

Western Education

Transforming Education. Transforming Lives.

EDUC 5210 Curriculum & Pedagogy in Intermediate/Senior Family Studies

Instructor:

Michelyn Gallant (she/her)

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Office Hours: by appointment

Schedule:

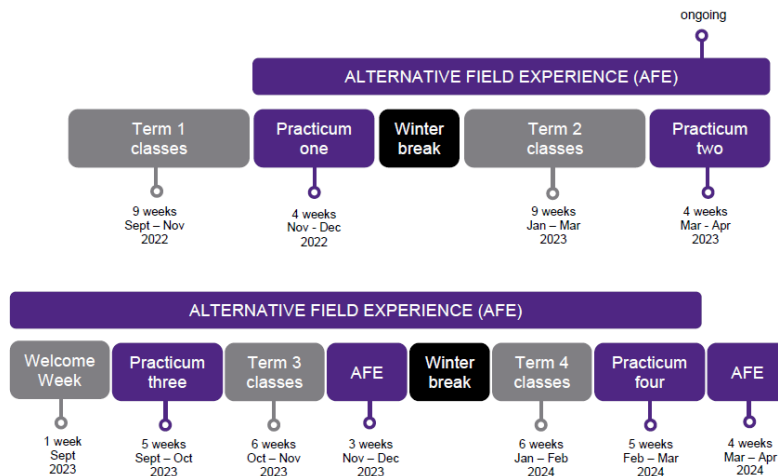
Monday 10:30am to 12:30pm, Wednesday 10:30am to 12:30pm
Room 2049

Program Context:

This is an **Intermediate/Senior Curriculum Course** taken by Teacher Candidates during **Year 1, Full Year** of the Bachelor of Education.

Bachelor of Education

Program Overview – Class of 2024



Intermediate/Senior Family Studies (EDUC 5210)

Course Description:

A focus on the theoretical premises of planning and implementing suitable curricula in the various areas of Family Studies, and on instructional strategies, learning activities, and curriculum development. Attention to resources, assessment and evaluation procedures, and current issues in Family Studies. Four hours per week, full year, 1.0 credit.

This course is designed for teacher candidates with the approved academic background in this area of study, who intend to teach Family Studies in the intermediate and senior grades. It is directed towards preparing teacher candidates for the practicum experience, becoming a beginning teacher, and assisting in acquiring the attitudes and skills that will encourage one to become a reflective teacher, continually striving to improve practice throughout their career. In addition, candidates should be supportive of the basic philosophical premise of the Family Studies (Home Economics) profession and should be willing to gain a comprehensive knowledge of all areas encompassed by the field (food and nutrition, human development and relationships, resource management, fashion, and housing) as these are reflected in the Ontario Social Sciences and Humanities curriculum.

The content of this course will be based on educational theory and research as well as experiences of the instructor, students, teachers, and other professionals in the field. A pragmatic-experiential approach will be used throughout the course so that candidates can adapt materials and activities to meet the needs, interests, and abilities of students in intermediate and secondary programs. In addition, a wide variety of instructional practices focusing on creating an inclusive classroom where inquiry, problem-based and experiential learnings, differentiated instruction, literacy and numeracy, sustainability including environmental and global considerations, Indigenous perspectives, and assessment and evaluation as outlined in Growing Success, will be emphasized as a means of capitalizing on the diverse situations, themes and topics found in Family Studies courses. These opportunities will clearly reflect the growing consideration for 21st Century Learning and employing 21st Century Competencies: Critical Thinking and Problem Solving, Innovation, Creativity, and Entrepreneurship, Learning to Learn, Collaboration, Communication and Global Citizenship.

Since this is primarily a methodology course, the focus will be on the principles of procedures and their application in planning and developing materials for classroom use. The course is designed to incorporate extensive teaching/learning strategies with Family Studies curriculum expectations. In addition, attention will be given to:

- relating methodological information to academic subject matter;
- taking responsibility for personal professional growth and development;
- articulating a personal philosophy of teaching Family Studies.

