Faculty of Education
The University of Western Ontario
B.Ed. Course Outline

Curriculum & Pedagogy in Intermediate/Senior History/Geography/Law
Courses #5213; #5212; #5242
Mon. & Wed., 2:30-4:30, Room #2051

Instructor: Marion Austin
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maustin5@uwo.ca
Office: Room 1078
Office hours: Mon., & Wed.
1:30pm – 2:30pm or by appointment
Telephone: 661-2111, ext. 87796

Course Coordinator: M. Austin

Course Description:
A critical examination of curriculum and instruction in history/geography/law 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, geography and law education.

Learning Outcomes:
This course aims to enable students to:

- understand the interdependence of theory and practice in history/geography/law education
- articulate goals and strands for history, geography and law teaching at the intermediate/senior level
- know and understand the curriculum documents for history, geography and law and relevant policy documents and guidelines as they apply to the intermediate/senior level;
- understand the interdependence of theory and practice in social sciences education;
- articulate goals and strands for social studies teaching at the intermediate/senior level;
- construct courses, units, and lessons as they apply to the intermediate/senior level;
- be familiar with a variety of teaching methods and resources;
- develop ways to differentiate content, process and product;
- design effective assessments and evaluations of students;
- use digital tools and resources effectively;
• become aware of policies, assessments and practices involved in responding to the needs and strengths of all students;
• develop ways to integrate literacy and numeracy;
• be familiar with how to develop positive relationships with families;
• approach history/geography and law content critically;
• develop a long-term understanding and appreciation of the issues involved in history/geography/law education;
• understand the importance of histories, cultures, contributions, perspectives and treaties to contemporary First Nation, Metis and Inuit.

**Course Content:**
The course is designed to introduce prospective teachers to the teaching and learning of history/geography at the intermediate/senior level; to enable them to use a variety of teaching strategies and assessment tools; and to familiarize them with the Ontario curriculum. The course is organized around a number of modules which will be studied according to the needs of the program and the requirements of the student teaching sessions (practicum).

Topics to include the following:

- The Ontario Canadian and World Studies Curriculum
- Lesson and unit planning
- Questioning techniques
- Assessment and evaluation
- Performance tasks
- Co-operative learning
- Differentiated instruction
- Critical thinking
- Literacy and numeracy
- Computer technologies
- Teaching skills and essentials of successful practice teaching in history/geography/law
- Practical application of the variety of teaching strategies and resources available in teaching I/S History/Geography/Law
- Classroom management and organization
- Women’s perspectives in the curriculum
- Experiential learning, active learning
- The effective use of primary sources
- Learning styles

**COURSE EVALUATION:**

- **Learning Journal (Due: Wed, January 25 )** 25%
- **Lesson Plan (Due: Wed. Sept. 28)** 15%
- **Lesson Critique (Due: Wed. Sept. 21)** 10%
- **History, Law, Geography Demo** 25%
- **Class Mark Participation** 25%

(As you would demand of your students, it is expected that all due dates be met on time)
LEARNING JOURNAL ASSIGNMENT (Due Jan. 25) – 25%

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 history classes from Sept. 8 to January 23 are the classes to be used for this assignment. You are to choose 6 topics to deal with. The majority or all can be from topics that have been discussed in any of the classes. Note also that, as part of the 6 topics, you can also include one entry from ONE of our reading discussions and/or from ONE of your practicum experiences. These are not mandatory if you choose to just use class topics.

Each entry should be no more than 1 – 2 pages, double-spaced.

For each learning journal entry:

1. Identify the most important things that you learned. These are the things that stood out the most for you.
2. Describe why they are rated as important to you.
3. Discuss how you see these things being used, applied, or incorporated into the everyday classroom. This can involve both theoretical and practical ideas.
4. Where you see pitfalls, consider them as well. Here, propose how you would act on the problems.
5. Identify any roadblocks that you have encountered in understanding what you have chosen to reflect on. Identify questions to be raised that might require further research on your part for solutions.
6. Address any other reflective thoughts that come to your mind about the main things chosen.

Assignment evaluation:

Evaluation will respond anecdotally to:

- the depth and breadth of your knowledge and understanding of the items chosen.
- the clarity of your response as you explain, interpret, and apply your thoughts.
- the practical understanding that you show about using the ideas in the classroom
- the creativity that you show in your suggestions.
- the seriousness of your commitment to the understanding of the things that you chose to reflect on.
LESSON CRITIQUE – 10 % - Due Wed. Sept. 21

- 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 in which course in the Ontario Curriculum this lesson could be used and then analyze it. Some areas you may wish to consider: Overall – What did you like about the lesson? Dislike?; Intro – Is there a hook? Would the students be engaged?; Activities – Are there a variety? Will the different types of learners be accommodated?; Assessment – How will the students be evaluated on their understanding of the material?; How would you change the lesson plan. Anything else you wish to discuss.
- In class, you will be asked to make a brief presentation on your lesson. Post it on WCT. In small groups, you will briefly describe the lesson and then present your analysis of it.
- Summit a one page summary of your critique

LESSON PLAN ASSIGNMENT (Due: Sept. 28) – 15%

Based on the information presented in class and your readings, develop a FORMAL lesson plan for one 75 minute history/geography/law class. You should consult the Ministry guidelines to choose an appropriate topic from any of the courses.

