Modules or Summer School to receive a pass	Passing Grade / assessment scores & Final Exam required to finalize mark	Passing Grade / assessment scores used to finalize mark, no exam required

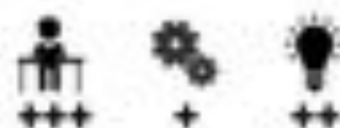
What we learn, why we learn it, and how it will be assessed in Social Studies

Introducing the "CAPACITIES"

KNOW DO UNDERSTAND

I can...

EXAMPLES



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

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

Foundations

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

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

PS



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

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

Skills

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

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

T



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

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

Thinking

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

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

C



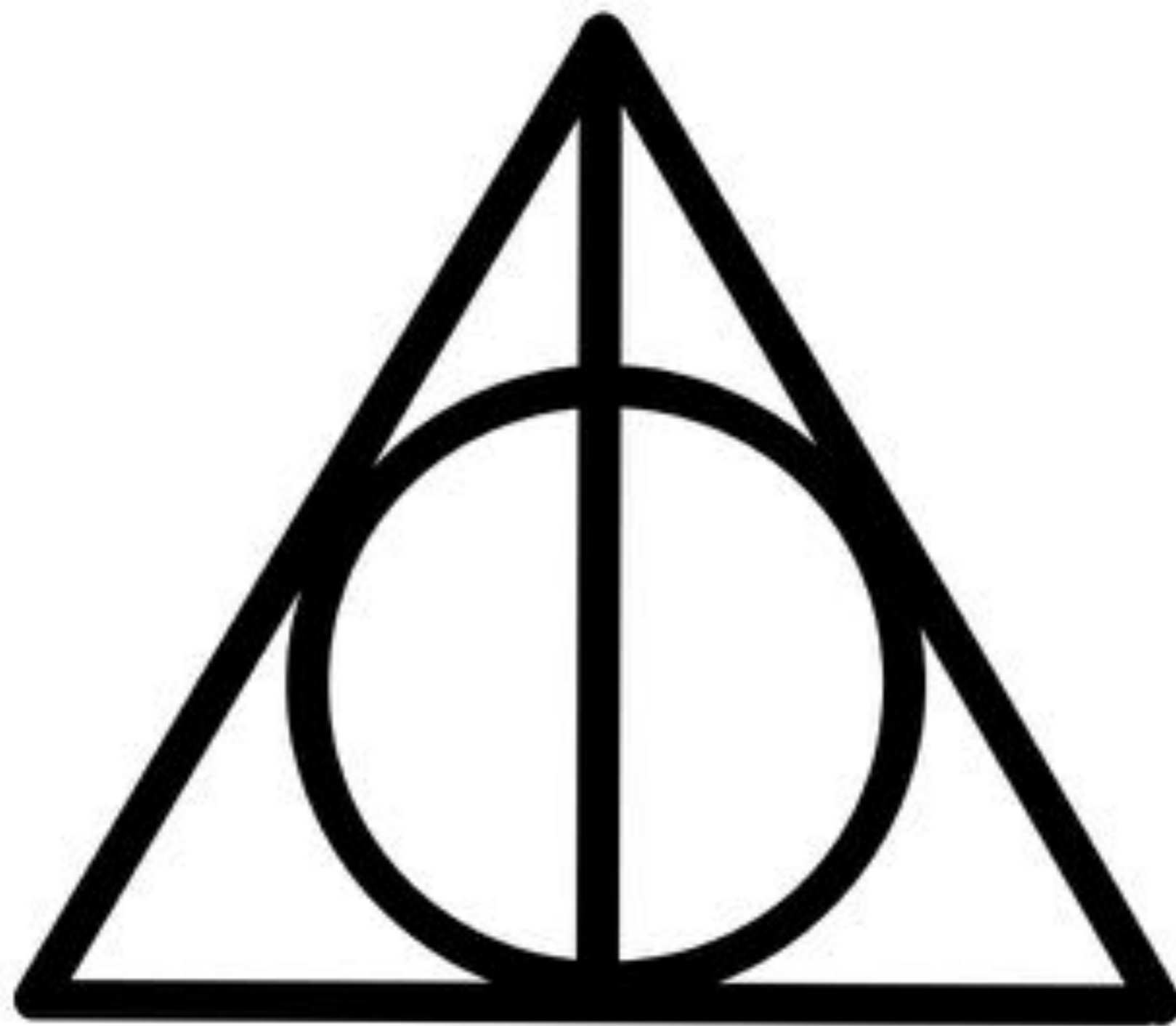
I follow different kinds of inquiry steps and express my learning effectively.

