

5177Q Elementary Social Studies (PJ)

Instructors:

Robyn Michaud Turgeon
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 Office Hours: by appointment

Schedule:

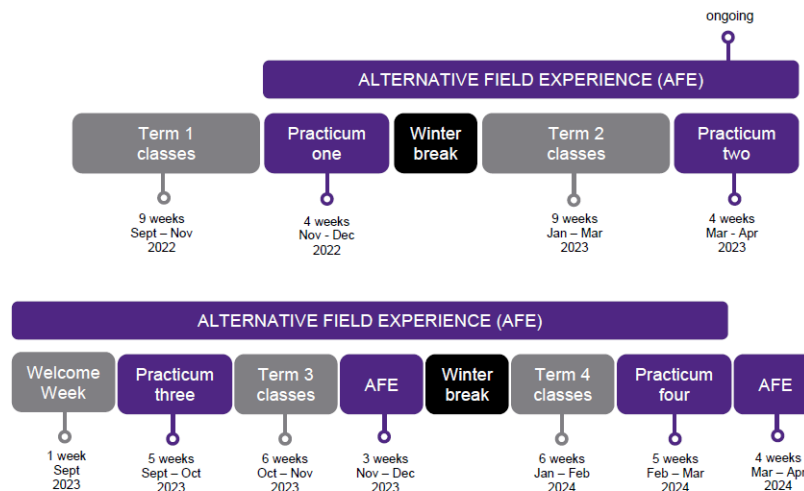
Section 001: Monday, 10:30am-12:30pm (Room 2054)
Section 002: Monday, 4:30-6:30pm (Room 2035)

Program Context:

This is a **Curriculum Course** taken by Teacher Candidates in **Primary/Junior** during **Year 1, Term 1** of the Bachelor of Education.

Bachelor of Education

Program Overview – Class of 2024



Course Description:

A critical approach to Social Studies education emphasizing social action and interactive, hands-on, constructivist learning. Skills, attitudes and understandings that support Social Studies education, and effective pedagogical methods for teaching in increasingly diverse classrooms, are modelled and examined. Environmental and sustainability education is also addressed. 2 hours per week, first or second term, .25 credit.

Social Studies may be defined as the social, historical, political, economic, cultural and environmental aspects of societies past, present and future. Social Studies is an integrated subject that incorporates the traditional subjects of history and geography, as well as anthropology, archaeology, economics, law, philosophy, political science, psychology, religion and sociology. Social Studies will enable students to learn about the world around them.

Course Credits:

0.25

Number of Weeks: 9**Week 1:**

Introduction to the course and key teaching components

Welcome and introductions

Overview of course outline and OWL

Overview of the Ontario Social Studies curriculum document

Learning goals and success criteria

Rebuilding our school communities

Learning Activities

Type	Name	Description
Reading	Week 1 Materials & Readings	Ontario. Ministry of Education. (2018). The Ontario curriculum: Social studies grades 1 to 6 history and geography grades 7 and 8. Toronto: Author. (Read pages 3-25)
		Ontario. Ministry of Education. (2010). Growing success: Assessment, evaluation, and reporting in Ontario schools. Toronto: Author.
		Maynes, N., & Straub, J. (2012). Social studies: Innovative approaches for teachers. Pearson Canada. (Read Chapters 1 & 2).

Formative Assessment	Weekly exit ticket	Brief weekly exit tickets by form submission through OWL should demonstrate that participants have read the required readings and are actively engaging with colleagues around the course content.
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Class Meeting	Lecture/Learning Activities	Participants will engage in a lecture on the week's topic as well as small-group/whole class activities to consolidate their learning.
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Week 2: Introduction to the Social Studies Curriculum

Curriculum overview- The importance of Social Studies

Taking a closer look at the Social Studies/History/Geography curriculum document

The role of inquiry-based learning in Social Studies

Learning Activities

Type	Name	Description
Formative Assessment	Weekly exit ticket	Brief weekly exit tickets by form submission through OWL should demonstrate that participants have read the required readings and are actively engaging with colleagues around the course content.
Reading	Week 2 Materials & Readings	Ontario. Ministry of Education. (2018). The Ontario curriculum: Social studies grades 1 to 6 history and geography grades 7 and 8. Toronto: Author. (Read pages 36-58). Ontario. Ministry of Education. (2013, May). Capacity building series K-12. Inquiry-based learning. Toronto: Author.
Class Meeting	Lecture/Learning Activities	Participants will engage in a lecture on the week's topic as well as small-group/whole class activities to consolidate their learning.

