Curriculum and Pedagogy in Social Studies and Humanities
Social Studies - General Sciences 5214
Philosophy 5243
Monday and Wednesday, 2:30 – 4:30 pm, Room #_

Instructor: Alicia Lapointe, PhD, MEd, BEd, BA, OCT
Email: alapoint@uwo.ca
Twitter: @alapoint13

Course Coordinator: Alicia Lapointe

Calendar Copy:

Curriculum and Pedagogy in Social Studies and Humanities - Social Studies General
An introduction to curriculum and pedagogy in the Social Studies. A focus on instructional strategies, learning activities, resources, assessment and evaluation procedures, and current issues in contemporary social studies including environmental and sustainability education.

Curriculum and Pedagogy in Social Studies and Humanities - Philosophy
An introduction to curriculum and instruction in Social Studies and Humanities for the intermediate/senior grades with a particular focus on the curriculum in Philosophy.

Course Description:
This course introduces students to effective teaching and learning practices within Intermediate/Senior Social Sciences and Humanities. It helps teacher candidates build a theoretical and practical understanding of how they may successfully deliver General Social Sciences and Philosophy courses. It familiarizes students with the Ontario curriculum and helps them develop and enhance pedagogical skills, such as teaching approaches and strategies, classroom management, differentiated instruction, and assessment and evaluation practices. Course work emphasizes equitable teaching and learning practices, self and peer evaluation, and active participation.
**Learning Outcomes:**

From attending class, completing all course readings/videos/articles, etc., engaging in critical discussion, and participating in class activities, students can expect to achieve the following outcomes:

1. Describe what the Social Sciences are and why we teach it;
2. Know the Social Sciences and Humanities (2013) curriculum document and understand how to use it;
3. Understand the interdependence of theory and practice in Social Sciences education;
4. Approach Social Sciences content, and teaching and learning practices critically;
5. Engage in self reflexivity
6. Receive and provide effective feedback
7. Identify and utilize a variety of teaching methods and resources;
8. Design dynamic courses, units, lessons, and activities;
9. Differentiate content, processes and products;
10. Construct effective assessments and evaluations;
11. Utilize digital tools and resources in the Social Sciences;
12. Build positive and equitable learning communities that support the needs and strengths of all students, including those who continue to be oppressed in and through schooling (e.g., FNMI and LGBT2Q+ youth, students with disabilities, etc.);
13. Collaborate with, and learn with and from other educators;
## Course Content and Activities

<table>
<thead>
<tr>
<th>Topic(s)</th>
<th>Dates</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Community Building and Course Overview</td>
<td>Tue Sept 4</td>
<td>No readings</td>
</tr>
<tr>
<td>2. What are the Social Sciences and Why Do We Teach It?</td>
<td>Wed Sept 5</td>
<td>Case and Clark (2018) - Chapter 2</td>
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<tr>
<td>• General Social Sciences</td>
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<tr>
<td>• Philosophy</td>
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<tr>
<td>4. Justice-Oriented Teaching</td>
<td>Wed Sept 12</td>
<td>Agarwal-Rangnath, Dover, and Henning (2016) – Chapter 4</td>
</tr>
<tr>
<td>5. Microteaching: Learning to Teach, Teaching to Learn</td>
<td>Mon Sept 17</td>
<td>Characteristics of Effective Feedback</td>
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<tr>
<td>6. Microteaching: Learning to Teach, Teaching to Learn</td>
<td>Wed Sept 19</td>
<td>Reflective Teaching</td>
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<tr>
<td>7. Approaches to Teaching Social Sciences</td>
<td>Mon Sept 24</td>
<td>Case and Clark (2008) – Chapters 4 and 7</td>
</tr>
<tr>
<td>8. Strategies for Teaching Social Sciences</td>
<td>Wed Sept 26</td>
<td>SSCED Tool Kit, Curriculum, Instruction, and Assessment Tips and Tricks for Engaging Students in Social Studies Instruction</td>
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<tr>
<td><strong>Reading Week</strong></td>
<td>October 8th - October 12th, 2018</td>
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<tr>
<td>11. Lesson and Unit Design</td>
<td>Mon Oct 15</td>
<td>Case and Clark (2008) - Chapter 23 Backward Design</td>
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<tr>
<td>14. Rubric Design</td>
<td>Wed Oct 24</td>
<td>Rubrics How to Create a Rubric</td>
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<tr>
<td>15. Lesson Plan Presentation and Evaluation</td>
<td>Mon Oct 29</td>
<td>No Readings</td>
</tr>
<tr>
<td>17. Seminar #2 – Differentiated Instruction</td>
<td>Mon Nov 5</td>
<td>Differentiated Instruction Using Differentiated Instruction to Support All Learners</td>
</tr>
<tr>
<td>18. Seminar #3 – Classroom Management Strategies</td>
<td>Wed Nov 7</td>
<td>Classroom Management Strategies</td>
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</tbody>
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**Practicum**
November 12th - December 7th, 2018