How each student communicates this will be unique and personal. Therefore, assignments will be judged on the merits of completeness, clarity, succinctness and uniqueness in addition to insight, creativity, and syntheses of the work covered in class. As well, evidence of outside reading and inquiry is considered an integral part of each assignment under study. Correct APA referencing will be expected in keeping with the Ontario Social Sciences and Humanities curriculum expectations (2013).

Course Credits: 1

Number of Weeks: 18

Week 1: Welcome, Course Introduction, Creating a Learning Community, Family Studies: Past and Present

- Creating a safe learning environment
- Review course outline/expectations
- What is Family Studies? What is Family Studies curriculum?
- Understanding the roots of Home Economics and Family Studies Education in Ontario, Canada and the World
- Include opportunities for students to analyze current curriculum materials in use from a gender-sensitive and historical perspective

Learning Activities

Type	Name	Description
Reading	Week 1 Materials & Readings	The Ontario Curriculum - Social Sciences and Humanities 2013: read/explore the front matter (p. 4 – 22). https://www.dcp.edu.gov.on.ca/en/curriculum/social-sciences-humanities/courses-list (a copy has also been added to our OWL site in the resource section in Forums)
		Pereira, Angela (2008). Home Economics for a New Generation. https://www.universityaffairs.ca/features/feature-article/home-economics-for-a-new-generation/#comment-2957
		Tong, J. (2015). The Authentic Teacher: Pedagogical Awareness vs Content Awareness. Proceedings of the Canadian Symposium XIII. https://www.ca-symposium.com/proceedings (download 2015 13th Canadian Symposium February 27-28, 2015 Winnipeg, Manitoba) (pages 158 – 163).
		Ontario Family Studies Home Economics Educators Association: https://ofsheea.education
		Ontario Home Economics Association: www.ohea.on.ca
Lecture	Week 1 Review Lessons	Lesson 1: A History of Family Studies Lesson 2: The Ontario Curriculum Lesson 3: Organizations that Support Family Studies Education

Week 2: Adolescent Development - Getting to know your students, the importance of relationships and creating a caring and safe classroom

- Gain an understanding of the application of theories of adolescent growth and development to support student learning within the family studies classroom
- Identify issues specific to the teaching Family Studies and examine how to create a classroom where students feel safe and comfortable.
- Build trauma awareness and understanding by attending to the interpersonal and structural violence that can impact healthy development and learning
- Provide emotionally, physically and culturally safe, competent and high-quality learning spaces and activities for students, teachers and important others
- Develop an understanding of how to support youth in-risk and mental health in the Family Studies context

Learning Activities

Type	Name	Description
Reading	Week 2 Materials & Readings	Stepping Stones: A Resource on Youth Development, Ministry of Children and Youth Services https://www.ontario.ca/document/stepping-stones/message-youth-development-committee
		Sarah-Jane Blakemore. The Mysterious Workings of the Adolescent Brain. https://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_brain?language=en
		OCT Know your Boundaries: https://www.youtube.com/watch?v=ScGrK2L0rh8
		Liz Kleinrock. How to Teach Kids About Taboo Topics. https://youtu.be/G9-

[urSR19SI](#)

Southern Poverty Law Center. (2019) Let's Talk Facilitating Critical Conversations with Students.

