Faculty of Education  
The University of Western Ontario

*Curriculum & Pedagogy in Intermediate/Senior Family Studies EDUC 5210*

**Full Year: Tuesdays 4:30 p.m. – 6:30 p.m. and Thursdays 2:30 p.m. – 4:30 p.m., Room # 2036/1035**


Office Hours: Tuesdays 6:30 p.m. to 7:30 p.m.
and Thursdays 4:30 p.m. to 5:30 p.m.

Room: 1078
Email: doshea2@uwo.ca

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**Calendar Copy:**

**EDUC 5210 Curriculum & Pedagogy in Intermediate/Senior Family Studies**

A focus on the theoretical premises of planning and implementing suitable curricula in the various areas of Family Studies, and on instructional strategies, learning activities, and curriculum development. Attention to resources, assessment and evaluation procedures, and current issues in Family Studies.

*Four hours per week, full year, 1.0 credit.*

**Course Description:**

The course is designed for candidates with the approved academic background in this area of study, who intend to teach Family Studies in the intermediate and senior grades. It is directed towards preparing students for the practicum experience, becoming a beginning teacher, and assisting in acquiring the attitudes and skills that will encourage one to become a reflective teacher, continually striving to improve practice throughout their career. In addition, candidates should be supportive of the basic philosophical premise of the Family Studies (Home Economics) profession and should be willing to gain a comprehensive knowledge of all areas encompassed by the field (food and nutrition, human development and relationships, resource management, textiles and housing and design).

The content of this course will be based on educational theory and research as well as experiences of the instructor, students, teachers, and other professionals in the field. A pragmatic-experiential
approach will be used throughout the course so that candidates can adapt materials and activities to meet the needs, interests, and abilities of students in intermediate and secondary programs. In addition, a wide variety of instructional practices focusing on inquiry, problem-based and experiential learnings, differentiated instruction, literacy and numeracy, sustainability including environmental and global considerations, Aboriginal perspectives, and assessment and evaluation as outlined in Growing Success, will be emphasized as a means of capitalizing on the diverse situations, themes and topics found in Family Studies courses. These opportunities will clearly reflect the growing consideration for 21st Century Learning and employing 21st Century Competencies: Critical Thinking and Problem Solving, Innovation, Creativity, and Entrepreneurship, Learning to Learn, Collaboration, Communication and Global Citizenship.

Since this is primarily a methodology course, the focus will be on the principles of procedures and their application in planning and developing materials for classroom use. The course is designed to incorporate extensive teaching/learning strategies with Family Studies curriculum expectations. In addition, attention will be given to:

- relating methodological information to academic subject matter;
- taking responsibility for personal professional growth and development;
- articulating a personal philosophy of teaching Family Studies.

How each student communicates this will be unique and personal. Therefore, assignments will be judged on the merits of completeness, clarity, succinctness and uniqueness in addition to insight, creativity, and syntheses of the work covered in class. As well, evidence of outside reading and inquiry is considered an integral part of each assignment under study. Correct APA referencing will be expected in keeping with the Ontario Social Sciences and Humanities curriculum expectations (2013).

This course is based on The Ontario Curriculum Grades 9 to 12: Social Sciences and Humanities, 2013 and will address the twenty-one (21) Family Studies specific courses outlined in the curriculum document.

**Learning Outcomes:**

The following statements should serve as a framework for learning during this course:

**A.** This course will assist students in becoming familiar with the Standards of Practice* for the teaching profession:

1. Commitment to students and student learning;
2. Professional knowledge;
3. Teaching practice;
4. Leadership and community;
5. On-going professional learning.

