

EDUC 5214-5243

Curriculum & Pedagogy in Social Studies & Humanities: General and Philosophy

Instructors:

Ken Venhuizen

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Office Hours: by appointment

Schedule:

Section 001: Monday & Wednesday, 12:30-2:30pm (Room 2054)

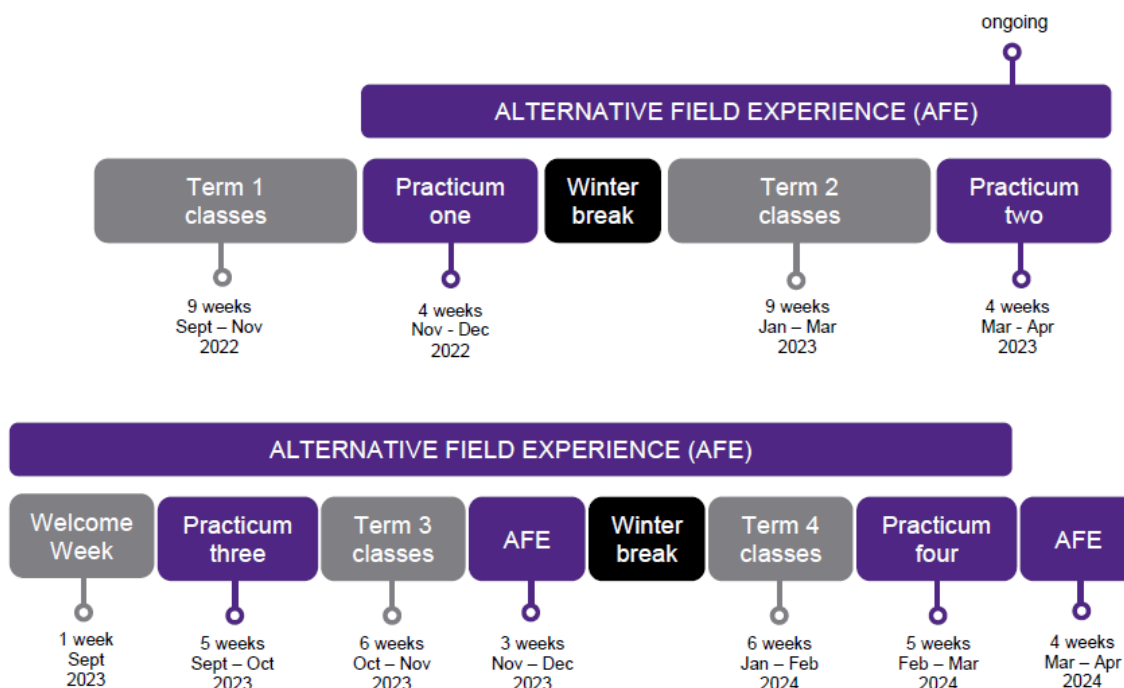
Section 002: Monday & Wednesday, 2:30-4:30pm (Room 2054)

Program Context:

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

Bachelor of Education

Program Overview – Class of 2024



Course Description: EDUC 5214: An introduction to curriculum and pedagogy in the Social Studies. A focus on instructional strategies, learning activities, resources, assessment and evaluation procedures, and current issues in contemporary social studies including environmental and sustainability education. 4 hours per week, full year, 1.0 credit.

EDUC 5243: An introduction to curriculum and instruction in Social Studies and Humanities for the intermediate/senior grades with a particular focus on the curriculum in Philosophy.
4 hours per week, full year, 1.0 credit.

The social sciences examine human behaviour, including its causes and consequences, at the individual, societal, cultural, and global levels. The three courses in the general social sciences focus on theories and research from the fields of anthropology, psychology, and sociology with the goal of developing students' understanding of people as individuals and groups and of social institutions. Philosophy involves critical and creative thinking about fundamental questions: questions about the meaning of life, the nature of good and evil, the reliability of knowledge, the bases of human rights and responsibilities, the functions of government, the nature and value of art.

Course Materials:

Case, R., & Clark, P. (2020). The Anthology of Social Studies: strategies for secondary teachers (updated edition). Vancouver, BC: Critical Thin Consortium

This text is available as an ebook or hard copy

The course text may be purchased at:

Western Book Store London, Ontario as an electronic or paper version

Details to follow in our first class.

The Ontario Curriculum Grades 9-12: Social Sciences and Humanities (2013). Retrieved from:
<http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to12>

Course Credits: 1

Number of Weeks: 18

Week 1: Course Overview and Introduction to SSH 5214 5243 (Sept 8)

Class 1. Community Building and Course Overview

Why teach SSH?