<https://www.learningforjustice.org/magazine/publications/lets-talk>

School Mental Health Ontario - <https://smho-smsso.ca/>

Lecture	Week 2 Review Lessons	Lesson 1: Adolescent Development Lesson 2: Creating a Caring and Inclusive Classroom Lesson 3: Mental Health Conversations and Supports
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Week 3: Unpacking the Family Studies Curriculum

- Unpacking the Family Studies curriculum (Social Sciences and Humanities) through an inquiry-based approach to prepare for lesson and unit development and semester planning
- Reflecting on my own beliefs and biases when teaching family studies
- Analyse current curriculum materials and resources from a gender-sensitive perspective

Learning Activities

Type	Name	Description
Lecture	Week 3 Review Lessons	Lesson 1: Unpacking the Family Studies Curriculum Lesson 2: Reflecting on My Beliefs and Biases and Their Impact on the Classroom Lesson 3: Examining the Family Studies Curriculum from a Gender Sensitive and Inclusive Perspective.
Reading	Week 3 Materials & Readings	Anttila, S., Leskinen, J., Posti-Ahokas, H. & Janhonen-Abreuquah, H. (2015). Performing gender and agency in Home Economics textbook images. In K. Hahl, P-M Niemi, R. Johnson Longfor (Eds.). Diversities and Interculturality in Textbooks: Finland as an Example Cambridge Scholars, pp. 61-84. https://www.researchgate.net/publication/280737454_Performing_gender_and_agency_in_Home_Economics_text_book_images The Ontario Curriculum - Social Sciences and Humanities 2013: read/explore the curriculum for family studies (p. 103-288). https://www.dcp.edu.gov.on.ca/en/curriculum/social-sciences-humanities/courses-list (a copy has also been added to our OWL site in the resource section in Forums)

Week 4: Unpacking the Family Studies Curriculum - Curriculum Design

- Examine the curriculum design process and its application in Family Studies courses
- Apply the Understanding by Design framework in the planning, delivering and assessment of family studies curriculum
- Collaborating with colleagues to begin the process of curriculum mapping

Learning Activities

Type	Name	Description
Reading	Week 4 Materials & Readings	McTighe, J., & Wiggins, G. Understanding by Design Framework. http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf
		Grant Wiggins - Understanding by Design (1 of 2). https://youtu.be/4isSHf3SBuQ Student Success: Differentiated Instruction Educators Package, 2016. EduGains http://www.edugains.ca/newsite/di/index.html
Lecture	Week 4 Review Lessons	Lesson 1: Designing Effective Instruction Lesson 2: What Do I Want Students to Know? Lesson 3: Determining Acceptable Evidence Lesson 4: Planning Learning Experiences and Instruction

Week 5: Differentiating Instruction and Universal Design for Learning (UDL) to Support All Students

- Review the way in which secondary schools are set up to support student achievement (graduation requirements, course pathways/destinations, specialized programs).
- Gain an understanding of assessment, evaluation and reporting practices in Ontario schools through the examination of the Growing Success document.
- Examine how Universal Design for Learning can create an environment that supports learning for all.
- Differentiating between assessment and evaluation
- Expand your understanding of As, For and Of learning and their role in supporting student learning and achievement.

Learning Activities

Type	Name	Description
Reading	Week 5 Materials & Readings	Ministry of Education: Assessment and Evaluation: https://www.dcp.edu.gov.on.ca/en/assessment-evaluation
		Ministry of Education: Growing Success: http://www.edu.gov.on.ca/eng/policyfunding/success.html (download the Growing Success document and review Chapters 1-4)
Lecture	Week 5 Review Lessons	Lesson 1: Secondary Schools in Ontario Lesson 2: Assessment, Evaluation and Reporting Lesson 3: Universal Design for Learning

Week 6: Experiential Learning in the Family Studies Classroom

- Demonstrate an understanding of how to plan, deliver and assess experiential learning activities in the family studies classroom
- Examine the benefits to student learning that experiential learning provides

- Examine the ways in which a teacher ensures a safe environment during lab experiences.