**B.** ...by accomplishing the following learning outcomes:

- Recognizing the responsibilities of developing a professional teaching role and establishing a relationship with Family Studies curriculum; (1, 2, 3)*
- Developing an understanding of the adolescent learner and challenges in teaching Family Studies; (1)
- Exploring 21st Century Competencies and connections to Family Studies (1, 2, 3)*
- Demonstrating an understanding of curriculum terminology as it relates to Family
Studies within the Social Sciences and the Humanities curriculum; (1, 2, 3)*
• Developing a lesson plan incorporating Family Studies expectations; (1, 2)*
• Developing a beginning competence with a repertoire of teaching strategies relevant to Family Studies courses; (1, 2, 3)*
• Developing a unit plan that uses effective teaching/learning strategies for selected curriculum expectations and incorporates appropriate learning goals and success criteria, assessment and evaluation; (2)*
• Developing a semester plan with learning goals, success criteria, and appropriate assessment and evaluation: (3)*
• Fostering a personal orientation to Family Studies and articulating the potential of the Family Studies program to contribute to broader educational goals of schools of Ontario; (1,2,3)*
• Expressing a personal philosophy of family studies education; (3)*
• Demonstrating thorough understanding of assessment and evaluation (1, 2, 3)*
• Developing an understanding of differentiated instruction, literacy, numeracy (financial literacy), technology, environmental, Aboriginal and global education perspectives in Family Studies. (3)*
• Recognizing ways of developing a safe, inclusive Family Studies classroom (1,2,3)*
• Incorporating experiential, problem based, inquiry and co-operative learning strategies in Family Studies education, implications for classroom management. (1, 2, 3)*
• Gaining practical experiences crucial in food, nutrition, financial literacy and textile teaching ( 1,2,3)*
• Collaborating with class members on in-class activities (1, 2, 3 )*
*Unit(s) as per Course Content

Course Content:
UNIT 1: (5 weeks) Professional Knowledge and Understanding

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Tuesday, September 5, 2017</td>
<td>Getting Started, Beginning a Professional Learning Community and Classroom</td>
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<tr>
<td>Thursday, September 7, 2017</td>
<td>Understanding Family Studies in Junior, Intermediate and Senior Curriculum – Where have we come from? How has the subject area evolved?</td>
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<td>Tuesday, September 12, 2017</td>
<td>Building a Family Studies Learning Environment</td>
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<tr>
<td>Thursday, September 14, 2017</td>
<td>Building a Family Studies Learning Environment Continues - The Adolescent Learner – Implications for Secondary Teachers</td>
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<tr>
<td>Tuesday, September 19, 2017</td>
<td>Furthering Our Understanding of Family Studies Curriculum In Preparation for Lesson, Unit and Semester Planning</td>
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<tr>
<td>Thursday, September 21, 2017</td>
<td>Elaborating on Lesson Planning, Learning Goals and Success Criteria</td>
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<td>Tuesday, September 26, 2017</td>
<td>Fundamentals of Family Studies Education – An Introduction to Teaching Food and Nutrition</td>
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<tr>
<td>Thursday, September 28, 2017</td>
<td>Fundamentals of Family Studies Education – An Introduction to Textile Related Studies</td>
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<tr>
<td>Tuesday, October 3, 2017</td>
<td>Fundamentals of Family Studies Education – An Introduction to Teaching Human Development and Healthy Relationships</td>
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<tr>
<td>Thursday, October 5, 2017</td>
<td>Fundamentals of Family Studies Education – An Introduction to Teaching Consumer Education and Resource Management</td>
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## UNIT 2: (4 weeks) Professional Thinking and Inquiry

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Tuesday, October 17, 2017</td>
<td>Teaching Social Science Research Skills in Family Studies Courses</td>
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<tr>
<td>Thursday, October 19, 2017</td>
<td>Sensitivity in the Family Studies Classroom, Teaching Controversial Issues, Introduction to Critical Thinking and Inquiry Based Learning</td>
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<td>Tuesday, October 24, 2017</td>
<td>Unit Planning – Beginning with the End in Mind</td>
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<tr>
<td>Thursday, October 26, 2017</td>
<td>Detailing Assessment and Evaluation</td>
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<td>Tuesday, October 31, 2017</td>
<td>Food Literacy/Integrating Agriculture into Family Studies lesson planning using Agscape (formerly Ontario Agri-food Education) resources</td>
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<td>Thursday, November 2, 2017</td>
<td>Connecting to the Community 1</td>
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<tr>
<td>Tuesday, November 7, 2017</td>
<td>Connecting to the Community 2 - Practical Applications for Family Studies Classes</td>
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<tr>
<td>Thursday, November 9, 2017</td>
<td>Safety and Classroom Management in the Family Studies Classroom</td>
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## UNIT 3: (9 weeks) Communication and Application of Professional Practices – Teaching/Learning Strategies

