**Curriculum and Pedagogy in Elementary Schools Social Studies 5177Q JI, Fall 2014**

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**Course Description:** Theory and practice related to skills, attitudes, and understandings that support Social Studies education are addressed in this course. This course takes an inquiry based approach to Social Studies education, emphasizing critical thinking, action based learning and constructivist learning. Effective pedagogical methods for teaching in increasingly diverse classrooms are modelled and examined.

**Enduring Understandings:** The readings, classes, discussions and assignments for *Curriculum and Pedagogy in Social Studies* will continually reflect the enduring understandings and learning outcomes of this course. These enduring understandings reflect what students will retain from their learning, transfer to other subjects, and draw upon in their social studies teaching. The three enduring understandings are:

*Social Studies enables students to become responsible, active citizens.*  
*Social Studies involves critical and disciplinary thinking skills.*  
*Social Studies involves making connections.*

**LEARNING OUTCOMES:**

**By the end of the course students will:**

a) demonstrate an understanding of curriculum and pedagogy in teaching Social Studies in a J/I classroom through exploration of the Social Studies curriculum document and through engagement with a variety of strategies, assessments and resources,

b) develop a framework for conceptual, critical and disciplinary thinking that supports inquiry based and constructivist learning,
c) identify and develop citizenship education and its connection to the local, provincial, national and global communities.

Course Content

- What is Social Studies? Purpose of teaching Social Studies.
- Overview of Ontario Curriculum document (OCSSHG) revised 2013
- Planning in Social Studies: units, lessons, assessment, strategies and resources
- History teaching: strategies, assessments, and resources
- Geography teaching: strategies, assessments, and resources
- Assessment
- Citizenship education
- Global education
- Diversity education, Multiculturalism
- Cross-curricular connections

Course Textbook (available at the Western Bookstore)


About the Course - Social Studies may be defined as the social, historical, political, economic, cultural and environmental aspects of societies past, present and future. Social Studies is an integrated subject that incorporates the traditional subjects of history and geography, as well as anthropology, archaeology, economics, law, philosophy, political science, psychology, religion, and sociology. Social Studies will enable students to learn about the world around them.

This course provides both theory and practice to enable the learning and development of skills, attitudes and understandings to teach Social Studies. Teaching is an art and a science, best cultivated through learning from the experiences of others; mastering basic teaching techniques, strategies and approaches; and studying the theoretical underpinnings of learning and teaching. The course will explore critical and creative thinking in Social Studies and will develop effective pedagogical methods for teaching an increasingly diverse student body. Teaching approaches in Social Studies will be reviewed and modeled in class with an emphasis on citizenship education, inquiry-based models and constructivist learning.

THE ENDURING UNDERSTANDINGS OF SOCIAL STUDIES:

1) SOCIAL STUDIES ENABLES STUDENTS TO BECOME RESPONSIBLE, ACTIVE CITIZENS. As Social Studies educators, we understand the importance of developing responsible citizens who are actively involved in both local and global communities. Citizenship education is framed in the understanding of diverse perspectives and the impact of political, economic and social institutions on their lives.

2) SOCIAL STUDIES INVOLVES CRITICAL AND DISCIPLINARY THINKING SKILLS. As Social Studies educators, we understand the primary role of developing critical and disciplinary thinking in ourselves and in our students. Social Studies extends beyond “acts and facts” and
provides students with opportunities to develop perspectives, opinions and ideas within a constructivist approach.

3) **SOCIAL STUDIES IS ABOUT MAKING CONNECTIONS.**
As Social Studies educators, we understand the importance of integrating the curriculum through thoughtful and meaningful connections. Examples of these connections are:
- planning (e.g. between course expectations, assessment and teaching/learning strategies)
- cross-curricular (e.g. complementing and/or integrating Social Studies curriculum expectations with other subjects, such as math, language arts, science)
- personal (e.g. seeking connections between Social Studies and students’ personal lives, such as the personal significance of heritage, holidays or importance of map reading skills);
- technology and the world beyond (e.g. connecting the Social Studies curriculum to recent advances in technological development, and to both our local and global environments)

**Teaching Outline and Required Readings: 2014/2015**

**Notes:**
- Chapter readings are from the Case and Clark (2013) core text.
- OCSSHG refers to 2013 *Ontario Curriculum, Social Studies Grades 1-6: History & Geography Grades 7&8*
- OCWS refers to 2013 *Ontario Curriculum, Grades 9-10, Canada and World Studies*
- FNMI refers to 2007 *Ontario First Nation, Métis, and Inuit Education Policy Framework*
- *Supporting English Language Learners, A Practical Guide for Ontario’s Educators, Grades 1 to 8* (2008)