Learning Activities

Type	Name	Description
Reading	Week 6 Materials & Readings	OFS3HLC. Safety Considerations in the Family Studies classroom https://ofsheea.education/ofs3hlc-resources/
		Farm to Cafeteria Canada. Benefits of Farm to School. http://www.farmtocafeteriacanada.ca/2018/10/benefits-of-farm-to-school/ Smith, Bettye P., and Shana H. Katz. 2006. Problem-based learning in foods and nutrition classes. Journal of Family and Consumer Sciences 98, (4) (11): 36-37, https://www-lib-uwo-ca.proxy1.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com.proxy1.lib.uwo.ca/docview/218155146?accountid=15115
Lecture	Week 6 Review Lessons	Lesson 1: An Introduction to Experiential Learning in the Family Studies classroom. Lesson 2: Safety in the Family Studies Lab
Assignment	Due Week 6: Curriculum Map	Applying the design down process to develop an overview of one family studies course. Specifics for the assignment are posted in the Assignment area of our course site in OWL

Week 7: Teaching Food and Nutrition Courses and Labs

- Introduction and participation in food labs
- Understanding safety in the food and nutrition classroom.
- Develop assessment and evaluation strategies in the food lab to support student learning
- Integrating food and nutrition labs into other Family Studies classes

Learning Activities

Type	Name	Description
Interactive Lecture	Week 7 Guest Speaker	Teaching Food and Nutrition Courses and Labs
Lecture	Week 7 Review Lessons	Lesson 1: Leading Food Labs Lesson 2: Assessment and Evaluation in the Food Lab

Week 8: Teaching Fashion and Textiles Courses and Labs

- Introduction and participation in fashion labs
- Examine safety in fashion and textiles labs
- Develop assessment and evaluation strategies in the fashion lab to support student learning
- Consider inclusive perspectives when teaching fashion (ie. gender, culture, financial)

Learning Activities

Type	Name	Description
Interactive Lecture	Week 8 Guest Speaker	Teaching in the Fashion Lab
Lecture	Week 8 Review Lessons	Lesson 1: Fashion Lab Skills Lesson 2: Assessment and Evaluation in the Fashion Lab Lesson 3: Inclusive Perspectives in the Fashion Classroom/Lab

Week 9: Creating Authentic Assessments // Preparing for Practicum

- Develop learning goals and success criteria for use in assessment by teachers and students
- Understand the importance of creating rich performance tasks in the family studies classroom
- Create assessment tools that support student learning
- Developing effective rubrics that support student learning

Learning Activities

Type	Name	Description
		Writing Tips for Learning Goals and Success Criteria. https://www.oregon.gov/ode/educator-resources/assessment/Documents/writing_tips_learning_goals_success_criteria.pdf
Reading	Week 9 Materials & Readings	7 Ways to Do Formative Assessment in your Virtual Classroom. https://www.edutopia.org/article/7-ways-do-formative-assessments-your-virtual-classroom 8 Quick Checks for Understanding. https://www.edutopia.org/article/8-quick-checks-understanding Know Your Terms: Holistic, Analytic and Single-Point Rubrics: https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/
Lecture	Week 9 Review Lessons	Lesson 1: Creating Learning Goals and Success Criteria Lesson 2: Creating Authentic Assessments Lesson 3: Designing Assessment Tools
Interactive Lecture	Week 9 Guest Speaker	Family Studies teachers from around the province - preparing for your first placement
Assignment	Term 1 Self-Evaluation Participation/Class Mark	Complete the self-evaluation provided on your role as a professional teacher candidate during term 1.

Week 10: Welcome Back: Practicum Debrief and Global Citizenship

- Demonstrate an understanding of the ways in which family studies can prepare students to be citizens in the 21st century (ie. global education, environmental education, social justice action)
- Gain an understanding of the unique opportunities and challenges teachers face in learning to educate for global

- citizenship
- Examine and review global citizenship resources available to family studies teachers

Learning Activities

Type	Name	Description
Reading	Week 10 Materials & Readings	Journal of Global Citizenship and Equity Education: https://journals.sfu.ca/jgcee/index.php/jgcee/article/viewFile/121/154
Lecture	Week 10 Review Lessons	Lesson 1: Reflecting on Placement Lesson 2: What Does it Mean to be a Global Citizen and What Does This Look Like in the Family Studies Classroom?