Examine the syllabus and assessments,

The Golden Circle - Why? How? What? do we teach?

NOTE: *Each week a variety of instructional strategies and tactics will be used ranging from teacher lead to student centred activities including Differentiation and Cooperative/Collaborative Strategies. These strategies will compliment all specific topics and assessment activities.*

Learning Activities

Type	Name	Description
Formative	Exit	
Assessment	Card	

Week 2: What are the Social Sciences and why do we teach them? / SSH Curriculum Investigation (Sept 13/15)

Class 2. Learning For All: A framework for teaching

UDL: Components - Why? How? What? When? to use these two foundational concepts!

Class 3. The Ontario SSH curriculum - An examination of the Front Section?

What are the Social Sciences and why do we teach them? Describe what the SSH curriculum is and why we teach it.

Learning Activities

Type	Name	Description
Formative Assessment	Exit Card	

Week 3: Using UBD and Curriculum Mapping of SSH Courses

Day 5 The Ontario SSH curriculum

Using UBD, Courses and Strands of SSH Curriculum,

What are Learning Goals and Success Criteria?

What are OE's and SE's? What is the difference?

Day 6 Curriculum Mapping SSH Curriculum

Course Unit Planning using UBD

Week 4: An Introduction to Assessment and Evaluation plus Beginner's Guide Presentations

Day 6 Assessment and Evaluation

What is A and E? Why? How?

Ministry and School Board documentation relating to A and E

Class 7. E1 - Beginner's Guide to ... Presentations

Small Group Presentations with Peer and Self Assessments

A and E continued...Types of A and E? What are Learning Skills? How to implement into Practice.

Learning Activities

Type	Name	Description
Formative Assessment	Exit Card	

Week 5:

Assessment and Evaluation/ Measuring for Reporting/ Keys to Effective Assessment (Oct 4/6)

Class 8. Assessment and Evaluation

Why, How and What is Assessment and Evaluation as through the eyes of the Ministry, School Boards, Teachers, Students and Parents.

A comprehensive investigation into the practices of assessment and evaluation.

Assessment and evaluation for the secondary social sciences in building ownership into their learning

Class 9. Continuation with Assessment and Evaluation

How teachers measure assessment for evaluation ie. Rubrics plus how to report student achievement.

Meaningful research into A and E.

What it means for students, teachers and parents plus assessment and evaluation for the Secondary Social Sciences in building student ownership into their learning using effective feedback and reflective practice.

A and E research work of Stiggins, Cooper and Hatte.

Learning Activities

Type	Name	Description
Formative Assessment	Exit Card	

Week 6: Planning with the End in Mind/ Lesson Planning 101

Class 10. Course Unit and Lesson Planning

Curriculum Mapping Units of Study of SSH

Why Lesson Plan? How to Lesson Plan including various templates, and components of a lesson plan including a UBD approach?

Class 11. Lesson Planning 101

Why curriculum map and how to unit and lesson plan?

Examine the key elements of a lesson plan and how to create/ write a lesson plan as we continue investigating UBD and planning with the end in mind linking what we are learning to assessment and evaluation.

Using Keys to Proximal Development in Lesson Planning plus understanding of Maslow's Progression of Learning.

Learning Activities

Type	Name	Description
Formative Assessment	Exit Card	

Week 7: Pedagogical Strategies for Lesson Planning

Class 12. Pedagogical Strategies and Tactics for Lesson Planning

What are the essential ingredients of a lesson plan? Why and how do we complete a lesson plan? How to connect learning goals with success criteria?

What are the areas of instruction? Common Teaching Styles and Comparing Teaching Centered vs. Student

Class 13 Instructional Strategies and Tactics

What are the requirements of E2 Assessment and creating the evaluation of Rubrics?

Examine the various tool kits and pedagogy for Social Sciences instruction including differentiated instruction plus cooperative, colla

Learning Activities

Type	Name	Description
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Learning Activities

Type	Name	Description
Formative Assessment	Exit Card	

Week 8: Learning to Teach Learning to Inquire / Lesson Plan Presentations

Class 14 Instructional Strategies and Tactics continued ...

Continuation of Pedagogical Strategies including use of critical inquiry and effective questioning

Class 15 *Lesson Plan Presentations*

Small group presentations and peer and self assessments

Learning Activities

Type	Name	Description
Formative Assessment	Exit Card	

Week 9: Building Community, Classroom Management and Practicum Preparation

Classroom Management

Shaping the Learning Environment by building a learning community

Proactive vs Reactive Practice, Effective vs Ineffective Teaching

Theories of Bumps and how to use them

CM Case Studies and Practicum Preparation

What to expect in your Practicum and reflective practice

Week 10: Practicum Reflections, Differentiation in the Classroom and Collaborative/Cooperative Approaches

Class 18. Practicum Reflection

What did we learn? How might we change our practice? Why?