Week 3: Decolonizing our approach to Social Studies

What is meant by "decolonizing" our pedagogy?

What are Global Competencies and why are they important in Social Studies?

The importance of Indigenous perspectives in the study of history/geography.

Collaboration vs. consultation- respectful approaches to teaching through a decolonized lens

Learning Activities

Type	Name	Description
Reading		Ontario. Ministry of Education. (2018). The Ontario curriculum: Social studies grades 1 to 6 history and geography grades 7 and 8. Toronto: Author. (pages 9-10)
	Week 3 Materials & Readings	Ontario. Ministry of Education. (2013, November). Capacity building series K-12. Culturally responsive pedagogy: Towards equity and inclusivity in Ontario schools. Toronto: Author. Thames Valley District School Board. (2020). TVDSB FNMI. https://sites.google.com/gotvdsb.ca/tvdsb-fnmi/resources/personal-and-professional-learning?authuser=0
		Wakeham, P. (2022) Key terms: Reconciliation, Indigenization, Decolonization and Resurgence. https://indigenous.uwo.ca/docs/Indigenous-Initiatives-Key-Terms.pdf
Formative Assessment	Weekly exit ticket	Brief weekly exit tickets by form submission through OWL should demonstrate that participants have read the required readings and are actively engaging with colleagues around the course content.
Class Meeting	Lecture/Learning Activities	Participants will engage in a lecture on the week's topic as well as small-group/whole class activities to consolidate their learning.

Week 4:

Using Overall and Specific Expectations by grade

The Social Studies program- What do we teach and how?

Curriculum examination, concepts of thinking and inquiry process used in the SSHG document

Looking at the Time Allocation Guide

Learning Activities

Type	Name	Description
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Reading	Week 4 Materials & Readings	<p>Ontario. Ministry of Education. (2018). The Ontario curriculum: Social studies grades 1 to 6 history and geography grades 7 and 8. Toronto: Author. (Read pages 7-13, 21-24)</p> <p>Ontario. Ministry of Education. (2009, May). Capacity building series. Learning blocks for literacy and numeracy. Toronto: Author.</p> <p>Thames Valley District School Board. (2014, June). Elementary Time Allocation Guideline. London: Author.</p>
Formative Assessment	Weekly exit ticket	Brief weekly exit tickets by form submission through OWL should demonstrate that participants have read the required readings and are actively engaging with colleagues around the course content.
Class Meeting	Lecture/Learning Activities	Participants will engage in a lecture on the week's topic as well as small-group/whole class activities to consolidate their learning.

Assessment Activities

Type	Name	Description
Assignment	Due Week 4: Decolonizing pedagogy- Exploring Resources	For this assignment, participants will consolidate what they have learned from weeks 1 to 3 by locating and critically analyzing print or media resources that they can use to begin teaching the curriculum through a more decolonized lens. A template and assessment rubric with learning goals and success criteria will be posted in OWL..

Week 5:

Looking at both History and Geography using the UBD Model

A focus on the teaching of both History and Geography within the Social Studies program.

An introduction into the UBD model and how it manifests in 21st century classrooms

Learning Activities

Type	Name	Description
Reading	Week 5 Materials & Readings	<p>Ontario. Ministry of Education. (2018). The Ontario curriculum: Social studies grades 1 to 6 history and geography grades 7 and 8. Toronto: Author. (Reference and refer to pages 138- 210)</p> <p>Wiggins, Grant. (2013, February 28). Understanding by design. [Video]. https://youtu.be/4isSHf3SBuQ</p>

'Understanding By Design Framework. Introduction: What is UBD Framework' by Grant Wiggins & Jay McTighe available at: https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

Formative Assessment	Weekly exit ticket	Brief weekly exit tickets by form submission through OWL should demonstrate that participants have read the required readings and are actively engaging with colleagues around the course content.
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Week 6: Cross-curricular teaching

A glance into connecting various subjects into Social Studies learning

Understanding the importance of teaching in a cross-curricular manner

Learning Activities

Type	Name	Description
		Ontario. Ministry of Education. (2018). The Ontario curriculum: Social studies grades 1 to 6 history and geography grades 7 and 8. Toronto: Author. (Read pages 36-45) Cross Curricular Connections Template Handout
Reading	Week 6 Materials & Readings	'What Works? Research into Practice: Integrated Curriculum' Ontario Ministry of Education. http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/whatworks.html
Formative Assessment	Weekly exit ticket	Brief weekly exit tickets by form submission through OWL should demonstrate that participants have read the required readings and are actively engaging with colleagues around the course content.
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Week 7: Assessment and evaluation

Understanding assessment vs. evaluation in Social Studies.

