

EDUC 5212, 5213, 5240, 5242, 5244

Curriculum & Pedagogy in Canadian & World Studies - Geography, History, Economics, Law & Political Science

Instructor:

Marion Austin

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Office Hours: by appointment

Schedule:

Section 001: Mon/Wed 8:30AM-10:30AM,
Room: 2040

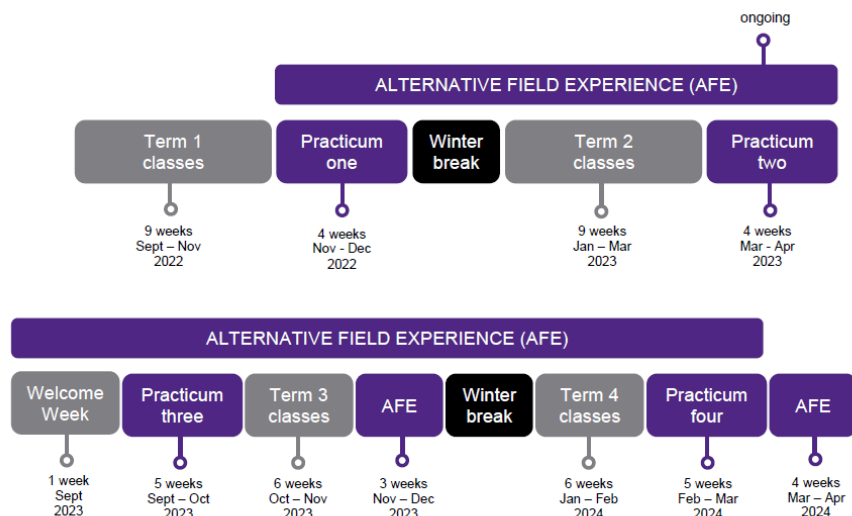
Section 002: Mon/Wed 10:30AM-12:30PM,
Room: 2040

Program Context:

This is a **J/IS Curriculum Course** taken by Teacher Candidates during **Year 1, Full Year** of the Bachelor of Education.

Bachelor of Education

Program Overview – Class of 2024



EDUC 5212 Curriculum and Pedagogy in Canadian & World Studies - Geography: A focus on curriculum and approaches to the teaching and learning of geography. Resources, assessment and evaluation procedures, and current issues in geography and social science education, including the use of geotechnologies and the place of environmental and sustainability education, are discussed.

EDUC 5213 Curriculum and Pedagogy in in Canadian & World Studies - History: A critical examination of curriculum and instruction in history at the intermediate/senior level. A focus on approaches to teaching and learning, resources, assessment and evaluation, and on current issues and developments in history and social science education.

EDUC 5240 Curriculum and Pedagogy in Canadian and World Studies – Economics: An introduction to curriculum and instruction in Canadian and World Studies for the senior grades with a particular focus on the curriculum in Economics.

EDUC 5242 Curriculum and Pedagogy in Canadian and World Studies - Law: An introduction to curriculum and instruction in Canadian and World Studies for the intermediate/senior grades with a particular focus on the curriculum in Law.

EDUC 5244 Curriculum and Pedagogy in Canadian and World Studies – Political Science : An introduction to curriculum and instruction in Canadian and World Studies for the senior grades with a particular focus on the curriculum in Political Science.
4 hours per week, full year, 1.0 credit

Course Text

Roland Case and Penney Clarks (Eds.), **Learning to Inquire in History, Geography and the Social Sciences**, Vancouver: The Critical Thinking Consortium, 2020.

Students may choose to buy either the ebook or the print version.

All relevant curriculum documents will be provided on OWL.

Number of Credits : 1

Number of Weeks: 18

Week 1: Introduction to Course

- Course Expectations: The teacher candidate will demonstrate an understanding of the Ontario Curriculum for Social Studies and Humanities by developing an understanding of the course expectations.
- Reading Leadership: The teacher candidate will demonstrate an understanding of the Ontario Curriculum for Social Studies and Humanities by reading and analysing the work of expert practitioners in this method of instruction.