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<th>WK</th>
<th>CONTENT/TOPICS</th>
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| 1  | Introduction to Course and to Social Studies Teaching | OCSSHG – pp. 3-17.  
  - introduction and background to Social Studies and course outline  
  - purpose/rationale for Social Studies teaching and learning  
  - challenges and choices facing Social Studies educators  
  - Chapters 1 & 2 - *Case and Clark* |
| 2  | Introducing the Ontario Social Studies Curriculum- 2013 | OCSSHG – pp. 18-25; 34-37.  
  - overview of the Ontario Social Studies Curriculum document, 2013  
  - lesson plans/unit plans  
  - cooperative learning  
  - Chapters 25 & 12 - *Case and Clark* |
### Assignments and Other Course Requirements:

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<td>Participation</td>
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<td>Assigned readings with weekly online postings and reading circles, notes &amp; reflections, attendance, punctuality, participation</td>
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<tr>
<td>Assignment #1</td>
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**ASSIGNMENT DETAILS**

**Participation  20%**  
Personal and professional growth requires an environment that is stimulating, challenging and supportive. It is your responsibility to contribute in-class and online to create and nurture an environment of respect, collaboration and risk-taking. Participation will be evaluated through:  
1) Attendance and Punctuality  
2) Reading circles: small group discussions supporting weekly readings and online postings  
3) Active and engaged participation in class discussions  
4) Reflection opportunities

**Assignment #1  Mark:  20%  Due:  Week #3**

**Focus of the assignment:** Knowledge and understanding about the teaching of Social Studies and of the Ontario Curriculum document (OCSSHG, revised 2013), including the overall and specific expectations for each grade and strand, and the connections to the concepts of Social Studies thinking, the big ideas, framing questions and assessment opportunities.

A template will be provided online to support the assignment and to outline the specific questions to be addressed. A checklist rubric for the assessment of the assignment will also be provided online.

**Assignment #2  Mark:  20%  Due:  Week #5**

**Focus of the assignment:** Making connections among curriculum expectations, learning activities, resources and assessment. Select a strand and grade in the Junior/Intermediate grades. Explore the overall and specific expectations for the topic. Consider the related concepts of Social Studies thinking, as well as the big ideas and framing questions connected to the topic. Using the questions provided on the template organize your ideas for a learning activity, a resource and a formative assessment that would frame a meaningful learning experience for the students.

A template will be provided online to support the assignment and to outline the specific questions to be addressed. A checklist rubric for the assessment of the assignment will also be provided online.

**Assignment #3 (Big Picture Planning)  Mark:  40%  Due:  Week 8**

*Select one of the strands: *Heritage and Identity*  OR  *People and Environments*  
*The corresponding topic will be outlined in the curriculum document once the grade and strand are chosen.

Completing the Assignment:  
1. Use the one page *Big Picture Planning Sheet* to consider various components of the teaching/learning experiences that you will organize.
2. Create a one page organizer titled Cross Curricular Connections Organizer (your own generated design) to specifically connect your learning activities to other subject areas. Create a minimum of three strong cross-curricular connections. Provide one specific expectation from Social Studies that will connect to one specific expectation from another connected subject area. On your graphic organizer page there will be at least three strong cross-curricular connections. A learning activity will be listed for each of the cross-curricular connections.

3. Create a one page lesson plan (your selected format) that develops one of your determined learning activities from your Cross Curricular Connections Organizer. Your lesson plan will include all the aspects of good planning using the following headings: specific expectations, related Social Studies Disciplinary Thinking Concepts (from OCSSHG), learning goals, key questions, key vocabulary, the introduction, instruction and consolidation of the learning, assessment, resources/materials and opportunities for differentiated instruction.

4. The assignment should be 3-4 pages in length.

Templates of the Big Picture Planning Sheet, and the Cross Curricular Connections Organizer as well as the final assessment rubric are available on the Assignment area of the online class site. The lesson plan format is your own choice. Use the headings for the lesson plan as they are outlined in #3 above.

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.westerncalendar.uwo.ca/2009/pg118.html

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/preservice/downloads/Attendance.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: If you wish to be absent for a reason other than illness, compassionate leave, or religious observance, or feel you must be absent for another reason, your absence is unexcused. You are responsible for the work you missed, and for any make-up work deemed necessary. You may also pay a penalty for non-participation. Ongoing irregular attendance and multiple unexcused absences will result in referral to the Associate Dean and a change in registration status to conditional. Chronic absenteeism for any reason may provide grounds for 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.uwo.ca/univsec/handbook/appeals/scholoff.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/preservice/downloads/Plagiarism%20Policy.pdf

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.

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)

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./Dip.Ed. PROGRAM ISSUES: zuber@uwo.ca, Preservice Office, room 1166

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