Your lesson plan should use either the chart or narrative format.
It is important that you review the components of formal lesson planning modelled in class. It must include the following:

1. The title of the lesson, the name of the course and the Ministry guideline used to complete the plan.
2. Overall and specific expectations which will be addressed – you should have between 2 to 5 expectations.
3. A description of the hook to introduce the lesson.
4. A body of the lesson that:
   - has headings and subheadings that represent the potential skeletal outline of an outline.
   - an outline of teacher action and student interaction
   - key questions that move the lesson along
   - it is helpful for the evaluator to read, in italics, explanations of the intent of each of your main actions in the body (ie. This is why I am doing this and what I hope to accomplish)
5. An outline of the CLOSURE (sometimes called conclusions) of the lesson, with
special emphasis on the high-end questions that will be used to reflect back on the lesson as a whole.
6. Homework where practical.
7. An appendix of teaching materials to be used in the lesson eg. Handouts, readings, transparencies, resources, tech support, films/videos (titles only but include where obtained) etc. Place these materials immediately after the lesson.
8. At the end of the lesson, how you would evaluate this lesson by using a KTCA review. Specifically how were each of the categories – knowledge, thinking, communication and application - addressed in the lesson. Because this is a single lesson, you may not necessarily evaluate each category.

Note:
The lesson plan should be approximately 3 pages in length.
The lesson as a whole has a beginning, middle and end

History/Law/Geography Demo- 25%
In groups, you will become the expert in a history topic. You will assemble a package to present to your peers which will contain a wealth of resources to assist in the teaching of the topic. You will be responsible for the entire class to present your work. More information and sample units will be given at a later date.
Note: In order to practice your oral presentation skills, no presentation should rely exclusively on Power Point or Smartboard. If this is used, use only minimally as a very minor backdrop to the presentation. Nothing is more boring than to listen to a large volume of material being presented on the screen and read to the class. The Smartboard, however, could provide occasional reference to resource material.

CLASS PARTICIPATION AND COMMITMENT – 25%
- attendance
- group reading leadership
- contributions to discussions
- quality of answers
- positive interaction with others
- leadership and self-motivation
- acceptance of criticism
- contributions to seminars

Course Materials:
Students are required to obtain the following course text: Case, Roland & Clark, Penney, The Canadian Anthology of Social Studies: Issues and Strategies for Teachers, Vancouver, Pacific Educational Press, 2008, Volume II.
## Reading Assignments:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Sept. 7</td>
<td>Introduction to course Reflective Practice</td>
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<td>Sept. 12</td>
<td>Challenges and choices facing social studies teachers The Ontario Curriculum</td>
<td>Case and Clark, Ch. 1</td>
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<td>Sept. 14</td>
<td>The Ontario Curriculum – In-depth look at courses</td>
<td>Case &amp; Clark Ch. 16 Ontario Curriculum documents</td>
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<td>Sept. 19</td>
<td>Lesson Plans – Models</td>
<td>Case &amp; Clark, Ch. 23</td>
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<td>Sept. 21</td>
<td>The art of questioning Lesson Critique Due</td>
<td>Case &amp; Clark Ch.5 in-class questioning activity</td>
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<td>Sept. 26</td>
<td>Approaches to teaching – Differentiated Instruction Lesson critiques</td>
<td>Article – Backward Down Design on WCT</td>
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<td>Sept. 28</td>
<td>Principles of Authentic Assessment Lesson critiques Lesson Plan Due</td>
<td>Case &amp; Clark, Ch. 32</td>
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<td>Oct. 3</td>
<td>Types of Assessment and Evaluation Record Keeping</td>
<td>Case &amp; Clark, Ch. 34 Ministry – Links to Growing Success – Assessment Document</td>
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<td>Oct. 5</td>
<td>Intro to the Achievement Chart Rubrics</td>
<td>Case &amp; Clark Ch. 24 – Geography Case &amp; Clark Ch. 9 – History/Law</td>
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<td><strong>Reading Week Oct. 10 -15</strong></td>
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<td>Oct. 17</td>
<td>Exemplars/ Course and Unit Culminating Activities</td>
<td>Case &amp; Clark Ch. 7 Designing a culminating activity</td>
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<td>Oct. 19</td>
<td>Co-operative Learning</td>
<td>Case &amp; Clark, Ch. 22</td>
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<td>Oct. 24</td>
<td>Training the eye of the beholder: Using visual resources to teach social studies (photos, paintings, video, etc.)</td>
<td>Case &amp; Clark, Ch. 28</td>
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<td>Oct. 26</td>
<td>Bringing the outside in: Using community resources to teach social studies. Beyond the walls of the classroom: Field Trips Course and Unit Culminating Activities</td>
<td>Case &amp; Clark. Ch. 26</td>
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<td>Oct. 31</td>
<td>Demos</td>
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<td>Nov. 2</td>
<td>Building a community of critical thinkers</td>
<td>Case &amp; Clark, Ch.9 – History/Law Case &amp; Clark, Ch. 10 Geography</td>
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<td>Nov. 9</td>
<td>Demos</td>
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<td>Nov. 7</td>
<td>Demos</td>
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<td>Nov. 9</td>
<td>Classroom Management</td>
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<td><strong>Practicum Nov. 16 – Dec. 10</strong></td>
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<td>Jan. 9</td>
<td>Critical Literacy</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
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<td>Jan. 11</td>
<td>Demos</td>
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<td>Jan. 16</td>
<td>Film Resources</td>
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<td>Jan. 18</td>
<td>Demos</td>
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<td>Jan. 23</td>
<td>Methods of Assessment</td>
<td>Creating tests</td>
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<td>Jan. 25</td>
<td>Demos</td>
<td>Learning Journal Due</td>
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<td>Jan. 30</td>
<td>Senior History Resources</td>
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<td>Feb. 1</td>
<td>Demos</td>
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<td>Feb. 6</td>
<td>Senior History Grade 11 Resources</td>
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<td>Feb. 8</td>
<td>Demos</td>
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<td>Feb. 13</td>
<td>Senior History Grade 12 Resources</td>
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<td>Feb. 15</td>
<td>Demos</td>
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<tr>
<td>Feb. 22</td>
<td>Bringing the outside in: Using community resources to teach social studies. Beyond the walls of the classroom: Field Trips</td>
<td>Case &amp; Clark Ch. 26</td>
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<td>Feb. 27</td>
<td>Demos</td>
<td></td>
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<td>Mar. 1</td>
<td>Integrating computer technology in social studies: Possibilities and pitfalls. Web Quests</td>
<td>Case &amp; Clark, Ch. 14</td>
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<td>Mar. 8</td>
<td>Grab-bag Day - This is a “last call” for resource and strategy sharing. Each of you is responsible for choosing a resource or strategy that you think would be particularly effective in the history classroom. It can be for any history course. It could be something that you used in your practicum or something that you saw your associate do.</td>
<td>You are asked to briefly present the idea to our class (no more than a couple of minutes) and give each person either a hard copy or electronic copy of it. If you have more than one idea that you want to share, provide the additional ones to the class but don’t present them.</td>
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**Additional Information:**

