

LIBE 463: ASSIGNMENT 1

COMMUNITY ANALYSIS AND REPORT

Saliha Patel – 30443113

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1. Introduction

David Oppenheimer Elementary is a grade K to 7 school with a culturally diverse school population and an increasing number of new immigrant students from around the world. As a current classroom teacher, my personal and professional areas of interest include social justice issues and multimodal learning for English Language Learners. I encourage my students to open their minds to the diversity around them, celebrate our differences, and explore the perspectives of groups in our own community and around the world. I also emphasize perspective taking of marginalized or minority groups. I chose to focus on this particular subject area following my experiences with finding resources that correlated with the new Grade 4 Social Studies curriculum. I found that there was some selection of indigenous resources, but a limited selection of Indigenous (and other cultures) perspectives for Vancouver historical events.

2. Curriculum Focus

BC Core Competencies

The Core Competencies are listed below. Visit the BC Ministry of Education for a detailed explanation of each [Core Competency](#).

For this unit, the Core Competencies in focus will be:

- Communicating
- Critical and Reflective Thinking
- Social Awareness and Responsibility



The main curricular focus of this analysis will be the Grade 4 Social Studies curriculum.

Click here to view details and elaborations of each. (<https://curriculum.gov.bc.ca/curriculum/social-studies/4/core>)

Area of Learning: SOCIAL STUDIES — First Peoples and European Contact		Grade 4
BIG IDEAS		
The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.	Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada's identity.	Demographic changes in North America created shifts in economic and political power.
British Columbia formed a unique path to becoming a part of Canada.		
Learning Standards		
Curricular Competence	Content	
Students are expected to be able to do the following:	Students are expected to know the following:	
<ul style="list-style-type: none">• Use Social Studies inquiry processes and skills to ask questions, gather, interpret, and analyze ideas, and communicate findings and decisions.• Construct arguments defending the significance of individuals/groups, places, events, or developments (significance).• Ask questions, corroborate inferences, and draw conclusions about the context and origins of different sources (evidence).• Sequence objects, images, or events, and determine continuities and changes between different time periods or places (continuity and change).• Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence).• Construct narratives that capture the attitudes, values, and experiences commonly held by people at different times or places (perspective).• Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment).	<ul style="list-style-type: none">• early conflict, trade, co-operation, and conflict between First Peoples and European peoples.• the fur trade in pre-Confederation Canada and British Columbia.• demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities.• economic and political factors that influenced the colonization of British Columbia and its entry into Confederation.• the impact of colonization on First Peoples societies in British Columbia and Canada.• the history of the local community and of local First Peoples communities.• geographic features and natural resources of Canada.	

This unit will focus on the following Big Ideas:

1. Demographic changes in North America created shifts in economic and political power.
2. The pursuit of valuable natural resources has played a key in changing the land, people, and the communities of Canada.

Content: (what students are expected to know)

Students will focus on the ***history of the local (Vancouver) community and of local First Peoples communities***. The teacher would like the students to research various historical events in Vancouver, then present their significance from different cultural perspectives.

Curricular Competencies: (what students are expected to be able to do)

This unit will focus on the following curricular competencies:

1. Construct arguments defending the significance of individuals/groups, place, events, or developments (significance)
2. Construct narratives that capture the attitudes, values, and world views commonly held by people at different times or places (perspective)
3. Sequence objects, images, or events, and determine continuities and changes between different time periods (continuity and change)

The Social Studies Curricular Competencies are the same from Kindergarten to Grade 12. The premise is that each of the skills will be developed through the progression of grades. Therefore, it is important to connect the curricular competencies with the content.

Cross-Curricular Connections

Although this unit is focused on the Grade 4 Social Studies curriculum, we can also connect student learning with other subjects and units. The cross-curricular connections include

Grade 4 Language Arts – Big Ideas

1. Exploring stories and other texts helps us understand ourselves and make connections to others and to the world
2. Texts (oral, written, visual, and digital) can be understood from different perspectives.

Grade 4 Fine Arts – Big Ideas

1. Exploring works of art exposes us to diverse values, knowledge, and perspectives

Indigenous Connections

Much of the content will be related to the perspectives of Indigenous groups in Vancouver. The learning will reflect on the First Peoples Principles of Learning and other Indigenous resources.