Week 11: Learning for All - Creating an Inclusive Classroom; English Language Learners

- Critically explore and integrate inclusive practices to support the needs of all learners in the family studies classroom
- Gain an understanding of the unique needs of English Language Learners and how to best support their learning in the family studies classroom
- Provide space to explore how racism or racial bias has informed the subject area
- Reflect anti-racist and anti-oppression strategies and their application in the family studies classroom

Learning Activities

Type	Name	Description
		Many Roots, Many Voices: http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf
		OFSHEEA. Family Studies ESL Resources https://ofsheea.education/family-studies-esl-resources/
Reading	Week 11 Materials & Readings	STEP - Steps to English Proficiency: http://www.edugains.ca/resourcesELL/Assessment/STEP/STEPUserGuide_November2015.pdf Planning for English Language Learners - https://www.dcp.edu.gov.on.ca/en/program-planning/considerations-for-program-planning/planning-for-english-language-learners Edugains ELL: http://www.edugains.ca/newsite/ell/
Lecture	Week 11 Review Lessons	Lesson 1: Learning for All Lesson 2: English Language Learners Lesson 3: Anti-Racist and Anti-Oppression Strategies
Assignment	Due Week 11: Unit Plan	Creation of a unit plan for one family studies course. Specifics for the assignment are posted in the Assignment area of our course site in OWL.

Week 12: First Nations, Métis, and Inuit Perspectives in Family Studies

- Demonstrate respect for Indigenous perspectives that students bring into the learning environment, for Indigenous

- thought and scholarship in academic discourses, and for Indigenous ways of knowing
- Address colonialism by infusing Indigenous perspectives, knowledge and leadership throughout our teaching practice
- Introduce ways in which Family Studies Educators can Indigenize throughout the curriculum
- Reflect on my own learnings and biases as it relates to indigenous perspectives in the family studies classroom

Learning Activities

Type	Name	Description
		Indigenous Education Strategy, Ontario Ministry of Education. https://www.ontario.ca/page/indigenous-education-ontario
		Smith, Mary Gale. More than Bannock and Button Blankets: An Invitation to Dialogue about Decolonizing Home Economics Education https://www.ca-symposium.com/proceedings Proceedings of the Canadian Symposium XIII: Issues and Directions in Home Economics / Family Studies / Human Ecology Education, Winnipeg, MB, February 27-28 and March 1, 2015 (page 131 – 138)
Reading	Week 12 Materials & Readings	O’Shea, D. How Indigeneity Can Inform a 21st Century Home Economics Classroom Where Food and Nutrition (food studies) is the Focus. https://www.ca-symposium.com/proceedings Proceedings of the Canadian Symposium XIII: Issues and Directions in Home Economics / Family Studies / Human Ecology Education, Winnipeg, MB, February 27-28 and March 1, 2015. (pages 70-85)
		Ontario Curriculum Advisory: First Nations, Métis, and Inuit Perspectives in Family Studies https://ofsheea.education/download/fnmiadvisory/
Lecture	Week 12 Review Lessons	Lesson 1 - First Nations, Métis, and Inuit Perspectives in Family Studies

Week 13: Technology in Family Studies // Research and Inquiry Skills

- Consider the ways in which technology is best used in the classroom to support all learners (i.e., PICART model).
- Examine the importance of digital citizenship and how to address in the family studies classroom
- Explore family studies specific technology.
- Develop an understanding of what social science research skills are and their importance within the family studies curriculum
- Apply social science research concepts to the Family Studies curriculum

Learning Activities

Type	Name	Description
Reading	Week 13 Materials & Readings	Designing Technology Enhanced Learning: https://www.edcan.ca/articles/designing-technology-enhanced-learning/#footnote-299-2
		Four Ways to Engage Digital Learners: https://creativeeducator.tech4learning.com/2013/articles/4-Ways-to-Engage-