An examination of their practicum for self reflection, effective feedback and future growth

E4A : Active Learning and Practicum Reflection

Class 19. Continuation of Teaching for Understanding, Competency and Concepts

What are our strategies that include Differentiation, Collaborative and Cooperative Learning?

An examination of strategies directly related to these areas of instruction and strategies for the classroom

Practicum lesson planning and connection to instructional strategies and tactics specifically DI and Cooperative/Collaborative Learning

Learning Activities

Type	Name	Description
Formative Assessment	Exit Card	
Formative Assessment	Practicum Reflection	

Week 11: Using Critical Literacy, Thinking and Inquiry Based Learning

Class 20/21. Critical Literacy, Thinking and Inquiry Based Learning in the SSH classroom

Why, how and what is inquiry based learning? Why and How to use it?

What is the framework of Inquiry Based Learning? Framework of Critical Inquiry?

How do we support and utilize independent inquiry? Why/how to use these processes in Teaching Research and Inquiry Skills?

Learning Activities

Type	Name	Description
Formative Assessment	Exit Card	

Week 12: Reading Comprehension /Literacy Strategies for the Classroom

Class 22/23. Reading Comprehension/ Literacy Strategies for the Classroom

Reading Comprehension strategies for the classroom and within the SSH Curriculum

Why, how and what are the literacy strategies teachers can use in the classroom for enhanced reading, writing and oral language skills?

How to use Think Literacy Strategies in our classroom and link these skills to students' reading comprehension of SSH Curriculum?

Learning Activities

Type	Name	Description
Formative Assessment	Exit Card	

Week 13: Skills for the 21st Century Learners , Unit Planning Day - E3 Assignment

Class 24. Skills of the 21st Century Learnings

What are the needed skills of the 21st Century Learning? What are the Global Competencies, Future Skills of the 2025 and adolescent learner?

An investigation of today's student, the learner profile including use of multi-intelligence, learning styles and knowing our students.

Class 25. Unit Planning Day

Students will review the requirements for the unit plan assignment and be placed into groups. Students will work with these groups

Learning Activities

Type	Name	Description
Formative Assessment	Exit Card	

Week 14: Other Program Considerations in the SSH Document and within our Specific Curriculum

Class 26. Nurturing Individual and Societal Values

Ideas underlying the SSH Curriculum

How to teach values within our curriculum and use bias, perspective with our students?

Students examine and link the individual and societal values within the various curriculums.

Class 27. Equity, Diversity and Inclusive Classrooms

Creating Inclusive classrooms that promote equity and teach about. diversity.

Students examine issues of equity, inclusion and diversity

withn our classroom including ethnodiverstiy, multicultural perspectives and creating an inclusive classroom.

Learning Activities

Type	Name	Description
Formative Assessment	Exit Card	

Week 15: Social Action, Social Justice Continued and Unit Planning

Class 28. Social Action Social Justice within the SSH Curriculum

How do we utilize social action and discuss social justice with our classroom linked to the curriculum?

Students examine anti-oppressive education and its role with social action initiatives and social justice issues.

Class 29. Unit Planning Work Period

Students are provided with the opportunity to collaborate with their members in planning their unit of study for their course of study

Learning Activities

Type	Name	Description
Formative Assessment	Exit Card	

Week 16: Other Program Considerations continued and Issues in the Field

Class 30/31 Other Program Considerations and Issues within the Field

Where issues around Indigenous Perspectives and LGBTQ2 issues fit within our curriculum and how we approach them in the classroom?

Current LGBTQ2/Indigenous perspectives within the classroom and curriculum

Learning Activities

Type	Name	Description
Formative Assessment	Exit Card	

Week 17: Why and how to use Visual Literacy?/ Unit Plan Presentations

Class 32. Why and how to use Visual Literacy? Unit Planning Presentation Prep

Why and how to use Visual Literacy?

Field Trips and Experiential Learning

Students are provided with the opportunity to collaborate with their members in planning their unit of study for their course of study.

Class 33 Unit Plan Presentations

Student Presentations of their Unit Plan Assignment

Learning Activities

Type	Name	Description
Formative Assessment	Exit Card	

Week 18: NTIP and Course Evaluations/ Practicum Preparation

Class 34.. NTIP: The Why, how and what of your first years of teaching?

What are the Ministry/School expectations with the NTIP program?

Possible examination of how to determine the grade and how to write a report card?

Class 35. Evaluation Day and preparation for practicum

Summation of year and moving forward into year 2

Practicum Preparation

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