**Holidays**
December 10th – January 4th, 2019

<table>
<thead>
<tr>
<th>19. Practicum Reflections</th>
<th>Mon Jan 7</th>
<th>Cimer, Çimer, and Vekli (2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar #6 – Integrating Technology in Social Studies Classes</td>
<td>Mon Feb 4</td>
<td>Digital Literacy: Technology, Resources and Activities Chart</td>
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<tr>
<td>Seminar #7 – Games, Simulations, and Role Playing</td>
<td>Wed Feb 6</td>
<td>Linter (2013) – Chapter 3 (Tuner)</td>
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<td>Seminar #8 – Promoting Accessibility in the Social Sciences</td>
<td>Mon Feb 11</td>
<td>Accessibility Services, The University of Waterloo</td>
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<td>Seminar #9 – Promoting an Understanding of and Respect for Global Values and Beliefs</td>
<td>Wed Feb 13</td>
<td>Nganga, Kambutu, and Russell (2013) – Chapter 16</td>
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<td></td>
<td></td>
<td>Case and Clark (2008) – Chapter 17</td>
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<tr>
<td>Family Day (No Class)</td>
<td>Mon Feb 18</td>
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<tr>
<td>Facilitating Difficult Discussions</td>
<td>Mon Feb 20</td>
<td>Difficult Dialogues</td>
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<tr>
<td>Seminar #10 - Unit and Course Culminating Activities</td>
<td>Mon Feb 25</td>
<td>Summative Assessments</td>
</tr>
<tr>
<td>Senior Social Sciences Resource Sharing (Grade 11)</td>
<td>Wed Feb 27</td>
<td>No Readings</td>
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<tr>
<td>Senior Social Sciences Resource Sharing (Grade 12)</td>
<td>Mon Mar 4</td>
<td>No Readings</td>
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<tr>
<td>Concluding Thoughts and Course Debrief</td>
<td>Wed Mar 6</td>
<td>No Readings</td>
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<tr>
<td>Conference Week</td>
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<tr>
<td>March 11&lt;sup&gt;th&lt;/sup&gt; – March 15&lt;sup&gt;th&lt;/sup&gt;, 2019</td>
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<tr>
<td>Reading Week</td>
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<tr>
<td>March 18&lt;sup&gt;th&lt;/sup&gt; – March 22&lt;sup&gt;nd&lt;/sup&gt;, 2019</td>
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<tr>
<td>Practicum</td>
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<tr>
<td>March 25&lt;sup&gt;th&lt;/sup&gt; – April 18&lt;sup&gt;th&lt;/sup&gt;, 2019</td>
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**Course Materials:**
**Required:**

The course text may be purchased at:
Books Plus
1153 Western Road, London, Ontario


*All other readings/videos/articles may be found on our course website*

**Assignments and Other Course Requirements:**

<table>
<thead>
<tr>
<th>Assignment Number</th>
<th>Assignment Description</th>
<th>Percentage of Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1</td>
<td>Microteaching Reflection</td>
<td>10%</td>
<td>Mon, Sept 24th, 2018</td>
</tr>
<tr>
<td>2</td>
<td>Lesson Plan: Self Evaluation</td>
<td>5%</td>
<td>Mon, Oct 29th, 2018</td>
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<tr>
<td></td>
<td>Lesson Plan: Peer Evaluation</td>
<td>10%</td>
<td>Mon, Oct 29th, 2018</td>
</tr>
<tr>
<td>3</td>
<td>Seminar: Self Evaluation</td>
<td>5%</td>
<td>Class Following Seminar</td>
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<tr>
<td></td>
<td>Seminar: Instructor Evaluation</td>
<td>20%</td>
<td>TBD</td>
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<tr>
<td>4</td>
<td>Class Work and Participation: Self Evaluation</td>
<td>10%</td>
<td>Wed, Nov 7th, 2018</td>
</tr>
<tr>
<td></td>
<td>- 5% semester 1</td>
<td></td>
<td>Wed, Mar 6th, 2019</td>
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<tr>
<td></td>
<td>- 5% semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Unit Plan</td>
<td>20%</td>
<td>Wed, March 6th, 2019</td>
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</tbody>
</table>
Assignment Descriptions