I make authentic connections to the stories of others.

Connection

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

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



NAVIGATING NEW CURRICULAR WATERS

DEAD RECKONING

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





Marshall Islands stick chart

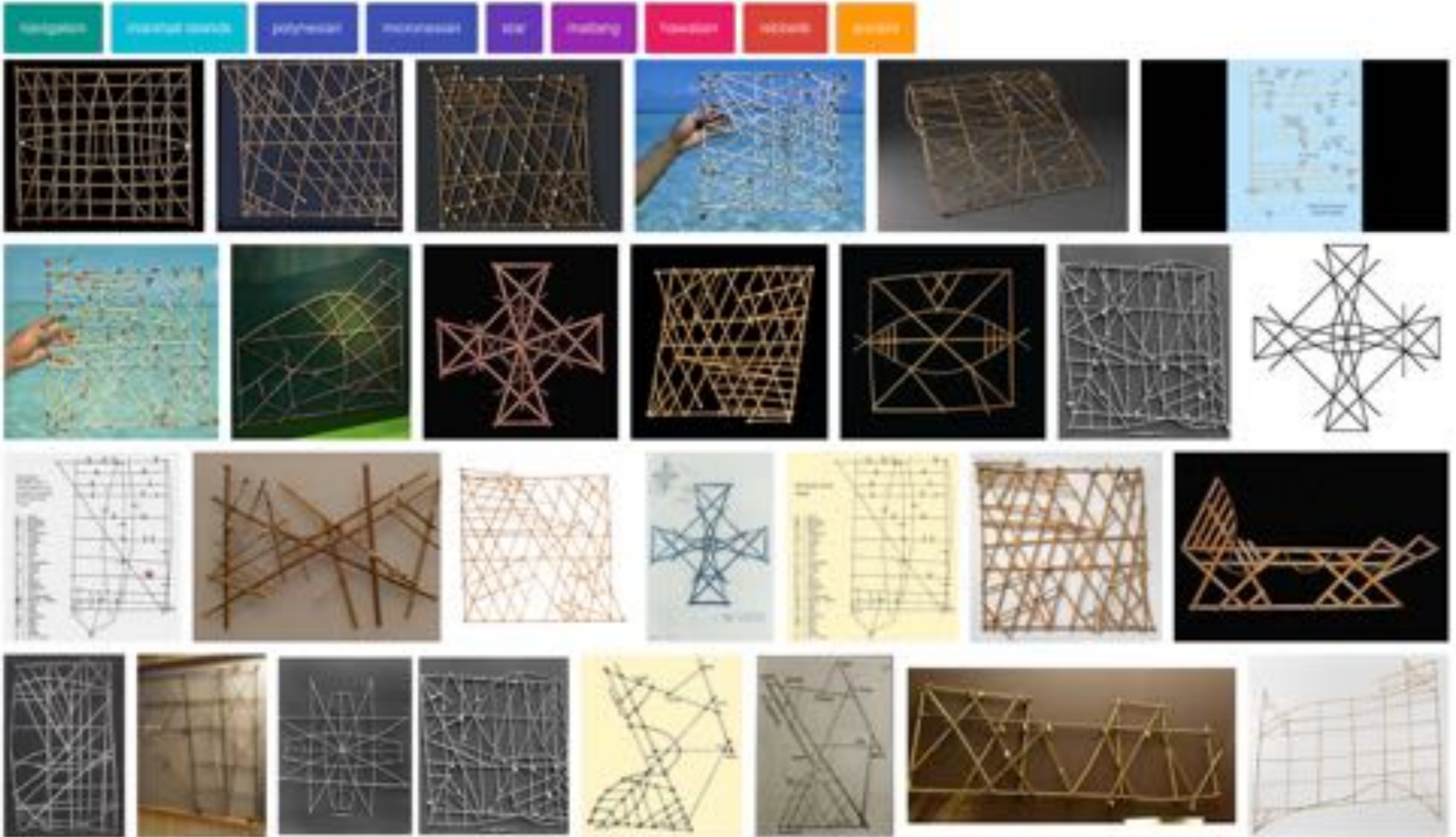


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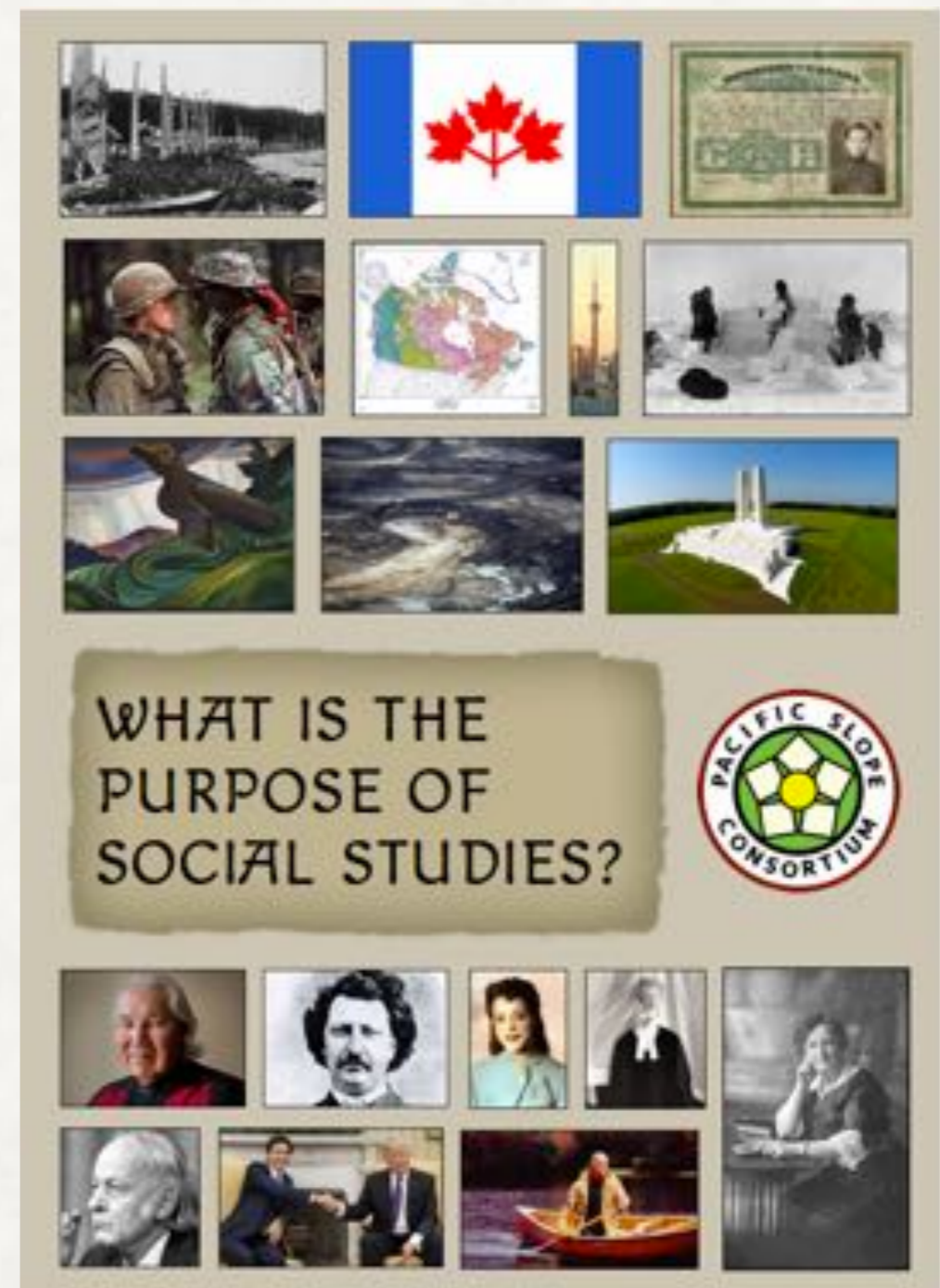
SafeSearch



- orienting to our own purposes for Social Studies - activity

THE PURPOSE OF SOCIAL STUDIES

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



- **What is the purpose of Social Studies?**

Values identified in activity

HISTORICAL LITERACY

MAKE / DO / INQUIRE

PLACE-BASED

ACTIVE CITIZENSHIP

CRITICAL THINKING

IDENTITY WORK

RECONCILIATION

CULTURAL MOSAIC



- What is the purpose of Social Studies?