- **Course Evaluation:** The teacher candidate will demonstrate an understanding of the Ontario Curriculum for Social Studies and Humanities by evaluating course resources.
- **WCT - Ministry Documents:** The teacher candidate will demonstrate an understanding of the Ontario Curriculum for Social Studies and Humanities by studying ministry documents.
- **Collaboration:** Through ongoing discussions, projects, and presentations, teacher candidates collaboratively work together to introduce new ways of understanding and to create a safe and inclusive learning environment where each candidate's voice is valued.

Learning Activities

Type	Name	Description
Formative	Week 1 Activity Assessment	Observation of Group Activities Curriculum for Canadian and World
Reading	Week 1 Materials & Readings	Studies on WCT; Case and Clark - Ch. 4 - Developing a Vision for Social Sciences

Week 2: Curriculum for Canadian & World Studies

- Examine curriculum documents for Grades 7 & 8 Geography and History; Canadian and World Studies, Grades 9 and 10; Canadian and World Studies, Grades 11 and 12
- **Collaboration:** Through ongoing discussions, projects, and presentations, teacher candidates collaboratively work together to introduce new ways of understanding and to create a safe and inclusive learning environment where each candidate's voice is valued.

Learning Activities

Type	Name	Description
Formative Assessment	Week 2 Activity	Observation of Reading Leadership discussions Case & Clark - Ch. 20 - Navigating Values in the Secondary Classroom;
Reading	Week 2 Materials & Readings	Case & Clark - Ch. 2 - Issues Facing the Field; Canadian and World Studies Curriculum Documents on WCT

Week 3: Lesson Planning and The Art of Questioning

- Key elements of a lesson plan: The teacher candidate will identify the key elements of a lesson plan.
- Different models of lesson plans: The teacher candidate will evaluate the different models of a lesson plan.
- Bloom's Taxonomy: Teacher candidates will develop an understanding of the various stages of Bloom's Taxonomy and how it may be applied in the classroom contexts.
- Collaboration: Through ongoing discussions, projects, and presentations, teacher candidates collaboratively work together to introduce new ways of understanding and to create a safe and inclusive learning environment where each candidate's voice is valued.
- Importance of Questioning: Teacher candidates will understand the importance of using questions to provoke thinking by seeing various examples of the same.
- Types of Questions: Teacher candidates will learn the various types of questioning techniques that can be used with their students.

Learning Activities

Type	Name	Description
Formative	Week 3 Activity	
Assessment		Observation of Reading Leadership discussions
Formative Assessment	Week 3 Activity	Presentation of Group Lesson Plan
Formative Assessment	Week 3 Activity	Presentation of Group Questioning Sequence
Reading	Week 3 Materials & Readings	Case & Clark - Ch. 29 - Course, Unit and Lesson Planning

Week 4: Approaches to Teaching: Differentiated Instruction and Principles of Authentic Teaching

- Differentiated instruction: Teacher candidates will look through samples of differentiated instruction to develop an understanding of what differentiated instruction is and why they should use it,
- Principles of authentic assessment: The teacher candidate will develop an understanding of the various principles that guide the design of authentic assessment activities.
- Collaboration: Through ongoing discussions, projects, and presentations, teacher candidates collaboratively work together to introduce new ways of understanding and to create a safe and inclusive learning environment where each candidate's voice is valued.

Learning Activities		
Type	Name	Description
Formative Assessment	Week 4 Activity	Presentation of Lesson Critique
Formative Assessment	Week 4 Activity	Observation of Reading Leadership Discussions
Reading	Week 4 Materials & Readings	Article on WCT Backward Design

Week 5: Types of Assessment & Evaluation & Introduction to Achievement Chart

- Types of Assessment and Evaluation: Teacher candidates will learn the various types of assessments and evaluations and understand when and how to best implement them.
- Achievement Chart: Teacher candidates will learn about the Knowledge, Thinking, Communication, and Application categories of the achievement charts of the Canadian and World Studies curriculum.
- Collaboration: Through ongoing discussions, projects, and presentations, teacher candidates collaboratively work together to introduce new ways of understanding and to create a safe and inclusive learning environment where each candidate's voice is valued.
- Rubrics: Teacher candidate will learn about rubrics, what they are and how to use them. Teacher candidates will design their own rubrics related to the World Studies curriculum and receive feedback from peers and the instructor.