Assignment 1
• Microteaching Reflection
  o Step 1 – Prepare for and facilitate a 5-minute mini-lesson
    Each student will pair up with another classmate to prepare and deliver a 5-minute (max) lesson. Each pair will select a topic to teach from one of the General Social Sciences (e.g., prejudice, postcolonial anthropology, Ivan Pavlov, socialization, etc.) or Philosophy (e.g., ethics, philosophical argument, epistemology, etc.) courses. Pairs will facilitate their lesson on Monday, September 17th or Wednesday, September 19th. Students will sign up for a date in class. Microteaching lessons should include:
    ▪ An introduction to the topic (i.e., hook)
    ▪ Middle/body of lesson (i.e., Social Sciences content)
    ▪ Conclusion (i.e., wrap-up lesson)

    Things to consider:
    Before the Microteaching Lesson
    ▪ Did I select a topic that is taught in the Intermediate/Senior Social Sciences?
    ▪ Did I reflect on, anticipate, and prepare for what students already know about the topic?
    ▪ Did I include too much content for 5 minutes?
    ▪ What materials, if any, do I need to facilitate the lesson (e.g., projector, photocopies, markers, etc.)
    ▪ Did my partner and I decide our roles for the lesson and practice it?

    During the Microteaching Lesson
    ▪ How is my body language?
    ▪ Am I projecting my voice and varying my tone?
    ▪ How is my pace? Am I going too fast/slow?
    ▪ Am I engaging students (i.e., encouraging participation)?
    ▪ How are students responding to the material?

    All classmates will provide brief written feedback to each microteaching pair (i.e., identify a strength and something to improve moving forward).

  o Step 2 – Microteaching Reflection
    Each student will individually reflect on their microteaching lesson and review their peer-based feedback. Based on their reflections, each student will craft a 2-page double-spaced (maximum) reflection on their teaching experience.
Things to consider:

**After the Microteaching Lesson**

- What was effective about my lesson? Why was it effective? How do I know it was effective?
- Did my lesson have a clear beginning, middle, and end?
- Did I communicate in a clear and concise manner?
- Were my interactions with students effective (e.g., did I answer their questions; did I acknowledge their contributions)?
- Did I use the space, resources, and/or materials (e.g., whiteboard, PowerPoint, etc.) in an effective way?
- Did I have to adapt my lesson on the fly? If so, were my decisions effective?
- What could be improved moving forward? What steps will I take to improve my teaching?

Your 2-page microteaching reflection may include commentary on a couple of these questions or other, self-developed questions. When preparing your work, please review the microteaching reflection assessment tool, which is posted on our course website.

**Assignment 2**

- **Lesson Plan**
  - Based on the information presented in class and your readings, each student will develop a lesson plan for one 75-minute Intermediate/Senior General Social Sciences or Philosophy class. The lesson plan should use either a chart or narrative format and include the following:
    - The title of the lesson, and the name of the Social Sciences course
    - The overall and specific expectations which will be addressed
    - A description of the hook, which introduces the lesson
    - A body of the lesson that:
      - has headings and subheadings, which may represent a potential whiteboard/blackboard outline
      - an outline of teacher actions and student interactions
      - students’ prior knowledge, which supports future learning
      - key questions that move the lesson along
      - explanations (in italics) of the intent of each of your main actions in the body (i.e., “I am doing this because...” and “Through this action/activity I hope to accomplish...”)
      - a closure (sometimes called conclusion), which emphasizes high-end questions that can be used to reflect on key learnings
- Homework where applicable
- An appendix of teaching materials to be used in the lesson (e.g., handouts, readings, PowerPoints, resources, technological support, films/videos, etc.). Include this information and materials after the lesson
- How were the KICA categories (i.e., knowledge, thinking, communication and application) addressed in the lesson? Because this is a single lesson, you may not necessarily evaluate each category
- Lesson plans may vary in length

**Evaluation**

- **Self Evaluation**
  - Each student will review their individual lesson plan and assess it with a rubric, which will be co-constructed in class. Students will bring their completed lesson plan assessment to class on Monday, October 29th, 2018 and submit it to the instructor.