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

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

- What is the purpose of Social Studies?

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... maybe you're already doing it right

COMPETENCIES AND/OR CONTENT? OPTIONS FOR STUDENT SOURCE WORK AND MANIPULATIVE ACTIVITIES

Industrial Revolution Source Box (Social Studies 9)
Assessment cycle based on Play-Debrief-Recap



Where We Live: The Geologic Story - Prince George Edition (Social
Studies 10, Geography 12)



Japanese Internment in BC (Social Studies 10)



The 1858 Fraser Canyon War (Social Studies 9)



PBL - Heritage Inquiry examples





 8 Oct

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

Expand ↩ Reply ↻ Retweet ★ Favorite

 **Glen Thielmann** @gthielmann 14 Oct

_____ Lol & OUCH... u do realize #socialteachers read
#socialstudies hashtags? Let us know what would interest u more in
#socials

🗨 [View conversation](#) ↩ Reply 🗑 Delete ★ Favorite

 14 Oct


@gthielmann #life #over

Expand ↩ Reply ↻ Retweet ★ Favorite

 **Glen Thielmann** @gthielmann 14 Oct

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

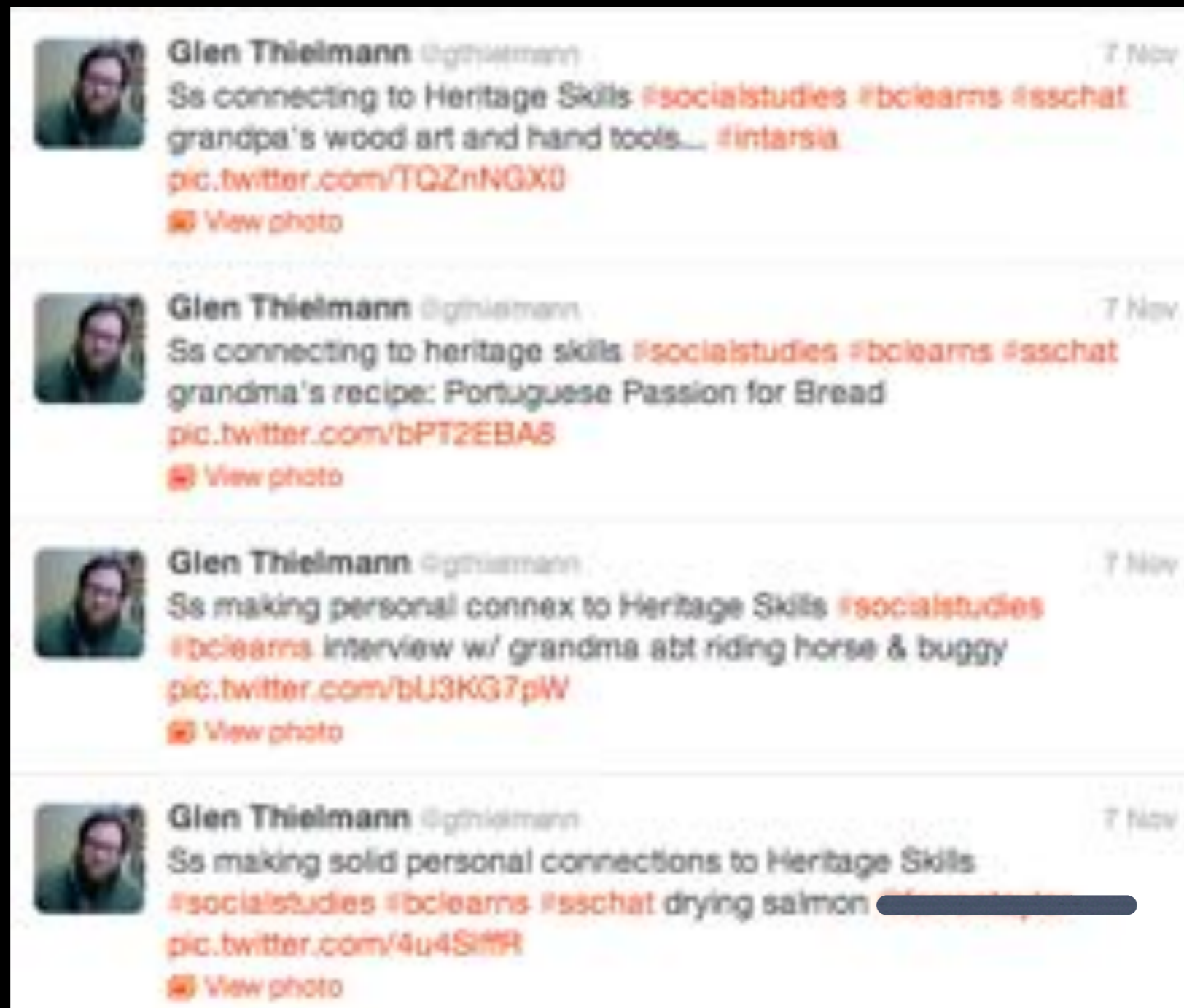
Expand

 14 Oct

@gthielmann ok, sorry about my french!

Expand

STUDENT ENGAGEMENT



STUDENT ENGAGEMENT









1910
A. J. JONES
1911
A. J. JONES
1912
A. J. JONES



WANTED



1910
A. J. JONES
1911
A. J. JONES
1912
A. J. JONES







MY HERITAGE CONNECTIONS

Great-Grandfather

My great-grandfather was born in 1880 in the town of...

PROJECT

Items



How we got our last

name

My family name is...

Interview

Interview with...





My Heritage Project

San Juan County
 San Juan County, New Mexico, is a beautiful area with a rich history. It is located in the southern part of the state and is known for its scenic views and cultural heritage. The county is home to many historic sites and landmarks, including the San Juan National Monument and the San Juan National Forest. The population of the county is approximately 15,000 people, and the area is known for its warm climate and outdoor recreation opportunities.

Indian Culture and History
 The Indian culture and history of San Juan County is a rich and diverse one. The area was inhabited by Native Americans for thousands of years, and their legacy is still visible in the many ancient ruins and artifacts that have been discovered. The Spanish arrived in the 16th century, and their influence is also evident in the architecture and traditions of the region. Today, the Indian culture and history of San Juan County are celebrated through various festivals and events, and the area continues to be a vibrant and important part of the state's heritage.