**Policy Statements:**

**Accessibility:** The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: [http://www.edu.uwo.ca/programs/preservice-education/documents/policies/Accessibility_Western.pdf](http://www.edu.uwo.ca/programs/preservice-education/documents/policies/Accessibility_Western.pdf)

**Attendance:** The B.Ed. program is an intense and demanding program of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is
demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line:
http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf

**EXCUSED ABSENCES:** If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

**UNEXCUSED ABSENCES:** Any absence that is not a result of illness, bereavement, or religious observance is an *unexcused* absence. **Three unexcused absences** will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

**Language Proficiency:** In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

**Late Penalties:** Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 5% per day, and will not be accepted more than 10 days after the due date unless prior arrangements have been made with the instructor.

**Academic Offences:** Scholastic offences are taken *very seriously* in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_ScholasticDiscipline.pdf

**Plagiarism:** Plagiarism means presenting someone else’s **words** or **ideas** as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. **Advice about plagiarism and how to avoid it can also be found here:**

**Plagiarism-Checking:**

a. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com)

b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.
Use of Laptops & Notebooks in Class: As a courtesy to members of the class, please put your cell phone on ‘vibrate’ or turn it off during class. Laptops and other electronic devices may be used in a professional manner to facilitate your activities in the course, but out of courtesy to colleagues and the instructor, please do not engage in personal networking and non-course communication during class time – save it for before or after class, or for the break.

**SUPPORT SERVICES**

A variety of support services are available at Western. If you need advice or assistance, do not hesitate to get in touch with any of these services.

**FINANCIAL ASSISTANCE:** Registrarial Services [http://www.registrar.uwo.ca](http://www.registrar.uwo.ca)

**WRITING SUPPORT:** Student Development Centre [http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/)

**LEARNING SKILLS SUPPORT:** Student Development Centre [http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/)

**INTERNATIONAL STUDENTS:** Student Development Centre [http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/)

**ABORIGINAL STUDENTS:** Student Development Centre [http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/)

**STUDENTS with DISABILITIES:** Student Development Centre [http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/)

**SOCIAL & CULTURAL ISSUES:** University Students’ Council [http://westernusc.ca/services/](http://westernusc.ca/services/)

**EMOTIONAL or MENTAL DISTRESS:** Students who are in emotional or mental distress should refer to Mental Health @ Western [http://www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/) for a complete list of options about how to obtain help.

**B.Ed. PROGRAM ISSUES:** zuber@uwo.ca, Teacher Education Office, room 1166

**NEED HELP but not sure what to do:** zuber@uwo.ca, Teacher Education Office, room 1166