Diving into the Growing Success document as it applies to the social sciences- Guidelines for implementation.

What does equitable assessment look like?

Learning Activities

Type	Name	Description
Reading	Week 7 Materials & Readings	Ontario. Ministry of Education. (2018). The Ontario curriculum: Social studies grades 1 to 6 history and geography grades 7 and 8. Toronto: Author. (Read pages 27-31) Ontario. Ministry of Education. (2010). Growing success: Assessment, evaluation, and reporting in Ontario schools. Toronto: Author. (Page 6, 31, 40-46)
Formative Assessment	Weekly exit ticket	Brief weekly exit tickets by form submission through OWL should demonstrate that participants have read the required readings and are actively engaging with colleagues around the course content.
Class Meeting	Lecture/Learning Activities	Participants will engage in a lecture on the week's topic as well as small-group/whole class activities to consolidate their learning.

Week 8: Lesson planning essentials

What makes an effective lesson plan?

Exemplars and templates for lesson planning

Participants will have an opportunity to get small-group peer feedback on their plans before submission in Week 9,

Learning Activities

Type	Name	Description
Reading	Week 8 Materials &	Ontario. Ministry of Education. (2018). The Ontario curriculum: Social studies

Readings grades 1 to 6 history and geography grades 7 and 8. Toronto: Author.

Ontario. Ministry of Education. (2010). Growing success: Assessment, evaluation, and reporting in Ontario schools. Toronto: Author.

Ontario. Ministry of Education. (2013). Learning for all: A guide to effective assessment and instruction for All students, Kindergarten to Grade 12. Toronto: Author.

Formative Assessment	Weekly exit ticket	Brief weekly exit tickets by form submission through OWL should demonstrate that participants have read the required readings and are actively engaging with colleagues around the course content.
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Week 9: Week 9 (Monday, November 8th)

Conclusion of course

Final Assignment Due

Review and Summary of our learning

Learning Activities

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Assessment Activities

Type	Name	Description
Assignment	Due Week 4: Decolonizing pedagogy-Exploring Resources	For this assignment, participants will consolidate what they have learned from weeks 1 to 3 by locating and critically analyzing

print or media resources that they can use to begin teaching the curriculum through a more decolonized lens. A template and assessment rubric with learning goals and success criteria will be posted in OWL..

This assignment will be composed of two parts and will be scaffolded throughout the course:

Assignment Due Week.9: Planning for teaching and learning in Social Studies

1- Unit Outline: Choose a grade and unit of your choice and use the template that will be posted in OWL to show your unit structure and plan for learning (timelines, topic flow connected to expectations, resources, assessment opportunities).
2- Sample lesson: Use a template of your choice that includes all of the required elements to detail ONE lesson from your unit.

Templates and an assessment rubric with learning goals and success criteria will be posted in OWL..

Course Outcomes

Understand Different Aspects of Social Studies:

Students will gain knowledge and understanding of social studies from many aspects of societies past, present, and future, including social, historical, political, economic, cultural, and environmental.

Understand the integration of Social Studies (combination of history, geography, anthropology, archaeology, economics, law, philosophy, political science, psychology, religion and sociology)

Investigate and Apply Knowledge of Social Studies Curriculum:

Students will explore the Ontario Social Studies Curriculum and apply knowledge to lesson plans and assessments.

Research Different Aspects of Local and Global Communities:

Students will learn how to teach students about the world around them, in many contexts (neighbourhood, town, province, country, and globally).

Prepare for upcoming course

Understand Different Models used in Social Studies Classroom

Teacher Candidates will be able to understand the importance of the Citizenship Education Framework and how it relates to the Social Studies curriculum expectations

Teacher Candidates will come to the realization that the Ontario Social Studies Curriculum can be implemented across all subjects, understanding the importance of an inter-disciplinary approach to education

How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: edu.uwo.ca/CSW/my-program/BEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or on-site) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

Ontario Curriculum & Supplementary Resources:



**Curriculum &
Resources**

dcp.edu.gov.on.ca/en

Campus Services & Resources:



**Health and
Wellness**
uwo.ca/health



Peer Support
westernusc.ca



Learning Skills
uwo.ca/sdc/learning



**Indigenous
Services**
Indigenous.uwo.ca



**Student Accessibility
Services**
sdc/uwo.ca/ssd



Writing Support
writing.uwo.ca



**Financial
Assistance**
registrar.uwo.ca



Not sure who to ask?
Contact the Teacher Education Office at
eduwo@uwo.ca