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Tuesday, January 9, 2018</td>
<td>Reflections and (Re) Directions, Transformative Practice</td>
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<tr>
<td>Thursday, January 11, 2018</td>
<td>Semester Planning</td>
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<td>Tuesday, January 16, 2018</td>
<td>Bringing the World to Your Classroom, Incorporating Global Perspectives, An Important Theme in Family Studies Education</td>
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<td>Thursday, January 18, 2018</td>
<td>Incorporating Aboriginal Perspectives into Family Studies Education</td>
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<td>Tuesday, January 23, 2018</td>
<td>Incorporating Sustainability and Environmental Learning in Family Studies Education</td>
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<td>Thursday, January 25, 2018</td>
<td>Differentiated Instruction and Experiential Learning</td>
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<tr>
<td>Tuesday, January 30, 2018</td>
<td>Experiential Learning 1 – Food Labs Field Trip/Workshop</td>
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<tr>
<td>Thursday, February 1, 2018</td>
<td>Food Labs -A Follow-up</td>
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<tr>
<td>Tuesday, February 6, 2018</td>
<td>Experiential Learning 2 – Sewing Labs Field Trip/Workshop</td>
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<tr>
<td>Thursday, February 8, 2018</td>
<td>Sewing Labs and Teaching Textiles – A Follow-up</td>
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<td>Tuesday, February 13, 2018</td>
<td>Specialized Tools and Equipment for Teaching Family Studies</td>
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<tr>
<td>Thursday, February 15, 2018</td>
<td>Literacy and Numeracy in Family Studies Education</td>
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<tr>
<td>Tuesday, February 20, 2018</td>
<td>Inclusion in the Family Studies Classroom – Challenges and Opportunities Guest Speakers To Be Confirmed</td>
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<td>Thursday, February 22, 2018</td>
<td>Using Collaborative and Cooperative Strategies Family Studies</td>
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<tr>
<td>Tuesday, February 27, 2018</td>
<td>Family Studies Classroom Organization and Management</td>
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<tr>
<td>Thursday, March 1, 2018</td>
<td>Developing A Professional Philosophy for Teaching Family Studies, Marketing Family Studies</td>
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<tr>
<td>Tuesday, March 6, 2018</td>
<td>Reflective Practice, Growing As A Professional</td>
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<td>Thursday, March 8, 2018</td>
<td>A Final Word, Tales from A First Time Teacher</td>
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Spring Break - March 12 – 16, 2018  
Practicum – March 19 – April 20, 2018

Curriculum and Pedagogy in Intermediate and Senior Family Studies 2017-2018
**Course Materials:**


**Recommended ONLY**


*Creating Home Economics Futures: The Next 100 Years.* Edited by Donna Pendergast, Sue L. T. McGregor & Kaija Turkki. ISBN: 9781921513961

Note: This book was released in conjunction with the International Home Economics World Congress in Melbourne, Australia (July 2012). For more information contact The Australian Academic Press [https://www.australianacademicpress.com.au/books/details/221/Creat](https://www.australianacademicpress.com.au/books/details/221/Creat)

**Applicable Websites**

AgScape (formerly Ontario Agri-Food Education Inc.): [http://www.oafe.org/](http://www.oafe.org/)


International Federation for Home Economics: [https://www.ifhe.org/](https://www.ifhe.org/)


Assignments and Other Course Requirements:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Mark</th>
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<tbody>
<tr>
<td>1. Lesson Plan</td>
<td>October 19, 2017</td>
<td>10%</td>
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<td>2. Unit Plan</td>
<td>January 18, 2018</td>
<td>25%</td>
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<tr>
<td>3. Curriculum planning: Semester Plan and Class Presentation</td>
<td>Presentations: February 13, 15, 20 and 22 2018</td>
<td>20%</td>
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<td></td>
<td>Plan Due March 1, 2018</td>
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<tr>
<td>4. Personal Teaching Philosophy in Family Studies Education</td>
<td>March 8, 2018</td>
<td>10%</td>
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<tr>
<td>5. In-class participation, activities including minds on activities, teaching tactic, exit cards, attendance, peer support, etc.</td>
<td>On-going</td>
<td>35%</td>
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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/teacher-education/docs/policies/Accessibility_Western.pdf.