Geography
 The geography of San Juan County is diverse, with a mix of mountains, valleys, and rivers. The county is located in the southern part of the state, and its terrain is characterized by high peaks and deep canyons. The climate is generally warm and dry, with hot summers and mild winters. The county is home to a variety of plants and animals, and it is an important area for conservation and outdoor recreation.



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My Gramma Betty telling a bit the Blackburn story:

Before my parents were married in 1917 they had both lived with their families and had learned a lot about farming. When they moved to the farm they had bought near Lavoy they had to clear more land and cultivate it. They hired help and worked long and hard cutting down brush and digging up stumps. They had to dig wells and used a windmill to pump the water into a tank for the animals to drink. They raised cattle pigs, and chickens. (mother took eggs, cream and butter she had churned into the general store in Lavoy to help pay for the groceries that Mr. Bricker (store owner) gave them on credit during the depression. Their life as farmers was very difficult--some years their crops (wheat, oats, barley) would be poor because of lack of rain, hail or early frost. Anything worth selling was taken to the grain elevator in Lavoy where it was shipped on by train. Whatever couldn't be sold Dad would use to feed the cattle he hoped to sell to the USA but when the US put a tariff on cattle that didn't work out. His debt increased to \$26,000 which was huge back in the 1930s during the depression. He started to sell life insurance to the farmers and gradually built his business. When he was discharged from the Air Force 945 after WW 2 he sold the farm, did very well in his insurance business and finally paid off the debt. During the time he farmed he helped start the Wheat Pool (an organization to help farmers) and brought in telephone lines so the farmers could have phones.



Interesting Facts

-Ice well: on the farm to help keep our food cool and keep from spoiling. Betty's Dad dug a deep hole (about 8 feet deep) in the ground and in the early spring he would go to a nearby lake and chop out lots of ice to put in the hole and cover it with sawdust. He built a trap door to cover the hole. Then Mother could keep milk, butter, some meat etc. in the Ice Well. For a treat in the summer he would chip ice and make ice cream.