- **Peer Evaluation**
  - Each student will bring 5 photocopies of their lesson plan to class on Monday, October 29th, 2018. Students will be divided into small groups and each person will orally present (10 minutes max) their lesson plan. Thereafter, group members will individually review each person’s lesson plan and grade it with the co-constructed rubric. Each group will submit completed rubrics to the instructor in class on Monday, October 29th, 2018.

**Assignment 3**

- **Seminar**
  - Students will plan and facilitate a group seminar in one of the following areas:
    - #1 – Cooperative Learning (Wed, Oct 31st, 2018)
    - #2 – Differentiated Instruction (Mon, Nov 5th, 2018)
    - #3 – Classroom Management Strategies (Wed, Nov 8th, 2018)
    - #4 – Teaching for Social Justice (Indigenous Focus) (Mon, Jan 21st, 2019)
    - #5 – Social Action in Social Studies (Mon, Jan 28th, 2019)
    - #6 – Integrating Technology in Social Studies Classes (Mon, Feb 4th, 2019)
    - #7 – Games, Simulations, and Role Playing (Wed, Feb 6th, 2019)
    - #8 – Promoting Accessibility in the Social Sciences (Mon, Feb 11th, 2019)
    - # 9 – Promoting an Understanding of and Respect for Global Values and Beliefs (Wed, Feb 13th, 2019)
    - #10 - Unit and Course Culminating Activities (Mon, Feb 25th, 2019)

Groups of 4-5 students will work together outside of class time to create a 45-minute presentation - delivered during the first half of class, which balances theory and practice for their topic. After a 10-minute class break, groups will
facilitate a 30-minute (max) activity related to their topic. Groups will provide a skeletal plan of their seminar to the instructor two weeks prior to delivering it. Groups may meet with the instructor at this time to receive constructive feedback. Students should refer to the seminar rubric when preparing their work.

**Evaluation**

- **Self Evaluation**
  - Each student will reflect on how they prepared for and facilitated their seminar and assess it with a rubric created by the instructor. Each student will submit their completed rubric the class following their seminar.

- **Instructor Evaluation**
  - The instructor will reflect on how each group prepared for and facilitated their seminar and assess it with a rubric. Each person in the group will receive the same grade.

**Assignment 4**

- **Class Work and Participation**
  - **Self Evaluation**
    - Students will evaluate their participation on two occasions (i.e., at the end of semester 1 and 2) against the following criteria: attendance; quality of small and large group contributions; relating assigned readings/media to class discussions/activities; actively listening to classmates and respectfully interacting with others; leadership and self-motivation; and giving and receiving feedback.

  - **Instructor Evaluation**
    - The instructor will evaluate each student’s participation on two occasions (i.e., at the end of semester 1 and 2) against the following criteria: attendance; quality of small and large group contributions; relating assigned readings/media to class discussions/activities; actively listening to classmates and respectfully interacting with others; leadership and self-motivation; and giving and receiving feedback.

**Assignment 5**

- **Unit Plan**
  - In pairs, students will develop a unit plan that may be taught in one of the Intermediate/Senior General Social Sciences or Philosophy courses. This plan should include the following information:
    - The title of the unit and the name of the course
    - The purpose of the unit
    - Main topic or topics
• Concepts that unite lessons within the unit
• Significant vocabulary
• All lessons to be delivered in the unit (criteria for individual lessons are outlined in assignment 2)
• Questions to guide thinking each day and from day to day
• Questions based on recurring unit ideas or themes
• Assessments for before, during, and after lessons and the overall unit

When creating your unit plan, please review the assignment rubric, which is posted on our course website.

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 5% per day, and will not be accepted more than 7 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
**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:* [https://www.edu.uwo.ca/teacher-education/docs/policies/WEB_PlagiarismPolicy.pdf](https://www.edu.uwo.ca/teacher-education/docs/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](http://www.turnitin.com)).
2. 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.

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**Western SUPPORT 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:** [http://www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/)

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**Land Acknowledgement**

Western University is located in a geographic region that was originally cared for by the Anishinaabeg, Haudenosaunee, Lunaapeewak, and Attawandaron (Neutral) peoples. Chippewa of the Thames First Nation (part of the Anishinaabe); Oneida Nation of the Thames (part of the Haudenosaunee); and, Munsee-Delaware Nation (part of the Leni-Lunaape) are proximal First Nations communities in this area.