Attendance: The B.Ed. program is an intense and demanding programs 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 at http://www.edu.uwo.ca/teacher-education/docs/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 10% 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 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/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf](http://www.edu.uwo.ca/teacher-education/docs/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](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. Lap tops 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.

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**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./Dip.Ed. PROGRAM ISSUES: zuber@uwo.ca, Teacher Education Office, room 1131

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1131
**Additional Information:**

**About the Course:**

This course is designed to prepare beginning Family Studies teachers for the Social Sciences and Humanities classroom where Family Studies is the predominant area of study. This course incorporates key understandings and principles of Family Studies, otherwise known as Home Economics in all parts of Canada and the world. In addition, the course makes a concentrated effort to incorporate key directions in Ontario education (e.g. 21st century competencies, Aboriginal perspectives, financial literacy, sustainability and environmental responsibility, etc.) for these are highly relevant and applicable to the premises of Family Studies education. A variety of formats will be used in addition to numerous teaching/learning strategies that teacher candidates are encouraged to model in their own beginning practices.

**About the Instructor:**

Diane O’Shea is a Professional Home Economist, and recently retired (June, 2017) Family Studies Teacher and Department Head in Family Studies and Social Sciences and Humanities at Medway High School (Thames Valley District School Board).

Diane has authored a number of teaching resources in Family Studies education including *Thinking Critically about Local Food* as well as the *Teacher’s Resource* for the textbook, *Individuals and Families: Diverse Perspectives* (McGraw-Hill Ryerson, 2010) and the *Teacher’s Resource for The Real Dirt on Farming*. In addition to being the Assessment and Evaluation consultant for *Elements: Food in Society, Food Preparation, and Nutrition and Healthy Eating* (McGraw-Hill Ryerson, 2013), she provided recipe testing and development. She has also provided services as an advisor, reviewer and Assessment and Evaluation consultant for *Elements – Parenting, Raising Healthy Children and Elements – Child Care: Working with Infants, Children and Adolescents* (McGraw-Hill Ryerson, 2014). More recently (2015) she was a lead reviewer for E-learning Ontario in developing an on-line course for Personal Life Management (HIP4O). Most recently (May 2017) Diane was part of a Teacher Learning Co-op through the Ontario Teachers’ Federation. The subsequent document, *Encouraging Deeper Learning in the Fashion Classroom* will soon be posted for teacher reference.

Diane continues to be involved in Home Economics education in a variety of volunteer capacities.

Diane is an active member of the Ontario Family Studies, Social Sciences and Humanities Council, the Ontario Family Studies Home Economics Educators’ Association, the London and Ontario Home Economics Associations and the International Federation of Home Economics. She co-ordinated *Canadian Symposium XIV – Home Economics/Family Studies/Human Ecology/Family and Consumer Education: Issues and Direction* in February 2017.

In November 2012, Diane was awarded the Adelaide Hoodless Award of Excellence which recognizes the vision of Adelaide Hoodless and the outstanding contributions she made to the profession. Hoodless was instrumental in the founding of Domestic Science education in Ontario, known today as Family Studies education. Hoodless' commitment to bettering the lives of individuals and families is what the recipient of this award demonstrates.
In April 2017, Diane was a recipient of the Bishop Townsend Award given by The Ontario Secondary School Teachers’ Federation District 11 Thames Valley, Thames Valley District School Board and the Diocese of Huron (Anglican).