Funny Story:

-Gram's story:

When I was 5, after having had scarlet fever, I was kept in bed for a month, as the doctor wouldn't let me up until my temperature was normal. As the weather was getting bad, and my folks wanted to move into Lavoy for the winter, my Dad heated some large boulders and put them under a cot in the back of a wagon, which was pulled by a team of horses. I was bundled up, laid on the cot, and covered in blankets from head to toe. When a noise scared the horses they bolted, and the wagon box complete with cot and me was thrown into the snowy ditch. That night, when we got into town, my temperature was normal for the first time in a month!



S3KANI

They Walk Bare - People of the Marking.

They are people who have
 been in the land for a long
 time. They are people who
 have been in the land for a long
 time.



Azonay

Enah Izony

Indre Izony

Roy Izony

Julia Pierre - Alforce Nahu



The Moffat Bridge



Northern Hardware

"If you don't know you don't need it"



Thompson Egg, John
Moffat and Harold Moffat
"The original"



Inside The Northern



The Northern Staff



A Window Display



Exterior View

Harold Moffat



The Moffat House

1910



1927



What am I?

- German
- Scottish
- British
- French Canadian
- Spanish
- Welsh







Engagement follows identity

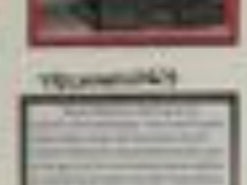



BEATTY BOX



Life After World War II

...the ...

[illegible]

...the ...

2. *Quadrifidus*



Abstract The purpose of this study was to determine the effect of a 12-week, low-intensity, supervised walking program on the physical and psychological health of sedentary, middle-aged women. The study was a randomized, controlled trial. The subjects were 40 sedentary, middle-aged women who were randomly assigned to either a supervised walking program or a control group. The walking program consisted of 12 weeks of supervised walking, 3 times per week, for 30 minutes per session. The control group consisted of 20 women who did not participate in the walking program. The subjects were assessed at baseline and at 12 weeks for physical and psychological health. The physical health assessment included measurements of body mass index (BMI), waist circumference, and blood pressure. The psychological health assessment included measurements of self-esteem, anxiety, and depression. The results of the study showed that the walking program had a significant positive effect on the physical and psychological health of the subjects. The walking program resulted in a significant decrease in BMI, waist circumference, and blood pressure. It also resulted in a significant increase in self-esteem and a significant decrease in anxiety and depression. The control group showed no significant changes in any of the variables measured. The results of this study suggest that a 12-week, low-intensity, supervised walking program can improve the physical and psychological health of sedentary, middle-aged women.

newTrends



1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

[illegible]

Abstract



For more information, contact the publisher at 1-800-393-6645.

Figure 1

THE UNIVERSITY OF CHICAGO

1. **Introduction**
 2. **Background**
 3. **Methodology**
 4. **Results**
 5. **Conclusion**
 6. **References**

Table 1

Continued

Study	Sample size	Study design	Intervention	Outcome
Wong et al. (2002)	100	Randomized controlled trial	Hand hygiene	Reduction in colonization
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Wong et al. (2018)	100	Randomized controlled trial	Hand hygiene	Reduction in colonization
Wong et al. (2019)	100	Randomized controlled trial	Hand hygiene	Reduction in colonization
Wong et al. (2020)	100	Randomized controlled trial	Hand hygiene	Reduction in colonization
Wong et al. (2021)	100	Randomized controlled trial	Hand hygiene	Reduction in colonization
Wong et al. (2022)	100	Randomized controlled trial	Hand hygiene	Reduction in colonization
Wong et al. (2023)	100	Randomized controlled trial	Hand hygiene	Reduction in colonization
Wong et al. (2024)	100	Randomized controlled trial	Hand hygiene	Reduction in colonization
Wong et al. (2025)	100	Randomized controlled trial	Hand hygiene	Reduction in colonization



EDUCATION

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Abstract/Summary

...the ...



For more information on this and other products, please contact your local distributor or write to: **General Electric**, P.O. Box 100, Fairfield, CT 06424.

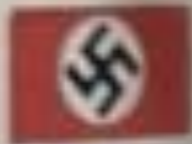
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...of ...
...the ...
...the ...



THE

Executive Director
Executive Vice President
President
Secretary
Treasurer
Member

World War II



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Text box in the upper middle section of the display board.

Text box in the upper middle section of the display board.

Text on the right side of the display board, likely describing the Allied powers.

Text box in the center of the display board.

