



EAP-111 – Understanding the K-12 Curriculum

Health and Human Services

Effective Term & Year: Fall 2023

Course Outline Review Date: 2028-04-01

Program Area: Child Youth and Family Studies

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 Methods: Online

Credit Type: College of the Rockies Credits

Credits: 4

Instructional Activity and Hours:

Activity	Hours
Classroom, Directed Studies or Online Instruction	60
Seminar/Tutorials	
Laboratory/Studio	
Practicum/Field Experience	

Co-op/Work Experience	
Other	
Total	60

Course Requisites:

- Earned a minimum grade of C+ (65%) in at least 1 of the following:
 - [ENST 12](#) – English Studies 12
 - [ENFP 12](#) – English First Peoples 12
 - [ENGL090](#) – English – Provincial Level

Flexible Assessment: Yes

In some cases students may be able to apply for recognition of prior learning outside the classroom. This flexible assessment process provides equivalent course credit. It is a rigorous process that may include external evaluation, worksite assessment, demonstration, standardized test, self-assessment, interview, products/portfolio, and challenge exam, or other measures as appropriate. Tuition fees apply. Contact an education advisor for more information.

Course Transfer Credit:

For information about receiving transfer credit for courses taken at either British Columbia or Alberta institutions, please see <https://www.bctransferguide.ca/> or <https://transferalberta.alberta.ca> . For more transfer credit information, please visit <https://www.cotr.bc.ca/Transfer>

All requests for course transfer credit from institutions in British Columbia or elsewhere should go to the College of the Rockies Enrolment Services office.

Textbook 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 (7-9) Overview of Development (Cognitive, Social, Emotional, Physical)
- Middle (7-9) Literacy
- Middle (7-9) Numeracy
- High School (10-12) Overview of Development (Cognitive, Social, Emotional, Physical)
- High School Literacy and Other Academic Subjects
- Middle and High (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 Assessments

Assessment Type: Online

Assessment Type	% of Total Grade
Weekly Activities (Discussions, reading summaries and personal reflections completed about weekly topics) Weekly activities are worth approximately 4% per week)	60%
Case Studies (4 @ 10% each)	40%
Total	100%

Grade Scheme

A+	A	A-	B+	B	B-	C+	C	C-	D	F
>=90	89-85	84-80	79-76	75-72	71-68	67-64	63-60			<60

Pass requirements: None

Exam Attendance:

Students must attend all scheduled exams at the appointed time and place. Instructors may approve an alternate exam to accommodate an illness or personal crisis. Department heads will consider other written requests. Any student who misses a scheduled exam without prior approval will receive a “0” on the exam.

Academic Policies:

College of the Rockies policies related to courses can be found at <https://cotr.bc.ca/about-us/college-policies/> and include the following:

- Policy 2.4.3 Students with Documented Disabilities
 - Policy 2.4.4 Student Conduct (plagiarism, other cheating, behavioral misconduct)
 - Policy 2.5.8 Academic Performance
 - Policy 2.5.3 Grade Appeal
 - Policy 2.4.9 Student Concerns Re Faculty
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Course Changes:

The College of the Rockies updates course outlines regularly to meet changing educational, employment and marketing needs. The instructor will notify students in writing of any updates to this outline during the semester. The instructor reserves the right to revise, add or delete material while meeting the learning outcomes of this course outline.