3. Classes, School, and Community Information:

"By collecting and reflecting on information about the school library's user community, librarians are able to more precisely align library resources and services with changing teaching and learning needs." (Mardis, 2016, p. 27)

School Community

David Oppenheimer Elementary is a Grade K-7 school located on the unceded territories of the Musqueam, Squamish, and Tsleil-Waututh people. It is one of 39 elementary schools in the Vancouver School District and currently enrolls 398 students in 17 divisions. There are currently 19 enrolling teachers, one administrator (principal), 4 non-enrolling teachers (resource teachers, teacher-librarian), 7 student support workers (SSWs or EAs) and 7 other student support staff (counsellor, youth and family worker, SLP, engineers, office admins).

The school is located within the Victoria-Fraserview neighbourhood of Vancouver and serves a population that is very demographically, culturally and linguistically diverse. The David Oppenheimer school mission statement is: "We will provide a caring community that encourages each child to become a social responsible, life-long learner". (<https://www.vsb.bc.ca/schools/david-oppenheimer>)

Class Context

There are currently 41 grade 4 students at David Oppenheimer, divided into one straight grade 4 class, and one grade 3/4 split. This includes 2 Ministry designated students (G and R) and 18 ELL students. The grade 4 teacher has about 20 years of teaching experience, with the majority of her years spent teaching a Mandarin Immersion program. She prefers to use the library using a fixed schedule with one period per week of library time during which students can exchange books. The grade 3/4 teacher has 5 years of teaching experience and prefers to use the library using a fixed and flexible schedule. She has a 40-minute prep time in the library during which the students do book exchange and then a read-aloud and discussion with the Teacher Librarian. She also works collaboratively with the Teacher-Librarian to deliver lessons around research, note-taking, and other lessons as they pertain to her units.

The Social Studies and Science curriculums run on an A/B alternating system at our school, which means students are likely to also explore curriculums either a grade above or below their current grade. The current library schedule is a combination of fixed and flexible. Most classes in the school have a scheduled library book exchange time, but there are also periods available for teachers to book time.

Summary of David Oppenheimer School Data

Total number of students: 398

Primary Students: 215

Intermediate Students: 183

Number of Indigenous learners: 4

Number of students with Ministry designations of Special Needs: 29 (~7% of the school population)

Percentage of families who speak another language in addition to English: 45%

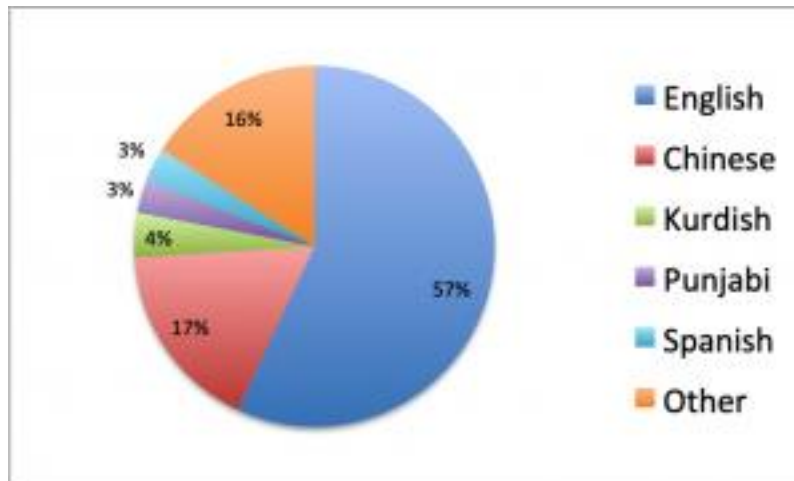


Chart: Percentage of home-language spoken by David Oppenheimer students

Socioeconomic context: There are currently 35 families using the local Food Bank and 20 families receiving Meals for Vulnerable Children, our school lunch program. During online learning, 28 iPads were given out to support families, which exemplifies the limited access to technology in students' homes.

School Plan: In 2020-2021 School Year Plan, the focus is Social Emotional Learning (self-regulation skills) and Indigenous Focused Learning.

(https://www.vsb.bc.ca/_layouts/vsbwww/arch/default/files/school-files/03939090.pdf)

Neighbourhood Data

Vancouver is a large, diverse city with a large school district and many diverse neighbourhoods.



<https://vancouver.ca/files/cov/social-indicators-profile-victoria-fraserview.pdf>[/caption]

Therefore, I am choosing to focus my community analysis on the specific neighbourhood of Victoria-Fraserview, which will provide a more accurate representation of the David Oppenheimer Elementary demographics and school population. The Victoria-Fraserview neighbourhood includes the area from 41st Avenue South to the Fraser River, and from Knight Street in the west to Earles, Vivian, and Elliott Streets in the east. It also extends south to a newly developed area called the Fraser District, which includes mostly town homes, apartments, and condos for new families or co-op housing.

