

**EDUCATION 366 – Curriculum and Instruction: Social Studies (Elementary Years)**

COURSE SYLLABUS – Winter Semester 2020

**Instructor:** Glen Thielmann

**Class Time:** January 8th - April 8th Wednesdays 8:30-11:20 a.m.  
Mid-Semester Break Feb 18-21, EDUC 391 practicum Feb 24 – Mar 13

Thus 10 classes: Jan 8, 15, 22, 29, Feb 5, 12, Mar 18, 25, Apr 1, 8

**Class Location:** UNBC Campus and (tentatively) Harwin Elementary School

**Class Room:** T&L Building 10-4072

**Office:** T&L Building 10-4038

**Office Hours:** by appointment, Wed/Thu works best

**Email:** thielmann@unbc.ca

**Office Phone:** 250-960-5789 but 250-596-8234 works better for messages

**COURSE DESCRIPTION**

**Calendar Description:**

The theory and practice of social studies education in the early years, including objectives, teaching and assessment approaches, curricular models, and resources/materials. Students will examine the nature and purpose of social studies, and will become familiarized with the BC social studies curriculum for the early years, as well as with accessing, selecting, and developing curricular materials. The course will emphasize strategies for thematic instruction, and integration of social studies themes across the curriculum.

**The BC Teacher Standards captured in this course/seminar:**

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 classroom management, 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.

**GENERAL COURSE INFORMATION AND EXPECTATIONS**

**Communication**

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

**UNBC Accessibility Statement**

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

**Contacts that are available to all students:**

**UNBC Wellness Centre** (Room 5-196)

Phone Number: 250 960 6369 Hours: 9am-4pm, Monday-Friday

Offers counseling for all students as well as access to First Nations Counseling Services; offers health and general services that support the academic success and personal well-being of students

**Peer Support Network** (Room 7-102)

Phone: (250) 960-5596    Email: peercounsellor@unbc.ca

Peer Counsellors are fellow students who provide confidential and respectful supportive services. Peer Counsellors are available to support you and help connect you to other resources and/or people if needed.

**Crisis Centre for Northern BC (available 24 hours a day)**

Phone Number: 250-563-1214   Toll-free: 1-888-562-1214

Provides confidential services for anyone that is feeling overwhelmed, depressed, confused, suicidal or just needs someone to listen.

**Attendance**

The B.Ed. program is an intense and demanding program of professional preparation in which teacher candidates are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Adapting to the rigors of this professional program can be daunting for many students. However, the study of pedagogy is essentially a full-timetask and requires full-time students to devote themselves primarily to their studies during their time in the program.

**Excused Absences:** If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed, and need to communicate the reason for your absence to the instructors.

**Unexcused Absences:**  If your absence is due to other reasons, it is an unexcused absence. You are responsible for the work you missed, and for any make-up work deemed necessary. Ongoing irregular attendance and multiple unexcused absences may result in referral to the Chair and a change in registration status to conditional. Chronic absenteeism for any reason may provide grounds for withdrawal from the program.

**Copyright**

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

**Late Assignments**

Normally, the only acceptable reasons for late or missed assignments are illness (for which a doctor’s note may be required) or extreme compassionate circumstances. Unexcused late assignments will be dealt with individually according to the discretion of the instructors.

**Deferred Grades**

Students may apply for a deferred examination or deferred status to complete required term work if medical or compassionate reasons prevent attendance at an examination or completion of assignments. Written application for a deferment, along with supporting documentation should be received in my office without exception before the due date.

**English Language Proficiency**

All teacher candidates must demonstrate the ability to write clearly and correctly. Written work demonstrating a lack of proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instruction, returned to the teacher candidate for revision to a literate level.

**Plagiarism**

*Plagiarism* means presenting someone else’s words or ideas as one’s own; it is considered to be a serious offence. The concept applies to all assignments, including lesson and unit plans downloaded from the Internet, laboratory reports, diagrams, and computer projects. Downloading ideas and plans from Pinterest is included in this category. If students borrow or rephrase another author’s thinking, they must acknowledge and cite the reference. Students are obliged to familiarize themselves with university policies and penalties regarding plagiarism. These guidelines will be enforced without exception.

**Use of Electronics**

As a courtesy to members of the class, please put your cell phone on ‘vibrate’ or turn it off before entering the classroom. If you encounter a situation that warrants your immediate availability, please be discreet. Laptops and other electronic devices may be used in a professional manner to facilitate your learning in the course, but be aware of how technology has the potential to make us less present and connected. Out of courtesy to colleagues and the instructors please engage in personal networking and non-course communication outside class time – before or after class, or at the break. Any course-based “digital time” should be focused on school activities (e.g. presentations, lesson planning etc.) but should not be used for completing work from other spheres. Students must follow UNBC’s guidelines for appropriate use of networks.

**The Learning Environment**

Some of the rules noted above are necessary items at a university. Other expectations can be found in your School of Education Handbook and the UNBC Calendar. For other dimensions affecting the learning environment in EDUC 460, we can co-develop expectations, ideally with values such as these in place:

* mutual respect -- treat fellow students, instructors, and the learning space with dignity, safety, and calmness; be open to building a learning community and practicing interdependence
* self-reliance -- take responsibility for your actions, attendance, work habits, expected work & progress
* curiosity -- ask thoughtful and provocative questions of your self, instructor, and classmates, and ask for help when you need it
* interdependence -- accept that there are diverse ways to solve problems and approach issues that may look different depending on the abilities of individuals; be open to examining your class contributions through a lens of privilege and lived experience, and practice active listening skills as we include and involve each other
* balance -- there is a season (and time in class) for everything: instructor, student, together, alone, plugged in, unplugged, sitting, standing, walking, and so on

In exchange, your 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.

