

	<b>School of Health, Education and Human Services</b>
	CROSS-CULTURAL TEACHING STRATEGIES ECCU 300
	<b>Term: Winter 2025</b> <b>Number of Credits: 3</b>
<b>Course Outline</b>	

INSTRUCTOR: Norma Shorty, PhD

CLASSROOM:

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TIME: 9:00 AM – 11:55 AM

DATES: Tuesdays, January 7 – April 8, 2025

### **COURSE DESCRIPTION**

This course consists of developing and adapting curriculum and instructional methods to reflect the culture and educational aspirations of Yukon First Nations peoples. It aims to provide future teachers with respectful appreciation for this content, curriculum development skills for cultural inclusion, and an understanding of the influence of a teacher’s own culture in teaching. Course content is addressed through guest speakers, student presentations, readings, activities, and class discussions.

### **COURSE REQUIREMENTS**

The course prerequisite is ECCU 200: Introduction to Cross-Cultural Education. In that class, students learn the role of the teacher in the cross-cultural environment, how to integrate local Indigenous teaching resources and content into the everyday classroom, and how to develop observational and communication skills to enhance cross-cultural communication.

### **EQUIVALENCY OR TRANSFERABILITY**

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

### **LEARNING OUTCOMES**

In this course, the student concentrates on the classroom skills of instruction, management, assessment, and language. The role of the teacher as a curriculum developer is introduced and expanded upon.

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

1. demonstrate their understanding and increase their awareness of the goals of cross-cultural education

2. demonstrate knowledge and ability to identify the major areas of teacher responsibility in cross-cultural education
3. explore the role of human relations in cross-cultural classrooms and practice basic human relations skills appropriate in cross-cultural classrooms
4. examine the relationship of learning style, teaching style, and culture
5. practice designing learning experiences that accommodate different learning styles
6. compare the similarities and differences of first and second language acquisition and the structure of English and Cree [place-based Indigenous] languages
7. develop an awareness of various instructional approaches to English as a Second Language and English as a Second Dialect instruction
8. discuss strategies to overcome testing and assessment difficulties in cross-cultural classrooms
9. demonstrate their sensitivity to cultural diversity through their ability to design classroom materials based on cross-cultural considerations
10. demonstrate their understanding of curriculum adaption through the development of a unit plan
11. develop a greater understanding of political barriers to change in minority education
12. discuss and explore realistic and coping strategies in cross-cultural education

## **COURSE FORMAT**

### **A weekly breakdown of instructional hours**

Students will take an active role in exploring a variety of cross-cultural education topics. Most of the material covered will be based on discussions and presentations. Whenever possible, a practical problem-solving approach will be taken to the topics. Students will have several opportunities to present information/topics to the class, including but not limited to major topics related to Yukon First Nations education, curriculum, and Yukon First Nation stories and teaching practices. Some classroom time will be provided for unit planning. To comfortably get through this class including the development of your unit you should be doing at least one and a half hours of ECCU work and/or assigned readings per day, excluding Sat and Sun.

## **EVALUATION**

Unit Plan	40%	Due-11 March 2025
Unit Plan Presentation	20%	Due 18 March - 8 April
Peer Teaching	20%	Starts 14 Jan (x2 Ch) to 11 Feb (x2 Ch)
Participation	20%	Class related

## Unit Plan 40%

The student's goal is to produce a unit consisting of no less than SEVEN local and place-based lesson plan frameworks. Four of your ideas are frameworks and THREE are full lesson plans. All seven plans must include place-based evaluations and assessments that are related to what you are teaching in your lesson.

The overall goal of this assignment is to allow you to explore curriculum content and culturally relevant education based on First Nation learning and teaching strategies.

You are expected to incorporate elements of Yukon First Nation stories in this assignment. You must choose one local story to support your subject choice and your story **must** originate from a Yukon First Nation community and/or the McClellan story series listed in this syllabus.

Students may use cultural education resources as found on the Internet, in the library, in Museums, in First Nation offices, in archives, with Elders and knowledge bearers. You are expected to cite your work.

Each student will develop a Yukon First Nation cultural unit that is appropriate for use in public schools. Include in your unit the importance of First Nations' heritage and language and explain the deeper cultural significance of the activities. You will also discuss how your unit will be integrated into the curriculum. Opportunities will be provided for you to share your progress with this project as well as seek ideas and assistance from your classmates.

After spring break (25 Feb, 2025), you will present your unit plan to our class, and you are expected to include any suggested and agreed-upon revisions at the hand-in date (11 March, 2025). You are expected to develop a unique cultural unit with seven lesson plans with three being fully developed lesson plans with rationale, learning outcomes, assessments...