Learning Activities

Type	Name	Description
Formative Assessment	Week 5 Activity	Observation of Reading Leadership Discussions
Formative Assessment	Week 5 Activity	Presentation Of Group Rubric
Reading	Week 5 Materials & Readings	Case & Clark - Ch. 30

Week 6: Exemplars and Course and Unit Culminating Activities

- Exemplars - Teacher candidates will learn what exemplars are, why teachers use them, and look over samples of exemplars.

- **Culminating Activities:** Teacher candidates will learn what culminating activities are how they can use them in the classroom, and brainstorm ideas for culminating activities.
- **Collaboration:** Through ongoing discussions, projects, and presentations, teacher candidates collaboratively work together to introduce new ways of understanding and to create a safe and inclusive learning environment where each candidate's voice is valued.

Learning Activities

Type	Name	Description
Formative Assessment	Week 6 Activity	Observation of Reading Leadership discussions
Formative Assessment	Week 6 Activity	Presentation of group Culminating Activity Case and Clark - His. - Ch. 5 - Embedding Historical Thinking; Geo. - Ch. 7 - Learning to Think Geographically; Ec. - Promoting Critical thinking in Economics Education; Law - Why should we teach legal reasoning skills to students; Pol. - Should politics be taught within secondary schools? Articles found on Owl
	Week 6 Materials & Readings	

Week 7: Methods of Assessment - Creating Tests

- **Testing -** Teacher candidates will learn when to use tests, the different types of questions to ask, and how to help students to be successful.
- **Collaboration:** Through ongoing discussions, projects, and presentations, teacher candidates collaboratively work together to introduce new ways of understanding and to create a safe and inclusive learning environment where each candidate's voice is valued.

Learning Activities

Type	Name	Description
Formative Assessment	Week 7 Activity	Observation of Reading Leadership discussions

Week 8: Critical Literacy

- Critical literacy - Teacher candidates will learn the elements of and resources for critical literacy, and how to apply it to classroom practices.
- Collaboration: Through ongoing discussions, projects, and presentations, teacher candidates collaboratively work together to introduce new ways of understanding and to create a safe and inclusive learning environment where each candidate's voice is valued.

Learning Activities

Type	Name	Description
Formative Assessment	Week 8 Activity	Observation of Reading Leadership discussions
Reading	Week 8 Materials & Readings	<p>Case and Clark: His. - Ch. 6; Geo. - Ch. 26;</p> <p>Reading in Resources on Owl in the Course Reading folder</p> <p>Pol. - Developing Political Thinking and Discussion Skills in Civics Classroom;</p> <p>Economics - Use Case Study as a Teaching Tool in Economics Education;</p> <p>Law - Law-related Education for Citizenship and for Life;</p> <p>Critical Literacy materials on WCT</p>

Week 9: Cooperative Learning

- Cooperative learning - Teacher candidates will learn the components of cooperative learning, how to use it in the classroom, and assessment and evaluation of cooperative activities.
- Collaboration: Through ongoing discussions, projects, and presentations, teacher candidates collaboratively work together to introduce new ways of understanding and to create a safe and inclusive learning environment where each candidate's voice is valued.

Learning Activities

Type	Name	Description
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Formative Assessment	Week 9 Activity	Observation of Reading Leadership discussions
Formative Assessment	Week 9 Activity	Observation of group Cooperative Activities
Reading	Week 9 Materials & Readings	Case and Clark - Chapter 15

Week 10: Web Quest

- Web Quests - Teacher candidates will learn what web quests are and how they are used. Groups will examine web quest samples and create their own.
- Collaboration: Through ongoing discussions, projects, and presentations, teacher candidates collaboratively work together to introduce new ways of understanding and to create a safe and inclusive learning environment where each candidate's voice is valued.

Learning Activities

Type	Name	Description
Formative Assessment	Week 10 Activity	Presentation of Group Web Quest
Reading	Week 10 Materials Readings	Case and Clark - Ch. 22; Web Quests on WCT

Week 11: Using Video in the Classroom and Demo Presentations

- Video - Teacher candidates will learn how to use videos in the classroom; pitfalls/ sources
- Collaboration: Through ongoing discussions, projects, and presentations, teacher candidates collaboratively work together to introduce new ways of understanding and to create a safe and inclusive learning environment where each candidate's voice is valued.