**SPECIFIC COURSE INFORMATION AND EXPECTATIONS**

**Schedule**

Although your instructor has mapped out a logical path through our course topics, the exact schedule for matching up topics and assignments with class times will be co-developed and adapted as the course continues -- we will build the road as we travel. This is necessary in order to provide the most relevant course material possible and respond to the learning needs of the class. This also reflects the opportunity to integrate some of our learning with the concurrent coursework in EDUC 341 (Inquiry) and 357 (Language Arts) and the opportunity to embed our course within classroom contexts at Harwin Elementary School.

Students will be responsible for developing a personal interest topic (project) in Social Studies and it is expected that evidence for this learning will be available on an ongoing basis.

**Course Objectives/Inquiry:**

*In what ways do I demonstrate personal, intellectual and social competencies as a teacher? How am I exploring my own mindset and developing a reflective, process-oriented understanding of the Social Studies curriculum? Are my students acquiring and understanding knowledge, content, skills and strategies?*

Teacher candidates will:

* plan teaching and learning experiences that reflect effective, meaningful, and/or current practices (using the UNBC lesson plan)
* be familiar with the appropriate Social Studies content in the BC curriculum
* be familiar with curricular competencies, research and inquiry strategies, and other approaches to engage students in learning
* be familiar with instructional resources commonly used with Social Studies (and other curricular areas) and assess their appropriateness for program outcomes and students needs and interests
* be able to find and create creative approaches to classroom learning experiences
* be familiar with some technology and web sites that will enhance learning
* develop and apply authentic assessment strategies that will inform the next steps in learning for both the students and the teacher
* develop ways to interact critically and thoughtfully while integrating BC’s Social Studies curriculum with other subjects

**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.) (2013). *The Anthology of Social Studies: Issues & Strategies for Elementary Teachers*. Vancouver: Pacific Educational

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

* Candy Beal & Cheryl Mason Bolick (2013). *Teaching Social Studies in Middle and Secondary Schools* (6th ed.). Toronto: Pearson
* Jennifer Katz (2012). *Teaching to Diversity: The Three-Block Model of Universal Design for Learning*. Winnipeg: Portage & Main Press
* 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.
* Ron Ritchart et al (2011). *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence*. San Francisco: Jossey-Bass

**Assessment and Evaluation of Course Content:**

Ongoing response to course content, discussions, readings, growth as an educator (progress towards the relevant BC Teaching Standards), knowledge/capacity of/with curricular competencies and content 🡪 40%

Project Development/Lesson Plans that show progress towards the relevant BC Teaching Standards within the context of Social Studies, and an attempt to integrate Fine Arts, Literacy, and other aspects of curriculum 🡪 40%

Sharing of Learning (co-developed) 🡪 10%

Participation/Contribution towards class success 🡪 10%

**Scale[[1]](#footnote-1)**



**Example of Standards by which work in EDUC 366 can be assessed or self-assessed:**

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| --- | --- | --- | --- | --- |
| Ongoing reflections/Inquiry | -project is not developing as learning deepens, assessment is not being used to inform learning; unable to discuss ways in which students learning are informing your learning  -minimal preparation  -poor effort in selection of resources | -some adaptations of plans, minimal reflective practice  -students’ needs are not being wholly considered  -some effort to ensure students’ have access to appropriate resources  -little evidence of professional resources | -feedback from students is informing instructional choices; students  are contributing to your learning  -effort to use teaching resources as well as student resources (professional resources have been used to plan activities) | -fully developed Social Studies inquiry/learning focused mini project. -examples of students’ work demonstrate learning; as well you will have further evidence of teacher/student learning.  -reflections discuss your own learning journey, the students’ learning and their impact on your thinking  -resources are carefully selected |
| Understandings of students | -cursory knowledge | -some details that help you create a relationship | -you are beginning to develop a good relationship with your group, gathering personal information and using what you know to inform next steps. | -a good understanding of interests and what drives curiosity and passion for learning. You use the students’ interests to develop the next learning experiences. You communicate successes and challenges to the classroom teacher promptly. |
| Social Studies  Curriculum  Knowledge | -embedding minimal understandings  -cannot show connection to SS | -some understandings of the SS learning outcomes  -activities do not relate to big ideas or students cannot connect | -good understanding of the SS learning outcomes  -activities encourage connecting to big ideas | -demonstrates a solid understanding of the SS curriculum  -meaningful activities  -ensures students are developing the big ideas |
| Inquiry | -confused between the difference between inquiry based learning and project based learning | -able to develop teacher led /structured inquiry with no student input | -able to develop controlled and guided inquiry | -connects teacher inquiry (personal interest, developing teacher understanding) to student inquiry. Developed a robust personal inquiry alongside student inquiry |
| Planning and use of lesson plan | -minimal effort | -on your way to using the pieces of curriculum effectively | -good effort to demonstrate understanding | -lesson plans will demonstrate detailed  understanding of revised curriculum |
| Small group presentation of learning. | -poor participatio | -minimal effort to learn from peers  -this is not a pass | -some details learned from peers | Shared learning, able to reflect with details on learning from peers |
| Professional presence within the school building | *This section is not filled in – there is no option but to demonstrate the highest possible level of professionalism whenever you are in a school building.* | | Appropriate dress, well planned and executed lessons with students, on time attendance and timely interactions with classroom teachers | |

1. source: <https://www.unbc.ca/sites/default/files/sections/calendar/2019-2020undergraduateacademiccalendar2.pdf> [↑](#footnote-ref-1)