

EDUC 5425Q Teaching Grades 7 & 8

Instructors:

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Office Hours: by appointment

Schedule:

Section 001: Tuesday, 4:30-6:30pm (Room 2038)

Section 002: Thursday, 4:30-6:30pm (Room 2038)

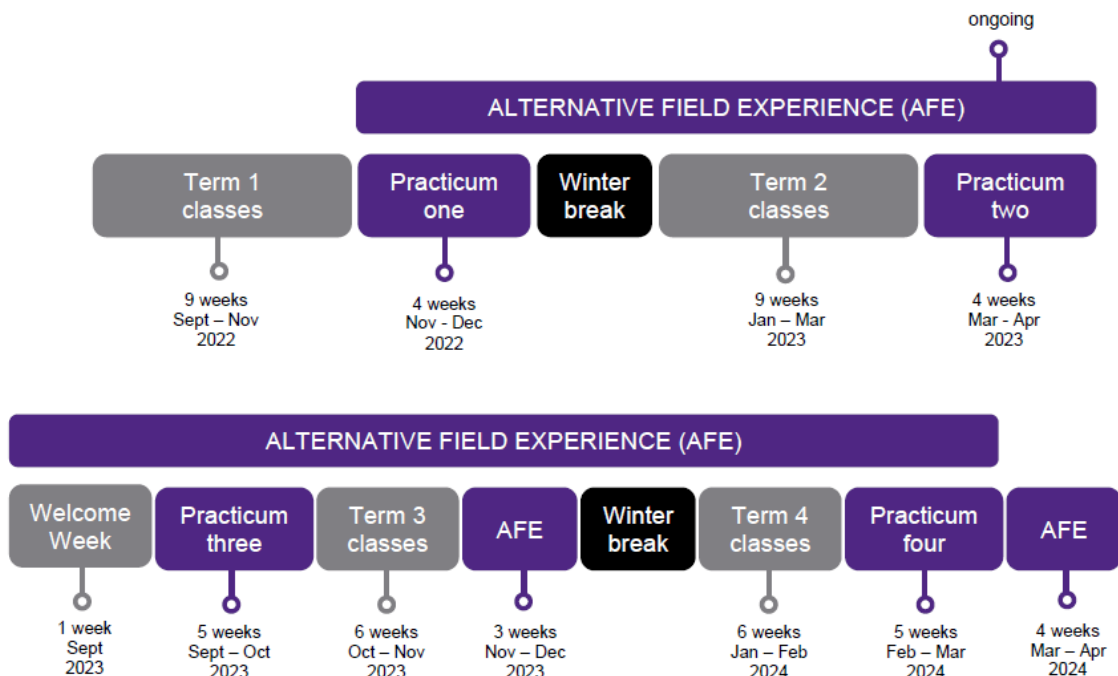
Section 003: Wednesday, 4:30-6:30pm (Room 1100)

Program Context:

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

Bachelor of Education

Program Overview – Class of 2024



Course Description:

Teaching Grades 7&8 course is designed to assist students in the Intermediate/Senior program in extending and applying their knowledge of the social, emotional, intellectual, and physical characteristics of early adolescent learners, and in addressing corresponding implications for curriculum, instruction, and school organization. This is a 9 weeks, in-person course. Please note that two sessions will be offered asynchronously.

This course is intended to give students the opportunities to learn about Teaching Grades 7 & 8. This will include theory about student development, suggestions for best teacher practice, ideas about engaging student learning, and thoughts on differentiating and utilizing cross-curricular planning practices.

Course Materials:

All materials and texts will be available in OWL. Please see the weekly plan for direct links to these resources.

Course Credits: 0.25

Number of Weeks: 9**Week 1: Starting With What You Need To Know**

Discuss the parallels between getting to know each other, and getting to know students.

Share strategies for first day of school and collaboratively build on these concepts.

How relationships start before you meet students.

Learning Activities

Type	Name	Description
Reading	Week 1 Materials & Readings	Please read the syllabus thoroughly before class.
Discussion	Week 1 Discussion	-Participate in the discuss and share your thoughts on Grade 7 & 8 -Building community

Week 2: Who is the Grade 7 & 8 Student?

