EDUC 5499Q: Special Topics in Education: Intermediate/Senior Cross-Curricular Teaching
Mondays, 6:30 pm, Room 2051

**Instructor:** Rick Pardo  
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*Office hours:* By appointment  
*E-mail (preferred):* rick.pardo@gmail.com

**Course Coordinator:** Rick Pardo

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**Calendar Copy:**
This course provides an introduction to the nature and processes of co-teaching in an integrated cross-curricular school environment. This course explores teaching within the Ontario Curriculum without traditional school structures such as subjects, classrooms and class periods. Teacher candidates will develop critical perspectives and examine the development of skills and expertise in their own students through experiences, projects and challenges that cut across the curriculum.

**Course Description:**
Imagine a Secondary School where
- conventions are being challenged and reformed,
- students and teachers can manipulate, time, space and process for what works for them,
- no periods (*no bells*),
- no subjects (*no science, math, English, geography, etc.*),
- no grade levels (*no 9, 10, 11, or 12*),
- no streams (*no academic, applied, or locally developed*).

Imagine a Secondary School where students access the information and skills they need as needed. Imagine a place where students pursue passions as they accumulate credits.

**Learning Outcomes:**
During the course, students will design a learning unit that encompasses a cross-curricular innovation cycle. At the end of the course students will have a better understanding of how to function as a teacher in an integrated cross-curricular school environment. Students will develop more confidence and self-efficacy in operating as part of a co-curricular team.
Course Content:
The course will include a variety of topics and themes, including but not limited to the following examples:

- Project management skills which teach students how to get things done effectively and how to collaborate in teams - such as SCRUM, Agile, Lean Management, and Toyota Kata;
- Techniques for creating solutions with real value to others by working through the innovation cycle - include listening, empathising, observing, asking questions, framing the challenge, checking assumptions, brainstorming, prototyping, testing, and iterating;
- Practice in conducting various aspects of cross-curricular student inquiries and differentiating the experience for a range of student readiness and;
- Methods for transforming conventional single subject student projects and assignments into cross-curricular student-centred inquiries.

Course Materials:
All course materials will be provided by the instructor.
21st Century Competencies

Assignments and Other Course Requirements:
What will these student teachers need to know and be able to do if they find themselves in one of these SCH(school)OOL classrooms in the next year of 2.

Assignment 1 - 30%
Design and Present an Introduction to a cross-curricular inquiry spanning 2 subjects (in-class during Weeks 3 or 4)

Using a grade level and strands from at least 2 subject areas (from a secondary curriculum document or any unit from an elementary curriculum document grade 7 or 8):
- Present 4 images, artifacts, experiences or texts that can act as ‘hooks’;
- Verbally present strategies for separating evidence from opinion;
- Present strategies for assessing complimentary expectations - overlap
- Share your vision for the ideal student outcome
- Discuss metrics to recognize small changes in student understanding and skill development

Assignment 2 - 70%
Design and Present the first week of a Cross-Curricular Inquiry spanning 4 subjects (in-class during Weeks 9 or 10).

Using a grade level and strands from at least 4 subject areas (from a secondary curriculum document or any unit from an elementary curriculum document grade 7 or 8):
- Pick images, artifacts, experiences and texts that can act as ‘hooks’;
- Verbally present strategies for separating student’s facts and evidence from assumptions and opinion;
- Present your strategy for assessing complimentary expectations
- Share your vision for the ideal student outcome
- Discuss metric to recognize small changes in a student understanding and skill development
**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. and Dip.Ed. programs are intense and demanding programs of professional preparation in which teacher candidates are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty's attendance policy at [http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf](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, all teacher candidates must demonstrate the ability to write clearly and correctly. Work which shows a lack of 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 the teacher candidate for revision to a literate level.

**Late Penalties:** Normally, the only acceptable reasons for late or missed assignments are illness (for which a doctor's statement may be required) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 5% per day, and will not be accepted more than 5 days after the due date unless prior arrangements have been made with the instructor.

**Academic Offences:** Scholastic offences are taken particularly seriously in this professional Faculty. Teacher Candidates should 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](http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_ScholasticDiscipline.pdf)

**Plagiarism:** Plagiarism means presenting someone else's words or ideas as one's own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, teacher candidates may consult their instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found on the Preservice website: [http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf](http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf)

**Plagiarism-Checking:**

1. 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 engage in personal networking and non-course communication only outside class time – before or after class, or at the break.

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<th>SUPPORT SERVICES</th>
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<td>A variety of support services are available at Western.</td>
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<td>If you need advice or assistance, do not hesitate to get in touch with any of these services.</td>
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FINANCIAL ASSISTANCE: Registrarial Services (http://www.registrar.uwo.ca)

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

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

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

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

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

SOCIAL & CULTURAL ISSUES: University Students’ Council (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/) 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