Summary of Victoria-Fraserview Neighbourhood

Data source: City of Vancouver *Neighbourhood Social Indicators Profile (2020)*
<https://vancouver.ca/files/cov/social-indicators-profile-victoria-fraserview.pdf>

Environment

- The City of Vancouver, and the neighbourhood of Victoria-Fraserview are situated on the unceded homelands of the Musqueam, Squamish, and Tsleil-Watuth nations
- Relatively dense community
- Diverse distribution of household types and living arrangements

Population

- Total population: 12,977
- High rate of families, with Vancouver's second largest share of households with children + second largest average household size
- Aging population: share of seniors increasing, share of children decreasing

- Increasingly diverse population: Vancouver's highest share of immigrants/population identifying as a visible minority/residents using a non-English mother tongue or home language
- Vulnerabilities among children and youth
- A population that is least likely to have a formal university education (compared to other Vancouver neighbourhoods)
- Working population that is concentrated in sales and service industries and occupations, but also experiencing a higher unemployment rate than the city overall

Housing

- Housing costs are increasing slower than the city overall

Income

- Relatively lower-middle-income with less polarization than the city overall
- Second lowest share of households spending 20% or more of their income on shelter

4. Potential Partners and Community Resources

There are several community partners and resources which may be helpful in supporting the Grade 4 Social Studies curriculum, particularly for the topic of Vancouver history and perspectives.

1. [Musqueam Cultural Centre Gallery](#) - The Musqueam Cultural Centre Gallery, partnered with the Museum of Anthropology, is located about 20 minutes away from David Oppenheimer Elementary. It is a place where students can learn about Musqueam perspectives, history and culture from Musqueam people. They also provide Teaching Kits and Teacher Resources, as well as a comprehensive website including student-friendly and interactive pages around Language, Stories, Community Profiles, a Video Gallery, Animations, and a Timeline.
2. [Museum of Vancouver](#) - The Museum of Vancouver provides virtual field trips, on-site group visits, and online learning resources for grade K-12 that also align with the new Social Studies curriculum.
3. [Vancouver Public Library](#): The Vancouver Public Library has a student-friendly website where students can access a variety of online resources. There is also a local branch about 3 minutes away from David Oppenheimer.
4. [Nikkei National Museum and Cultural Centre](#) – This facility houses a Japanese Canadian cultural centre, and provides various weekly programs, cultural workshops, and kids camps. It would prove to be a valuable resource for contributing a unique perspective in learning about Vancouver's history.
5. **Other Cultural Centres around Vancouver** – There are various mosques, temples, and cultural centres around Vancouver that can serve as partners for learning about the perspective of different cultural groups in history events in Vancouver.
6. [FNESC](#) - First Nations Education Steering Committee represents and works on behalf of First Nations in BC. They support First Nations students and advance First Nations education in

BC. On the FNEC website, there are several resources such as lesson plans, programs, and various guides for incorporating Indigenous learning in the classroom.

Resources in the library:

Strong Series: Coast Salish (8 book series), Scholastic Trickster Tales (64 books, 8 books per region, including Raven Tales)

Picture book titles:

- Strong Stories: Coast Salish (8 book series)
- Miga, Quatchi and Sumi: the story of the Vancouver 2010 Mascots
- Chinatown: An illustrated history of the Chinese communities of Victoria Vancouver, Calgary and Winnipeg Strong Readers

5. Relevant Details to Support Analysis and Conclusion

According to Mardis (2016), it is important to consider the needs of a community and its location in order to accurately serve the school population. With the expansion of the River District area and the lower-than-average housing prices of the Victoria-Fraserview neighbourhood, the student enrollment at David Oppenheimer has increased over the last 5 years. According to the City of Vancouver *Neighbourhood Social Indicators Profile (2020)*, 49% of the population of Victoria-Fraserview neighbourhood usually uses a Non-English Language at home. Also, the average household income is \$68K and the poverty rate is currently 17%. Both of these statistics, as well as the other language and income data are important in this community analysis because they shape the needs and resources of the school community.

6. Conclusion

This community analysis provides valuable data regarding David Oppenheimer Elementary and the Victoria-Fraserview community. There is a significant focus on the diverse cultural backgrounds as well as the diverse and high needs of the ELL population. There is a need for additional resources that support and engage the diverse population. For example, additional community partnerships may engage families by connecting them to the school. In addition, culturally responsive practice is also necessary, such as library books multi-modal learning opportunities.

With an increasing ELL population also comes the benefit of increased perspectives. Cultivating meaningful relationships with the multicultural communities may bring additional resources for student learning, such as visits from cultural centres, museums, and guest speakers.

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