Why are Grade 7 & 8 students so challenging? Consider the development process

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 2 Materials & Readings	Characteristics of Adolescents: via OWL The mysterious workings of the adolescent brain: https://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_brain_language=en#t-839913
Discussion	Week 2 Discussion	These guiding questions will support our discussion. What really resonated with you in the Ted Talk? How does understanding the Grade 7 & 8 student change your teaching practice?

Week 3: Knowing Curriculum & Differentiating For Student Learning

Look at specific curriculum outcomes and compare Grade 7 & 8.

Consider the role of the intermediate teacher and the need to balance subjects, the expectations, and what a typical day might look like.

Demonstrate responsibility – taking meaningful and critical action to remove systemic barriers to engage all students and communities in the long-term process of reconciliation

Learning Activities

Type	Name	Description
Reading	Week 3 Materials & Readings	Various Curriculum documents: http://www.edu.gov.on.ca/eng/Curriculum/elementary/index.html
		Lesson on Social Justice https://docs.google.com/presentation/d/1sp-89T0DZ1jC5eEMeMBDdudo6Ywy1aLbQF-Xkm2EOq4/edit?usp=sharing
Discussion	Week 3 Discussion	During this class, we will discuss social justice and equity and why this is critical in education. You will review an outline of a lesson that focuses on social justice. https://docs.google.com/presentation/d/1sp-89T0DZ1jC5eEMeMBDdudo6Ywy1aLbQF-Xkm2EOq4/edit?usp=sharing

Week 4: Technology in the Grade 7 & 8 Classroom

Review some of the top collaborative apps used in classrooms. Consider how these build a sense of community and support differentiation.

Learning Activities

Type	Name	Description
Reading	Week 4 Materials & Readings	2022 Tech: https://www.cultofpedagogy.com/edtech2022/
		2021 Tech: https://www.cultofpedagogy.com/6-ed-tech-tools-to-try-in-2021/
Discussion	Week 4 Discussion - ASYNCHRONOUS CLASS	Instead of a class this week, you will be asked to review the 'mini-lecture' and share your learning via Flipgrid. After you watch the video, you will see how you can add to the Flipgrid. Flipgrid response question: What tool did you learn about that excited you the most and why?

Week 5: Assessment and Evaluation Week 1

How do assessment and evaluation support student learning?

What does quality feedback look like?

What tools and policies support assessment practices?

Students will look at specific attitudes and philosophies that will shape what they consider the role of assessment and evaluation.

Consider Assessment and Evaluation from an Equity Lens

Use more frequent assignments with less weight (e.g., multiple graded drafts of a paper, practice problems, reading guide), an approach that has been found to reduce opportunity gaps

Learning Activities

Type	Name	Description
Reading	Week 5 Materials & Readings	Read the Growing Success Document. Focus on pages 38-46, 49-51, and 110-121. http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf
		Anti-Racist Grading Starts with You https://www.ascd.org/el/articles/turn-and-talk-antiracist-grading-starts-with-you

Learning Activities

Type	Name	Description
Discussion	Week 5 Discussion	After a group discussion, we will break into small groups and develop key questions around assessment and evaluation, that will be used to drive the instruction next week.

Week 6: Assessment and Evaluation Week 2

What types of assessment and evaluation can be used in Grades 7 & 8?

Using technology as an assessment tool.

What are single point rubrics and why should we use them?

How to write effective report cards.

Model deep respect for multiple perspectives and demonstrations of learning

Avoid compounding existing academic differences, particularly those based on social characteristics such as home language, immigrant experience, race, culture, socioeconomic status or disability

Learning Activities

Type	Name	Description
Reading	Week 6 Materials & Readings	Various assessment tools: https://etfoassessment.ca/tools/
Discussion	Week 6 Discussion	This week you will work in small groups to delve into some assessment techniques. Within these groups you will add one additional slide to a shared Slide Deck. The key questions are on the second slide. This will become a living document that you can access for assessment and evaluation ideas.

Week 7: Building a classroom of learners through engagement and social-emotional learning

How do we make the classroom a great learning place for everyone?