Learning Activities

Type	Name	Description
Formative Assessment	Week 11 Activity	Presentation of Group Class Activity Using a Film
Reading	Week 11 Materials & Readings	Case and Clark - Chapter 23 Exploring Visual Resources; WCT Resources

Week 12: Beyond the Walls of the Classroom: Field Trips and Virtual Tours; Demo Presentations

- Fields Trips - Teacher candidates will discuss the various kinds of field trips, the preparation process, and some pitfalls.
- Virtual Tours - Teacher candidates will learn how to use virtual tours in the classroom and examine samples.
- Collaboration: Through ongoing discussions, projects, and presentations, teacher candidates collaboratively work together to introduce new ways of understanding and to create a safe and inclusive learning environment where each candidate's voice is valued.

Learning Activities

Type	Name	Description
Formative Assessment	Week 12 Activity	Presentation of Group Virtual Tour
Readings	Week 12 Materials & Readings	Readings are found in Resources in the Readings Folder on Owl - Research Field Trips, Field Trips, Why Take Field Trips.

Week 13: Teaching GRADE 10 Civics Course, Grade 11 and Grade 12 Courses and Demo Presentations

- Civics - Teacher candidates will complete an in-depth examination of the Grade 10 Civics Course.
- Grades 11 and 12 Courses: Examine course expectations; develop resources for courses
- Collaboration: Through ongoing discussions, projects, and presentations, teacher candidates collaboratively work together to introduce new ways of understanding and to create a safe and inclusive learning environment where each candidate's voice is valued.

Learning Activities

Type	Name	Description
Reading	Week 13 Materials & Readings	Case and Clark - Chapter 17 - Creating Inclusive Classrooms; Materials on WCT

Week 14: Cooperative Learning and Resources for Grade 11 Courses in Canadian and World Studies; and Demo Presentations

- Grades 11 and 12 Courses - examine course expectations; develop resources for courses
- Collaboration: Through ongoing discussions, projects, and presentations, teacher candidates collaboratively work together to introduce new ways of understanding and to create a safe and inclusive learning environment where each candidate's voice is valued.

Learning Activities

Type	Name	Description
Formative Assessment	Week 14 Activity	Group Presentation of Resource Package for Grade 11 Courses
	Week 14	Case and Clark - Ch. 18 - Teaching About
Reading	Materials & Readings	and for Ethnocultural Diversity; Materials on WCT

Week 15: Resources for Grade 12 Courses and Demo Presentations

- Grades 11 and 12 Courses - examine course expectations; develop resources for courses
- Collaboration: Through ongoing discussions, projects, and presentations, teacher candidates collaboratively work together to introduce new ways of understanding and to create a safe and inclusive learning environment where each candidate's voice is valued.

Learning Activities

Type	Name	Description
Formative Assessment	Week 15 Activity	Group Presentation of Resource Package for Grade 12 Courses
	Week 15	Case and Clark Ch. 13 Shaping the Learning Environment;
Reading	Week 15 Materials & Readings	Materials on WCT

Week 16: Indigenous Perspectives and Demo Presentations

- Indigenous Perspectives: Teacher candidates will examine the changes made to curriculum documents to bring an Indigenous perspective to the classroom,
- Collaboration: Through ongoing discussions, projects, and presentations, teacher candidates collaboratively work together to introduce new ways of understanding and to create a safe and inclusive learning environment where each candidate's voice is valued.

Learning Activities

Type	Name	Description
Reading	Week 16 Materials & Readings	Case and Clark - Chapter 19 - Teaching for Reconciliation

Week 17: Bringing Outside in: Using Community Resources in Secondary Classroom and Demo Presentations

- Community Resources: Teacher candidates will learn about the different kinds of resources and how to use them effectively in the classroom.
- Collaboration: Through ongoing discussions, projects, and presentations, teacher candidates collaboratively work together to introduce new ways of understanding and to create a safe and inclusive learning environment where each candidate's voice is valued.