Text on the left side of the display board.

Text box in the lower middle section of the display board.

Text box in the lower middle section of the display board.

Text on the right side of the display board.



Additional text or a list on a separate sheet of paper placed on the table in front of the display board.



At the beginning of the year when we were being told that we'd have a chance learn and connect with our families i was so hyped because i knew exactly what 2 family members i wanted to talk about. First off, my Grandma Nancy who is my dads mum, she is one of the kindest women i've had in my life. My grandma was never too quick too judge and was accepting of everyone no matter who they were, she taught me how to see the best in everything and everyone and thats one thing she's contributed to me that I'll always have.

The second woman out of the 2 i've focused on is my Great Aunt Mary Adams, she's super cool and I've learned a lot about her and i wish i was lucky enough to have met her. Mary was a lot like my grandma because from what i've learned she was so fun and seemed to always have a smile on her face, although i never met her i feel like she contributed to my character a lot. Mary was also super cool because she was a part of intercepting German enigma code for Bletchley Park during WW2, and basically stopped air attacks and bombings. But that aside she had a beautiful family who had no idea what she was apart of until 30 years after she had left Bletchley when she finally realized it was safe to let them know because it was a life or death organization.

Mary and my Grandma sadly both suffered from Alzheimer's disease but one thing that will always stick with me is that my younger brother never got to know our Grandma before she had Alzheimers, but i did get to know her and i am not hesitant to say i am so lucky, because she's someone some people don't get to even interact with in a life time, and that is the best gift i've received while i did this project.



PRINCIPLE

Welcome
venue



WILLIAM CLIFF VANCE
HOLMES ROBERTSON EDWARDS





TEACHER MUTUALISM - MODELS AND RESULTS



TINKER				THINKER	STORYTELLER		PIE		
T	T	S	P	Glen	Trina	Ian	Rob	JP	Joe
				✓		✓	✓	✓	✓
				✓	✓		✓	✓	✓
				✓	✓	✓	✓	✓	✓
				✓			✓	✓	✓
				✓	✓	✓	✓	✓	✓
					✓				
						✓			
				✓	✓	✓	✓	✓	✓





Ms Pope

@PopeSD36 Follows you

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



Marc Andres

@MarcTeacher

English/LST Teacher

📍 Kwantlen Park



Craig Sutton

@sutton_c

K-12 Science Helping Teacher SD36

📍 Surrey, BC

🌐 spongeofknowledge.blogspot.ca



Nancy Kristoff

@kristoff_nancy



Darren Yung

@penphoe

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

📍 Somewhere in Google Plus

🌐 plus.google.com/11118792768708...



BFF



Blair Miller

@millerblair Follows you

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

📍 Metro Vancouver, BC, Canada

🌐 thinktoaction.com

UNIT PLANNING TOOL

TEACHER IDENTITY

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

THE INGREDIENTS OF COURSE AND UNIT PLANNING

STRUCTURES & ROUTINES

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

CURRICULUM

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

WHAT ELSE?

- ☐
- ☐
- ☐
- ☐

VALUES & PEDAGOGY

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

CONTEXT - STUDENTS

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

CONTEXT - SPATIAL

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



ASSESSMENT

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

SS11 EXPLORATIONS - WHAT'S BEING DONE

SOCIAL STUDIES 11 EXPLORATIONS - DRAFT COURSE OUTLINE	
UNIT 1 Human Geography	
Demographics & Population Change Issues in Global Development	about 3 weeks
UNIT 2 Local History	
Physical & Cultural Geography of the Central Interior History of Prince George field trip(s): cemetery, downtown walking tour	about 3 weeks
UNIT 3 Contemporary Indigenous Issues	
Aftermath of Truth & Reconciliation Commission Local Knowledge & Perspectives	about 3 weeks
UNIT 4 Economics	
Some theories about how economies can or should work, some related issues with our globalized economy Opportunity & Ethics: project work	about 3 weeks
UNIT 5 Philosophy	
Exploration of some of popular ways of thinking about life and the world, and how philosophy intersects with other concerns (e.g. ethics, economy, war, religion) and daily life	about 3 weeks
Big Project	
This will draw on themes from each of the units	about 2 weeks