Discussion of universal design for learning and how support starts at the door.

Consideration for social-emotional learning.

Build trauma awareness and understanding by attending to the interpersonal and structural violence that can impact healthy development and learning

Learning Activities

Type	Name	Description
		Review the YATS form https://drive.google.com/file/d/1x8xRLeLKG0sdQAmVDWWA-ceHxujc5h7Z/view
Reading	Week 7 Materials & Readings	Why SEL is Essential https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-g Fostering Literacy Success Among First Nations Students http://www.edugains.ca/resourcesLIT/ResourceCollection/What%20Works/WW_Fostering_Li

Learning Activities

Type	Name	Description
		In the discussion forum, you will have the opportunity to answer one of three key questions.
		Key Questions:
		1. Discuss the YATS tool and share, in a paragraph, how this may be useful to you and your teaching practice.
		OR
Discussion	Week 7 Discussion ASYNCHRONOUS CLASS	2. Consider the article, Fostering Literacy Success for First Nations, Métis and Inuit Students Pamela Rose Toulouse. What was your big learning as you progressed through this article? this impact your practice?
		OR
		3. Why Social and Emotional Learning Is Essential for Students, is another article you were a read. Focus on the new concepts you gained through reading this article and how you could ideas in your own teaching practice.

Week 8: Instructional strategies that support Grade 7 & 8 learners

Share and engage in various instructional strategies that engage student learning.

Consider how can you use the QFT to engage students and help them build their own questions?

Use course materials that are diverse by author identity, form, medium, and/or voice

Emphasize learning by doing and Indigenous ways of Knowing, Being and Relating

Learning Activities

Type	Name	Description
		Instructional Strategies https://www.fortheteachers.org/instructional_strategies/
Reading	Week 8 Materials & Readings	The Question Formulation Technique https://owl.uwo.ca/access/content/group/cd792cc5-756e-4723-8a4a-3cd579a0358d/The%20Question%20Formulation%20Technique.pdf
		Weaving Ways https://empoweringthespirit.ca/wp-content/uploads/2018/09/Weaving-Ways-Introductory-Documents-10-09.pdf
Discussion	Week 8 Discussion	This week you will be introduced to QFT and have the opportunity, in small groups to work through this inquiry-based learning tool.

Week 9: Inquiry based learning

Why is inquiry based learning so essential in the Grade 7 & 8 classroom?

How do you teach and assess this? What will this look like in the classroom?

Consider the four levels of inquiry (open, guided, structured, and unlimited).

Create multiple entries into participation that may look different, and reflect meaningful participation through various modes, approaches and processes

Learning Activities

Type	Name	Description
Reading	Week 9 Materials & Readings	An Introduction to Inquiry - this will be located in OWL
Discussion	Week 9 Discussion	As we delve further into inquiry, you will be asked to share some of your thoughts and key questions about this process.