Teaching Outline:

**UNIT 1: (5 weeks) Professional Knowledge and Understanding**

**Tuesday, September 5, 2017: Getting Started, Beginning a Professional Learning Community and Classroom**

- Introductions/Community Circle – Creating a Safe Learning Environment
- Course Outlines and Plans, expectations for the year
- What is Family Studies? What is Family Studies Curriculum?
- 2008 Position Statement on Home Economics (Family Studies) (IFHE)
- Identity Poster Assignment – Due for September 12, 2017 class

**Suggested Reading for Next Class:**

**Thursday, September 7, 2017: Understanding Family Studies in Junior, Intermediate and Senior Curriculum – Where have we come from? How has the subject area evolved?**

- An invitation to Practice: The profession and the professional
- Understanding the roots of Home Economics and Family Studies Education in Ontario, Canada and the World
- Family Studies Education Relevant Yesterday and Today!

Suggested Reading:


Home Economics can truly help to reduce poverty and improve health of families all over the world! Available at: http://jamesfoodblog.com/uncategorized/home-economics-can-truly-help-to-reduce-poverty-and-improve-health-of-families-all-over-the-world/


Tuesday, September 12, 2017: Building a Family Studies Learning Environment
• Identity Poster Presentations
• Diagnostic Assessment
• Introduction to Differentiated Instruction and diagnostic assessment – learning style self-assessment
• Applications for Family Studies Teaching


Thursday, September 14, 2017: Building a Family Studies Learning Environment Continues - The Adolescent Learner – Implications for Secondary Teachers
• Characteristics of adolescent learners – implications for teachers and lesson planning
• Adolescent brain development
• 21st Century Competencies connections to Family Studies

Tuesday, September 19, 2017: Furthering Our Understanding of Family Studies Curriculum In Preparation for Lesson, Unit and Semester Planning
• Unpacking Family Studies Curriculum (Social Sciences and Humanities) to prepare for lesson, unit and semester planning
• Lesson Planning and Design including Assessment As, For and Of Learning

Suggested Reading: Beyond Monet Chapter 6 – Lesson Design

Thursday, September 21, 2017: Elaborating on Lesson Planning, Learning Goals and Success Criteria
• Designing lessons for Open, College, Workplace, College, University and College/University
• Learning Goals and Success Criteria
• Lesson Plan Critique
• Expectations for Assignment #1 – A Lesson Plan (Due Thursday, October 19, 2017)

Tuesday, September 26, 2017: Fundamentals of Family Studies Education – An Introduction to Teaching Food and Nutrition
• Teaching the Fundamentals of Food and Kitchen Safety and Food Preparation
• Introduction to Food Labs
• Comparing Food and Nutrition based courses – What’s similar? What’s different?
• Integrating Food and Nutrition into other Family Studies courses
• The School Food and Beverage Policy (2011) Implications and Resources for Family Studies
Thursday, September 28, 2017: Fundamentals of Family Studies Education – An Introduction to Textile Related Studies

- Hand sewing project

Tuesday, October 3, 2017: Fundamentals of Family Studies Education – An Introduction to Teaching Human Development and Healthy Relationships

- Teaching human development
- Common themes in teaching healthy relationships: communication and conflict resolution

Thursday, October 5, 2017: Fundamentals of Family Studies Education – An Introduction to Teaching Consumer Education and Resource Management

- Teaching decision making, money management and being a wise consumer

Fall Reading Week – October 9 – 13, 2017

UNIT 2: (4 weeks) Professional Thinking and Inquiry

Tuesday, October 17, 2017: Teaching Social Science Research Skills in Family Studies Courses

- Social Science Research Expectations
- Incorporating Social Science Research into Curriculum Planning
- Children’s storybooks – motivators for social science learning

Thursday, October 19, 2017: Sensitivity in the Family Studies Classroom, Teaching Controversial Issues Introduction to Critical Thinking and Inquiry Based Learning

- Controversial issues in Family Studies curriculum
- Encouraging critical thinking with Edward de Bono’s Thinking Hat Strategy
- Introduction to Inquiry Based Learning

