

A Gathering of SD#57 Social Studies Teachers - and a Gathering of Questions!

- * Feb. 9th, 2016 @ D.P. Todd Secondary Learning Commons, 1:00 pm - 2:50 pm
- * Audience: about 35 teachers from all 5 local PG high schools, Mackenzie, CLA, and UNBC student teachers
- * Focus: the new Social Studies 8 and 9
- * Structure: introductory comments, summary documents for discussion, sample outlines, table talk, sharing out



CORE COMPETENCIES

- What kind of expectations will we have about reporting on these?
- Where do they fit into classrooms - work habits? conversations about progress? student self-assessment? communication with parents?

BIG IDEAS

- What do we think about them?
- How do we see these being used and assessed in our courses?
- How can they be expressed in order to be more useful to students and teachers?
- Is there a set of even bigger Big Ideas or Questions that are common to all Social Studies courses?
- Should disciplinary and interdisciplinary skills & processes be considered their own form of a Big Idea?

CURRICULAR COMPETENCIES

- Where did they come from? Where's the geographic thinking, skills, and content?
- Anything left out we think is important?
- How do we see these being used and assessed in our courses?
- How can they be expressed in order to be more useful to students and teachers?
- Should we create department standards or a scope & sequence to measure student progress year-to-year re competencies - how do we know when students have met expectations for competencies?

CONTENT

- What are people thinking about topic vs theme based course designs?
- How are teachers deciding what to include and what to drop?
- How, specifically, do teachers currently use content to teach skills such as perspective-taking, establishing significance, cause & consequence, etc.
- How do we move from assessing content to assessing competence through content?

COURSE PLANNING

- We need to have two courses (at least) ready for September 2016 - how much individual planning should we do, how much collective planning should we do.?
- Will the "freedom" of the new curriculum create a lack of unity among teachers or departments? How do we navigate tricky conversations among colleagues about what we teach?
- Where are the resources? Textbooks are useful, accessible, and high quality resources - what do they look like in the future?
- What do we think of yearly mutual accountability sessions to share how we're fitting in the components of the new curriculum - "here's what I teach and why?" #criticalfriends



FEEDBACK FOR NEXT SESSION

- This subject-based grouping was valuable
- We need to know more about reporting and the grad program to make further implementation planning worthwhile
- Focus should be on assessing content and competency within the new curriculum
- Many will reinvent the wheel but we don't all have to
- Would be good to know what the district's or province's (funding) commitment will be regarding learning resources
- Sharing of examples between teachers and across the district and province is encouraged (e.g. TeachBC)