[Digital Learners?utm_campaign=ce_0321_design2engage&utm_source=email&utm_medium=IN687785&utm_content=design2engage](https://www.digitallibrary.ca/digital-learners?utm_campaign=ce_0321_design2engage&utm_source=email&utm_medium=IN687785&utm_content=design2engage)

How to Use Education Technology: <https://newedtechclassroom.com/how-to-use-education-technology/>

Common Sense Education: <https://www.common sense.org/education/>

MediaSmarts: <https://mediasmarts.ca/digital-media-literacy>

Cult of Pedagogy: <https://www.cultofpedagogy.com/category/technology/>

Cult of Pedagogy: Why You Should Bring Podcasts into Your Classroom?
<https://www.cultofpedagogy.com/podcasts-in-the-classroom/>

Lecture	Week 13 Review Lessons	Lesson 1: Technology in the Family Studies Classroom Lesson 2: Digital Citizenship Lesson 3: Social Science Research Skills in the Family Studies Classroom
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Week 14: Financial Literacy // Teaching Consumer Education and Resource Management Life Skills

- Gain an understanding of the role of financial literacy in the family studies program.
- Examine resources available to support financial literacy instruction in the family studies program.
- Common themes in teaching consumer education and resource management: decision making, money management and being a wise consumer

Learning Activities

Type	Name	Description
Lecture	Week 14 Review Lessons	Lesson 1: Financial Literacy Lesson 2: A Unique Perspective Lesson 3: Financial Literacy Resources Lesson 4: Consumer Education and Resource Management
Reading	Week 14 Materials & Readings	Investor Education Fund - Get Smarter About Money http://www.getsmarteraboutmoney.ca/en/Pages/default.aspx Financial Consumer Agency of Canada - Education Programs https://www.canada.ca/en/financial-consumer-agency/programs/financial-literacy.html

Week 15: Inquiry-Based Learning//Project and Problem-based Learning

- Gain an understanding of what inquiry-based learning entails and how it can be used in the FS classroom?
- Consider how you can use essential questions in the creation of courses.
- Explore ways in which students can engage in real-life problem-based learning in the FS classroom
- Demonstrate an understanding of project-based learning and how it can be used in a family studies classroom
- Examine resources that will help me in my classroom to support inquiry and problem-based learning.

Learning Activities

Type	Name	Description
Reading	Week 15 Materials & Readings	Capacity Building Series - Asking Effective Questions: https://medium.com/synapse/helping-students-ask-better-questions-by-creating-a-culture-of-inquiry-d1c4b0324a6f
		How do you know and why is it important? https://creativeeducator.tech4learning.com/v11/articles/How_Do_You_Know_and_Why_is_it_Important
Lecture	Week 15 Review Lessons	Hay, C. (2013) Bringing the Maker/DIY Culture into the Home Economics Classroom. https://www.ca-symposium.com/proceedings Proceedings of the Canadian Symposium XIII: Issues and Directions in Home Economics / Family Studies / Human Ecology Education, Richmond BC. February 22-24, 2013. (pages 18-25)
		Lesson 1: What is Inquiry-Based Learning Lesson 2: Using Questions to Guide Instruction Lesson 3: Problem-Based Learning Lesson 4: Project-Based Learning Lesson 5: Assessing Problem/ Project-Based Learning

Week 16: Creating a Classroom that Rejects Diet Culture

- Deciphering and learning to see potential weight bias in ourselves.
- Recognizing the words and activities that accentuate or promote diet culture.
- Reject diet culture norms and pass on strategies and acceptable behaviours for their students to do the same.
- Identify competent and credible resources for family studies classrooms that reject diet culture
- Consider ways in which the current curriculum needs to be adjusted to fit into the most recent research on health and wellness

