



Understanding the K-12 Curriculum – EAP 111

Child, Youth and Family Studies Program

Course Outline

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| COURSE IMPLEMENTATION DATE: | April 2007 |
| OUTLINE EFFECTIVE DATE: | September 2023 |
| COURSE OUTLINE REVIEW DATE: | April 2028 |

GENERAL COURSE DESCRIPTION:

This course provides Education Assistant students with the knowledge and understanding of BC's K-12 Curriculum, focusing on the core competencies, the big ideas, and the First Peoples Principles of Learning. Students will learn how literacy and numeracy skills are acquired, as well as a variety of strategies to support student learning. In addition to supporting literacy and numeracy in the classroom, students will also learn how to best support ALL K-12 students in a variety of settings and subjects, including outdoor learning and elective areas.

Program Information: This course is required for the Education Assistant certificate.

Delivery: This course is delivered online.

COTR Credits: 4

Hours for this course: 60 hours

Typical Structure of Instructional Hours:

| Instructional Activity | Duration |
|------------------------------------|----------|
| Lecture Hours | 60 |
| Seminars / Tutorials | |
| Laboratory / Studio Hours | |
| Practicum / Field Experience Hours | |
| Other Contact Hours | |
| Total | 60 |

Practicum Hours (if applicable):

| Type of Practicum | Duration |
|------------------------|----------|
| On-the-job Experience | |
| Formal Work Experience | |
| Other | |
| Total | |

Course Outline Author or Contact:

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Signature

APPROVAL SIGNATURES:

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Department Head Signature

Dean Signature

EDCO

Valid from: September 2023 – April 2028

Education Council Approval Date

COURSE PREREQUISITES AND TRANSFER CREDIT:

Prerequisites: Minimum 65% in English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency Information on the College Website)

Corequisites: None

Flexible Assessment (FA):

Credit can be awarded for this course through FA

☒ Yes☐ No

Learners may request formal recognition for flexible assessment at the College of the Rockies through one or more of the following processes: External Evaluation, Worksite Assessment, Demonstration, Standardized Test, Self-assessment, Interview, Products/Portfolio, or Challenge Exam. Contact an Education Advisor for more information.

Transfer Credit: For transfer information within British Columbia, Alberta, and other institutions, please visit <http://www.cotr.bc.ca/Transfer>.

Students should also contact an academic advisor at the institution where they want transfer credit.

Prior Course Number: N/A

Textbooks and Required Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Haig, J. & MacMillan, V. (2020). *Cites and sources: An APA documentation guide* (6th ed.). Nelson Education Ltd.

Harber, M. and Rao, A. (2019). *The role of an education assistant: Supporting inclusion*. Canadian Scholars.

Small, Marian. (2021). *Making math meaningful to Canadian students, K-8* (4th ed.). Nelson Education Ltd.

Wik, Heather, MET and Eckersley, Barbara, Med. (2021). *Observing and documenting: For education assistants and aboriginal education support workers*. Cranbrook, BC: College of the Rockies.

A wide range of online documents are also used in this course (ie: BC Provincial Curriculum, Ministry of Education reports and policies).

Please see the instructor's syllabus or check COTR's online text calculator <https://textbook.cotr.bc.ca/> for a complete list of the currently required textbooks.

LEARNING OUTCOMES:

Upon the successful completion of this course, students will be able to

- describe how the brain develops to learn literacy, numeracy, and social-emotional skills from ages 5 to 18 years old;
- explain neurotypical and neurodivergent development in the areas of literacy, numeracy, and social-emotional skills at the primary, intermediate, middle, and high school levels, including commonly diagnosed learning disabilities in these areas;
- recommend and defend specific considerations and strategies for English Language Learners in their development of literacy, numeracy, and social-emotional skills at the primary, intermediate, middle, and high school levels;
- identify the K-12 BC Ministry of Education Curriculum mandated learning outcomes for English Language Arts, Math, and the Core Competencies at the primary, intermediate, middle, and high school grade levels;
- recommend and rationalize a variety of strategies to address K-12 student learning needs in literacy, numeracy, and social-emotional development;
- select and defend a variety of strategies to support learners in a variety of school environments such as the outdoors, the gym, the music/band room, computer lab, learning commons, school shops (i.e. metalwork, woodwork, automotive, etc.), with whole class support, small group support, and one-on-one support;
- apply the First Peoples Principles of Learning to a variety of school-based scenarios when supporting students with literacy, numeracy, and social-emotional learning at the primary, intermediate, middle, and high school levels; and

- incorporate the “Foundational Concepts” of the EA program into all areas of learning throughout the course. Foundational concepts include relational practice, shifting from judgment to curiosity, Maslow’s Hierarchy of Needs, strength-base perspective, people first language, behaviour is communication, truth and reconciliation, awareness of self, self-care, respect for diverse heritage, lifestyle, families, and value systems, acknowledging privilege and bias, professionalism, inclusion, and finally the conviction that all students can learn.

COURSE TOPICS:

- Introduction to BC Curriculum
- Primary (K-3) Overview of Development (Cognitive, Social, Emotional, Physical)
- Primary (K-3) Literacy
- Primary (K-3) Numeracy
- Intermediate (4-6) Overview of Development (Cognitive, Social, Emotional, Physical)
- Intermediate (4-6) Literacy
- Intermediate (4-6) Numeracy
- Middle School (7-9) Overview of Development (Cognitive, Social, Emotional, Physical)
- Middle School (7-9) Literacy
- Middle School (7-9) Numeracy
- High School (10-12) Overview of Development (Cognitive, Social, Emotional, Physical)
- High School Literacy and Other Academic Subjects
- Middle and High School (7-12) Electives, Physical and Health Education, Career Education

See instructor’s syllabus for the detailed outline of weekly readings, activities, and assignments.

EVALUATION AND ASSESSMENT:

| Assignments | % Of Total Grade |
|-----------------------------|------------------|
| Weekly Activities | 60% |
| Case Studies (4 @ 10% each) | <u>40%</u> |
| Total | 100% |

Please see the instructor’s syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments and use of electronic aids.

EXAM POLICY:

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of “0” for the exam.

COURSE GRADE:

Course grades are assigned as follows:

| Grade | A+ | A | A- | B+ | B | B- | C+ | C | F |
|-------------------|------|-------|-------|-------|-------|-------|-------|-------|------|
| Mark (Percent) | ≥ 90 | 89-85 | 84-80 | 79-76 | 75-72 | 71-68 | 67-64 | 63-60 | < 60 |

ACADEMIC POLICIES:

Late Policy: Assignments received up to one week past their due date will receive a penalty of 10%. Assignments received after the first week late will not be marked and the student will receive a zero for that assignment. Weekly discussion forums must be completed in the designated week and late postings will not be marked. Note that no assignments will be accepted after the last day of the semester.

See www.cotr.bc.ca/policies for general college policies related to course activities, including grade appeals, cheating, and plagiarism.

COURSE CHANGES:

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment and marketing needs. The instructor endeavours to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.