Learning Activities

Type	Name	Description
Reading	Week 17 Materials & Readings	Case & Clark - Ch. 27 - Using the Community as a Resource

Week 18: Anti-racist Education and Grab bag Day

- Teacher candidates will examine what is meant by anti-racist education; how this would look in the classroom; and examine resources.
- Collaboration: Through ongoing discussions, projects, and presentations, teacher candidates collaboratively work together to introduce new ways of understanding and to create a safe and inclusive learning environment where each candidate's voice is valued.

Learning Activities

Type	Name	Description
Reading	Week 18 Materials & Readings	Materials on WCT

Summative Due Wk 13-

Assessment 17: Demo

Assignment

In groups, you will become the expert on a topic.

You will assemble a package to present to your peers which will contain a series of lesson with a wealth of resources to assist in the teaching of the topic. You will be creating a complete package to teach a topic from the curriculum.

Throughout this course, you will be asked to create a variety of items such as a lesson plan, a performance task, a test, a web quest. You may decide to do these so they may be included in your demo.

More information and sample units will be given at a later date. (ongoing)

Summative Assessment – Due Wk. 12

Assignment – Learning Journal

Rationale:

As you enter the teaching profession, you are faced with numerous new ideas and challenges. The initial part of this course deals mainly with the basics of teaching. It is helpful for your learning process to

reflect on what has been presented to you and discussed by the group. Reflection, in itself, is an aspect of learning. Many do their best learning in reflection. This assignment will assist you in that.

Assignment description:

Our classes from Sept. 8 to January 17 are the classes to be used for this assignment. You are to choose 5 topics to deal with.

The majority or all can be from topics that have been discussed in any of the classes.

Summative Due Wk 6:

Assessment: Lesson Plan Assignment

Based on the information presented in class and your readings, develop a FORMAL lesson plan for one 75 minute history/geography/law/economics/political science class.

You should consult the Ministry guidelines to choose an appropriate topic from any of the courses.

When you create your lesson plan you also need to consider how you will deal with the following areas: - indigenization;

- gender perspectives;
- diversity, equity and inclusion; - anti-racist education.

Consult the guiding questions on these topics found in Resources on OWL. (detailed instructions will be provided in class)

Summative Assessment – Due Wk. 4

Assignment – Lesson Critique

The main purpose of this assignment is to expose you to a variety of lesson plans.

By the end of our presentations, you will have viewed a number of different lesson plans.

Your task here will have two components to it – a brief oral presentation (3 – 5 minutes), and an one page, double-spaced critique.

To begin you need to find a lesson. The internet has a wealth of material. In our discussion area, I have listed some sites which maybe a good place to start.

Once you have your lesson, decide which course in the Ontario Curriculum this lesson could be used and then analyze it. Your lesson must be from your teachable – i.e. history, geography, economics, law or politics. (detailed instructions will be provided in class)

This course meets the following Course Outcomes:

1. Introduction to Teaching Intermediate/Senior World Studies Courses: Teacher Candidates develop an understanding of how to teach Intermediate/Senior World Studies Courses.
2. Professional Practice: Teacher candidates demonstrate an understanding of teaching strategies, resources, assessment and evaluation, pedagogies and/or lesson planning.
3. Student Voice and Agency: Teacher candidates are able to apply their knowledge to plan for effective student learning. Teacher candidates should be able to plan for student agency and allow for students to contribute to the process of their learning.
4. Collaborative Learning: Teacher candidates are able to collaboratively work with other colleagues and teaching staff, promoting a safe & inclusive learning environment.
5. Principles of Diversity, Inclusion, Equity and Decolonization: Teacher candidates acknowledge and plan for teaching students from diverse and/or marginalized backgrounds. Teacher candidates prioritize using equitable teaching practices, differentiation methods, Universal design for Learning, Backward design and other informed inclusive teaching methods.
6. Commitment to Ongoing Learning: Teacher candidates should be reflective practitioners who critically assess their learning and recognize the value of researching and using evidence-based teaching strategies. Teacher candidates should continue to expand and update their knowledge so that they can be culturally relevant educators.

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