ASSESSMENT - DISCUSSION ON PROFICIENCY SCALES AND LIMITS OF AFL

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Triangles	1 2 3 4 5																																																																																																																																																																																																																						
Combinations of transformations	1 2 3 4 5																																																																																																																																																																																																																						
Line graphs	1 2 3 4 5																																																																																																																																																																																																																						
Single outcome probability, both theoretical and experimental	1 2 3 4 5																																																																																																																																																																																																																						
Grade Seven																																																																																																																																																																																																																							
Multiplication and division facts to 100	1 2 3 4 5																																																																																																																																																																																																																						
Operations with integers (addition, subtraction, multiplication, division, and order of operations)	1 2 3 4 5																																																																																																																																																																																																																						
Relationships between decimals, fractions, ratios, and percents	1 2 3 4 5																																																																																																																																																																																																																						
Discount, interest, ratios, using equations, tables and graphs	1 2 3 4 5																																																																																																																																																																																																																						
Two-step equations with whole number coefficients, constants, and solutions	1 2 3 4 5																																																																																																																																																																																																																						
Circumference and area of circles	1 2 3 4 5																																																																																																																																																																																																																						
Relationships of complementary angles and solutions	1 2 3 4 5																																																																																																																																																																																																																						
Line graphs	1 2 3 4 5																																																																																																																																																																																																																						
Experimental probability with two independent events	1 2 3 4 5																																																																																																																																																																																																																						
Financial literacy	1 2 3 4 5																																																																																																																																																																																																																						
Combinations of transformations	1 2 3 4 5																																																																																																																																																																																																																						
Cartesian coordinates and graphing	1 2 3 4 5																																																																																																																																																																																																																						
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ASSESSMENT

- “The Fiver” with student examples

Score	Characterization (student version)	Characterization (teacher version)	Formative ³	Possible action	Summative
NR	no response	no response	n/a	remediate - determine reason for NR/0, establish baseline for inquiry ²	0% or revisit
0	I did not really attempt to respond to the prompt	no serious attempt to respond to the prompt	emerging		0% or revisit
1	I started to respond but didn't really have too much to offer at this point	appears to acknowledge prompt with scarce content ¹ or understanding ² , some of which may be off-topic, skills ³ not evident; needs relevance and coherence ⁴	emerging or developing ⁴	review - build on what was started; identify missing ideas or gaps in content, scaffold skills for addressing knowledge recall, clearer expression of understanding, and skill development, work on design and organization of response; push into the elements of inquiry	20% or revisit
2	I tried to respond but found it hard to come up with the ideas or content that fit the task	approaches prompt with more-or-less on-topic yet minimal content, understanding, or application of skills; usually lacks clarity, precision, and depth/	developing		40% or revisit
3	I responded with some depth and breadth, just enough to show I had learned something about this topic	addresses prompt with on-topic response; content, understanding, and/or demonstration skills are showing, wide but perhaps incomplete use of inquiry elements ³ appropriate to the task	developing or proficient		60% or revisit
4	I was able to show my learning about this topic in an organized and thorough fashion	accomplishes a complete response to prompt, organized and appropriate levels of content knowledge, understanding, and skill; most if not all elements of inquiry at play	proficient	refine - identify aspects that have potential for improvement, anticipate next task, explore tangents, add challenge to further develop inquiry	80% or revisit
5	I showed extensive learning about this topic and made meaningful connections inside and outside of the prompt	advanced response showing use of all inquiry elements, including mastery of some; expansive content knowledge, depth of understanding, and dextrous application of skills all on display	extending		100%

REFLECTION AND PLANNING - CHOICE

- Discuss unit or lesson planning - maybe a gap in your current course designs, something that lines up with the values you place on your SS classes
- Explore or design a manipulative (source) activity to provide more depth to a topic you feel deserves it
- Pick an assessment you'd like to change and discuss what that might look like
- Think of some ways you could improved the supports that exists for Social Studies curriculum and instruction in Victoria - what do you need from SD61?

BUILDING THE ROOM

TEACHING AND ASSESSING SOCIAL STUDIES IN BC

VICTORIA SCHOOL DISTRICT 61
PRO-D SESSION • MAY 21, 2019



GLEN THIELMANN

[THIELMANN.CA](http://thielmann.ca)
[PACIFICSLOPE.CA](http://pacificslope.ca)

LINKS / REFERENCES

[THIELMANN.CA/
PRESENTATION-NOTES](http://thielmann.ca/presentation-notes)