The purpose of your assignment is to plan a unit that is appropriate for you to deliver in your pre-internship placement and is subject to the general professional development process expectations set out in the Pre-Internship Manual and the BC Curriculum. It is expected that the unit will meet all aspects of good lesson/unit planning for First Nation learning and teaching and will contain the following elements:

- Consists of seven lessons; three of which must be complete; the remaining four are lesson plan outlines including the conclusion.
  - Take three lessons and include all relevant support materials such as copies of stories, materials required for activities (especially those that are not standard school material such as cultural laws and protocols), blackline masters, letters to

parents, and permission slips...you are welcome to supply relevant support materials and so on for the remaining four lessons.

- Contains well-researched content that reflects authentic views of Yukon First Nations with strong traditional values that continue in the present and future. Where possible involve Yukon First Nation content, Elders, and Resource people in your research and teaching.
- Meets the BC curriculum and cultural guidelines for the grade level you teach. Please identify how you will accomplish this in your overview of the unit as well as in your lessons.
- Design lessons around a balance of knowledge, skills, and attitudes.
- Includes an overview of your assessment philosophy and identifies your assessment processes (show the breakdown of this on your 3 individual lesson plans). **Be sure to develop an assessment plan for your First Nation activities.**
- Pay attention to planning a strong opening and closing lesson for your unit
- Prepare a two-page overview for your unit in which you address
  - A statement of purpose
  - Connections to Learning Outcomes (cite your sources) and First Nation Learning Outcomes (<http://www.yesnet.yk.ca/firstnations/index.html>, and others).
  - How your unit reflects Yukon First Nation content and values, diverse learners, some general statements on the knowledge, skills, and attitudes that your unit addresses
- Include suggestions on how the unit could be further developed or other possible connections to areas of study

Unit Plan Due 11 March 2025

### **UNIT PLAN PRESENTATION 20%**

Students will present their units starting on March 15. The presentation must be delivered within 25 minutes. The presentation must include time for discussion and/or question/answer time.

Starts 18 March 2025

### **PEER TEACHING**

#### **Chapter Presentations 20%**

Students are responsible for peer teaching through chapter presentations of Joanne Archibald's text of Indigenous Storywork. Starts 14 January x 2 chapters, 21 January, 28 January, 4 Feb, 11 Feb x 2 chapters

### **PARTICIPATION 20%**

Students will be expected to attend and participate in all classes. The nature of this course is to provide students with opportunities to develop, examine, and share their teaching strategies and cultural backgrounds with the class. As a learner, you are expected to draw upon Yukon First Nations culture in the preparation of the unit plan. It is on this basis that participation marks are assigned.

### **COURSE WITHDRAWAL INFORMATION**

Refer to the YukonU website for important dates.

### **TEXTBOOKS AND LEARNING MATERIALS**

Archibald, J. (2008). *Indigenous storywork: Educating the heart, mind, body, and spirit*. Vancouver, BC: UBC Press.

### **SUGGESTED STORY GUIDES FOR UNIT DEVELOPMENT**

Government of Yukon, Yukon Cultural Services Branch. (2010). *My Old People's Stories: A Legacy for Yukon First Nations, Part 1 Southern Tutchone Narrators, Part 2 Tagish Narrators and Part 3 Inland Tlingit Narrators* (McClellan, C.). Retrieved from [http://www.tc.gov.yk.ca/publications\\_listing.html](http://www.tc.gov.yk.ca/publications_listing.html)

### **ACADEMIC INTEGRITY**

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

### **ACCESSIBILITY AND ACADEMIC ACCOMMODATION**

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: [access@yukonu.ca](mailto:access@yukonu.ca).

## TOPIC OUTLINE

1. Awareness and goals of cultural education
  - a. Role of the Yukon Government in the delivery of FN education
  - b. The history of education for Yukon First Nations
2. Teacher responsibilities in cross-cultural education
  - a. Part 5 of the Yukon Education Act
  - b. BC Curriculum, Pre-ambule of the Yukon Education Act, Truth, and Reconciliation,
3. Basic Human Relations Skills in the Cross-Cultural Classroom
  - a. Cultural Inclusion Standards from Alaska, 2016
  - b. Cultural Inclusion Standards from Yukon
4. Learning Style, Teaching Style, and Culture
  - a. Indigenous land-based programs
5. Design Learning Experiences
  - a. Explore First Nation Learning Experiences
  - b. Design First Nation Learning Experiences
6. First and Second Language Acquisition
  - a. The role of the community
  - b. The role of the school and teacher
7. Strategies for Assessment
  - a. Cross-Cultural Assessment Strategies
8. Design cross-cultural materials
  - a. Cultural appropriation
  - b. Cultural protocols
9. Develop a Unit Plan
  - a. Demonstrate Curriculum Adaption
10. Minority Education
  - a. Part 5 of the Yukon Education Act
  - b. FN School Boards MOU with YG re Public Education
11. Strategies for ongoing cross-cultural education
  - a. Sharing your ideas and unit plan with your classmates
  - b. Sharing your challenges and strengths with your peers