Suggested Reading: Beyond Monet – de Bono’s Thinking Hat Strategy pp. 325-332


Encouraging Deeper Learning in the Fashion Classroom – reference to be announced

Tuesday, October 26, 2017: Unit Planning – Beginning with the End in Mind

- The Design Down model in unit planning
- Differentiating between assessment and evaluation
- Expanding on Assessment As, Of and For Learning
- Fishbone – A graphic organizer, useful in unit planning and teaching practices

Suggested Reading:
Beyond Monet – Fish Bone, A Graphic Organizer pp. 102


Thursday, October 26, 2017: Detailing Assessment and Evaluation
- Highlighting Growing Success
- Meeting expectations, the 70/30 requirements, designing authentic tasks
- Developing effective rubrics and assessment tools
- Co-constructing evaluations
- Project Based Evaluation
- Marking activity
- Expectations for Assignment #2 – A Unit Plan (Due January 18, 2018)

Required Reading for Tuesday, October 31, 2017 class:

Tuesday, October 31: Food Literacy/Integrating Agriculture into Family Studies lesson planning using Agscape (formerly Ontario Agri-food Education) resources
- Revisiting The Pleasures of Eating
- Guest Presentation (Agscape formerly OAFE) (To Be Confirmed)
- Meeting curriculum expectations using agri-food resources

Thursday, November 2, 2017: Connecting to the Community 1
- Community Linkages – extending beyond the classroom, opportunities for learning and community building
- Using community resources

Tuesday, November 7, 2017: Connecting to the Community 2 - Practical Applications for Family Studies Classes
- Sewing Lab (field trip) “A Case for Smiles” – pillow cases for children with cancer OR “Days for Girls”

Thursday, November 9, 2017: Safety and Classroom Management in the Family Studies Classroom
- Safety and Classroom Management – Priorities in the Family Studies Classroom
- Lesson Plan Sharing Announcement (for January 10, 2018)
UNIT 3: (9 weeks) Communicating and Application of Professional Practices – Teaching/Learning Strategies

Tuesday, January 19, 2018: Reflections and (Re) Directions, Transformative Practice
- Reflections on practicum through mind mapping
- Lesson Plan Sharing
- Developing a professional philosophy for teaching Family Studies

Suggested Reading: Beyond Monet – Chapter 5 – Instructional Tactics

Thursday, January 11, 2018: Semester Planning
- Tactics for Teaching Explained and Organized
- The Big Picture: Semester planning and creating a course
- Expectations for Assignment #3: Semester Plan and Presentation – Due in February

Tuesday, January 16, 2018: Bringing the World to Your Classroom, Incorporating Global Perspectives, An Important Theme in Family Studies Education
- What is a “global perspective”? Why is this especially relevant to Family Studies education?
- Integrating a global perspective in practical applications to meet curriculum expectations.

Suggested Reading:

Thursday, January 18, 2018: Incorporating Aboriginal Perspectives into Family Studies Education
- Tactics for Teaching
- Family Studies with an Aboriginal Perspective lens
- Unit Plan Due

Tuesday, January 23, 2018: Incorporating Sustainability and Environmental Learning in Family Studies Education
- Tactics for Teaching
- Exploring new directions in environmental education in Family Studies curriculum, community gardens
- Teaching sustainability, the wave of Home Economics/Family Studies education
- E-Book – Global Sustainable Development: A Challenge for Consumer Citizens (www.educationforsustainabledevelopment.org) and other selected resources

Suggested Reading:

Thursday, January 25, 2018: Differentiated Instruction and Experiential Learning
- Tactics for Teaching
- Recognizing and applying multiple intelligences theory
- Managing differentiation in a Family Studies classroom
- Experiential Learning in preparation for upcoming lab sessions

Curriculum and Pedagogy in Intermediate and Senior Family Studies 2017-2018
Tuesday, January 30, 2018: Experiential Learning 1 – Food Labs Field Trip/Workshop

- Conducting food labs with and without kitchen lab facilities
- Using food labs to integrate Family Studies knowledge and concepts in courses other than those that are food and nutrition based

Thursday, February 1, 2018: Food Labs - A Follow-up

- Tactics for Teaching
- Problem-based learning in food labs
- Planning and organizing food labs
- Allergies, cultural practices – concerns and opportunities
- Safety in the Foods Lab Revisited
- Shopping and budgeting for food labs
- Assessing experiential learning activities

Suggested Reading:

Tuesday, February 6, 2018: Experiential Learning 2 – Sewing Labs Field Trip/Workshop

- The role of sewing and creative expression in Family Studies curriculum
- Conducting sewing related labs
- All students will make a small project suitable for a beginning sewing project

Required Reading for Thursday, February 8, 2018.