Learning Activities

Type	Name	Description
Reading	Week 16 Materials & Readings	OFSHEEA. Diet Culture: Recognise it, Reject it, Revise the Narrative! https://ofsheea.education/advisory-documents/
		National Eating Disorder Information Centre. https://nedic.ca/
Lecture	Week 16 Review Lessons	Dietitians 4 Teachers. https://dietitians4teachers.ca/
		Lesson 1: Recognizing Diet Culture Lesson 2: Rejecting Diet Culture Lesson 3: Revise the Narrative
Assignment	Due Week 16: Lesson Plan	Creation of a lesson plan for one family studies course. Specifics for the assignment are posted in the Assignment area of our course site in OWL.

Week 17: Literacy and Numeracy Applications in the FS

- Gain an understanding about the challenges that some students face with literacy and numeracy and the supports that can be put in place to help them.
- Explore how as a teacher you can help students in your family studies class prepare for the OSSLT.
- Examine the way in which family studies curriculum can support the development of math skills and processes
- Acknowledge, plan for, and value learners who bring complex, rich and diverse backgrounds and experiences that influence how they learn and how they participate in and perceive their learning

Learning Activities

Type	Name	Description
Reading	Week 17 Materials & Readings	Alert - Adolescent Literacy: posted in OWL
		Think Literacy: Cross Curricular Approaches: posted in OWL
		Kitchen Math: posted in OWL
		Everyone in the Kitchen: posted in OWL
Lecture	Week 17 Review Lessons	Lesson 1: Literacy in the Family Studies classroom Lesson 2: Numeracy in the Family Studies curriculum

Week 18: Making Community Connections and Reflection

- Explore opportunities to bring the community into your Family Studies classroom.
- Examine the value of service learning and consider ways in which you can support students in their learning.
- Explore and share ways in which a teacher of family studies can promote their program.
- Reflect on the learnings of this course and your personal philosophy as a Family Studies educator

Learning Activities

Type	Name	Description
Reading	Week 18 Materials & Readings	Chanmi Hwang, Hang Liu & Carol J. Salusso (2019) Social responsibility initiative: examining the influence of a collaborative service learning project on student learning, International Journal of Fashion Design, Technology and Education, 12:3, 356-363, DOI: 10.1080/17543266.2019.1652854 https://www.tandfonline.com/doi/full/10.1080/17543266.2019.1652854
		Hochberg-Miller, E. Service Learning in Schools. http://smhp.psych.ucla.edu/
Lecture	Week 18 Review Lessons	Lesson 1: Community Connections Lesson 2: Service Learning Lesson 3: Promoting and Supporting the Family Studies Program Lesson 4: Course Reflection
Interactive Lecture	Week 18 Guest Speaker	Promoting and Supporting the Family Studies program.

Assignment	Term 2 Self-Evaluation Participation/Class Mark	Complete the self-evaluation provided on your role as a professional teacher candidate during term 2.
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Assessment Activities

Type	Name	Description
Assignment	Due Wk 11: Unit Plan	Creation of a lesson plan for one family studies course. Specifics for the assignment are posted in the Assignment area of our course site in OWL.
Assignment	Due Wk 16: Lesson Plan	Creation of a lesson plan for one family studies course. Specifics for the assignment are posted in the Assignment area of our course site in OWL.
Assignment	Due Wk 06: Curriculum Map	Applying the design down process to develop an overview of one family studies course. Specifics for the assignment are posted in the Assignment area of our course site in OWL.
Assignment	Due Wk 18: Personal Teaching Philosophy	Personal reflection on your philosophy of teaching family studies. Specifics for the assignment are posted in the Assignment area of our course site in OWL.
Assignment	Ongoing: Self-Evaluation Participation / Class Mark (self-evaluation due Wk 9 and 18)	Participation, online discussion responses and collaboration with your classmates, attendance, peer support, etc.

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