Assessment Activities

Type	Name	Description
Assignment	Final Assignment - Option A (Due End of Wk 9)	<p>Part 1 You will be provided with eight guiding questions and select four to answer. With a partner, you will participate in a mock job interview. The partner can be from the course, but does not have to be. Through answering these questions, you will show your understanding of the Grade 7 & 8 student and practices that best support this learner. Suggested video length 3-6 min. Criteria: - 4 questions fully answered - Responses are professional, show a depth of understanding, connect to the learning needs of the Grade 7&8 student, are based on best current practices</p> <p>Part 2: As well, you must reflect, after viewing your video, about your responses and state what you learned from this process and what you might change in a real interview situation. Suggested paper length 250 words. Criteria: - Reflection displays critical analysis of video - Clear, specific, personal learning shared - Thoughts about how to improve interview connect to self-assessment and awareness of best practices - Writing is clear and almost error free</p>
Assignment	ePortfolio (Due End of Wk 4 & End of Wk 8)	<p>You will create an ongoing ePortfolio. This will be handed in twice during the course.</p> <p>You will create between 5-10 entries per check-in. In that portfolio you will reflection on your learning, share resources, websites, Twitter chats etc. that are not shared in the course but will be useful when teaching Grade 7 & 8 students and discuss why you selected these resources.</p> <p>As well, you will write about questions and challenges you are facing when consider teaching Grade 7 & 8.</p> <p>For the final week, you are asked to reflect on the goals you set during week one, and what you have accomplished.</p> <p>Criteria: - Uses a variety of unique resources - Discusses specific reasons for the inclusion of this resource - Reflects on own learning - Includes thoughts on challenges and questions - Well-written and clear</p>
Assignment	Images, Questions, and Goals (Due End of Wk 1)	<p>You will complete a 250 word paper on the images, questions, and goals you have for this course.</p> <p>The IMAGE section is about what Grade 7 & 8 looks like to you. This is from your perspective and can include thoughts on the room, the students, the teachers, the behaviours, etc.</p> <p>The QUESTION section is about the types of questions you have about the learning environment of the Grade 7 & 8 student and the about teaching in this classroom.</p> <p>Finally, the GOALS section is where you will determine three learning goals you have in terms of this course.</p> <p>This paper is to be a personal text and does not require references.</p> <p>Criteria: - All three sections fully completed - Image section indicates deep thinking about personal perception and concepts - Question section indicates well thought out and meaningful questions - Goals section indicates three realistic goals and shares why these goals are important to personal teaching practice - Text is well written with few, if any, errors</p>

Assessment Activities

Type	Name	Description
Discussion	Participation/Evidence of Learning Skills	<p>Attendance in class is essential in order to build a learning community and develop the skills necessary to develop personal teaching practice.</p> <p>Learning skills will be introduced in week one, and it is expected that the teacher candidates will focus on developing these skills while working with their peers.</p> <p>Participation includes coming to class prepared, reflecting on discussions, being a supportive member of the learning community, and seeking support as needed to be successful.</p>
Assignment	Teaching with a Social Justice Lens (Due End of Wk 3)	<p>You will review the lesson shared with you on social justice. https://docs.google.com/presentation/d/1sp-89T0DZ1jC5eEMeMBDdudo6Ywy1aLbQF-Xkm2EOq4/edit?usp=sharing</p> <p>You will need to make a copy of the slide deck and rename it. You will answer the questions that are within the lesson. You can do so directly in the slides.</p> <p>You will then add an additional slide (or two) and add your own photo and key questions (following the model from the previous photos and questions).</p> <p>On the final slide you will share your thoughts on where a lesson like this could connect to the Grade 8 curriculum.</p> <p>Be specific about the expectation(s) it would link to and share why you feel that this is a good fit.</p> <p>Criteria:</p> <ul style="list-style-type: none"> - answers shared on the slides show evidence of thoughtfulness and understanding of the topic - photo and questions added are highly appropriate to the context of the lesson and display critical thinking - clear connection between lesson and curriculum expectations shared - discussion about the curriculum 'fit' makes sense and shows deep understanding of curriculum
Assignment	Final Assignment - Option B (Due End of Wk 9)	<p>Part One:</p> <p>You will hand in a proposal by October 28th that will be reviewed to ensure you are on target. Specific feedback will be shared.</p> <p>The proposal is no more than one page in length and contains the topic you are going to focus on, the goals of the assignment, and the format you will be using.</p> <p>Part Two:</p> <p>You are going to focus on one area of learning that impacted you the most. Topics such as student engagement, assessment, inquiry-based learning, or technology in the classroom may be what you select. It is expected that you will discuss this topic, share specifics of your learning, why it is critical, and key questions you still have.</p> <p>Then you will choose your medium and share your learning. There are several types of medium that you could use. Some suggestions include creating an infographic, making a video, making a Powtoon, writing a text, creating a comic, making and arranging a photo display or making an anchor chart. The key here is to select ONE topic and share your learning.</p> <p>As well, you will be asked to share why you selected that topic, and the process you went through in making your output (final item you submitted).</p> <p>Criteria:</p> <ul style="list-style-type: none"> - Topic is clearly defined - The importance of the topic is evident - Specific details and examples of the topic are shared - Additional resources are included that extend beyond what we studied in the course - Questions you are left with are included and display critical thinking - Clear thoughts on why the topic was selected and the process of creation

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