Choose 1 of the following:


OR


Thursday, February 8, 2018: Sewing Labs and Teaching Textiles – A Follow-up

- Reading Activity – supporting textile education, issues and challenges
- Planning and organizing sewing labs
- Incorporating sewing and other creative activities in Family Studies curriculum
- Comparing textile based courses: HNL2O/HNC3C/HNB4M

Tuesday, February 13, 2018: Specialized Tools and Equipment for Teaching Family Studies

- Semester Plan Presentations
- Textbook Scavenger Hunt – critiquing textbooks and other resources
- Electronic Infant Simulator – pros and cons
- Other tools and equipment pertinent to the Family Studies Classroom
Thursday, February 15, 2018: Literacy and Numeracy in Family Studies Education
- Semester Plan Presentations
- Literacy and numeracy opportunities and applications for Family Studies
- Using Think Literacy and Edugains resources
- Incorporating financial literacy resources

Tuesday, February 20, 2018: Inclusion in the Family Studies Classroom – Challenges and Opportunities
- Semester Plan Presentations
- Inclusion in the Family Studies classroom
- Guest Speakers to be confirmed

Suggested Reading:

Thursday, February 22, 2018: Using Collaborative and Cooperative Strategies Family Studies
- The Five Elements of Cooperative Learning (Johnson and Johnson)
- Sizes and types of groups, assigning groups
- Collaborative Skills
- Practical Application: A Teams Tournament: How well do you know Family Studies content?

Tuesday, February 27, 2018: Family Studies Classroom Organization and Management
- Managing interruptions, time robbers and other issues
- A class without technology
- Supply teaching in the Family Studies Classroom

Thursday, March 1, 2018: Developing A Professional Philosophy for Teaching Family Studies, Marketing Family Studies
- Developing a personal philosophy for teaching Family Studies
- Marketing and promoting Family Studies courses
- Bulletin Board Design

Tuesday, March 6, 2018: Reflective Practice, Growing As A Professional
- Personal Reflections on Professional Growth
- Looking Ahead: AQ courses, mentors, portfolios
- Building professional networks through Ontario Home Economics Association (OHEA), Ontario Family Studies Home Economics Educators’ Association (OFSHEEA), Ontario Family Studies Leadership Council (OFSLC) and International Federation of Home Economics (IFHE) – panel to be confirmed

Thursday, March 8, 2018: A Final Word, Tales from A First Time Teacher
- Potluck
- Managing classroom interruptions and time robbers
- Tales from a first time Family Studies teacher (To Be Confirmed)
- Final questions and answers
- Personal Philosophy for Teaching Family Studies Assignment Due
Assignment Guidelines:

Detailed Assignments and Evaluation Criteria will be distributed according to the Teaching Outline. In keeping with Growing Success, the class will co-construct at least one evaluation tool.

Hard copies are expected for major assignments so that written feedback can be given. Please do not use plastic sleeves.

Assignments are designed to be future references for beginning Family Studies teachers.

Assessments will be modelled and incorporated into many classes.

Readings:

See outline above. Required readings are listed one week in advance of the class. Teacher candidates should come to class with some sense of the assigned article(s). Where readings are suggested, teacher candidates should review these, if at all possible, to enhance their understanding of course material.

The following Ontario Ministry of Education Guidelines are available for class use either in print or via the Internet and should be given close attention:


Ontario Ministry of Education. (2010). School Food and Beverage Policy. Available at: www.ontario.ca/healthyschools

References:


Dated: August 12, 2017