

## EDUC 5177Q - PJ

### Curriculum & Pedagogy in Elementary Social Studies

#### Instructor:

**Scott Armstrong 001 (PJ) E:**  
**sarmst95@uwo.ca Office**  
**Hours:** by appointment

**Jimmy Norman 002 (PJ)**  
**E: jnorma7@uwo.ca**  
**Office Hours:** by appointment

#### Schedule:

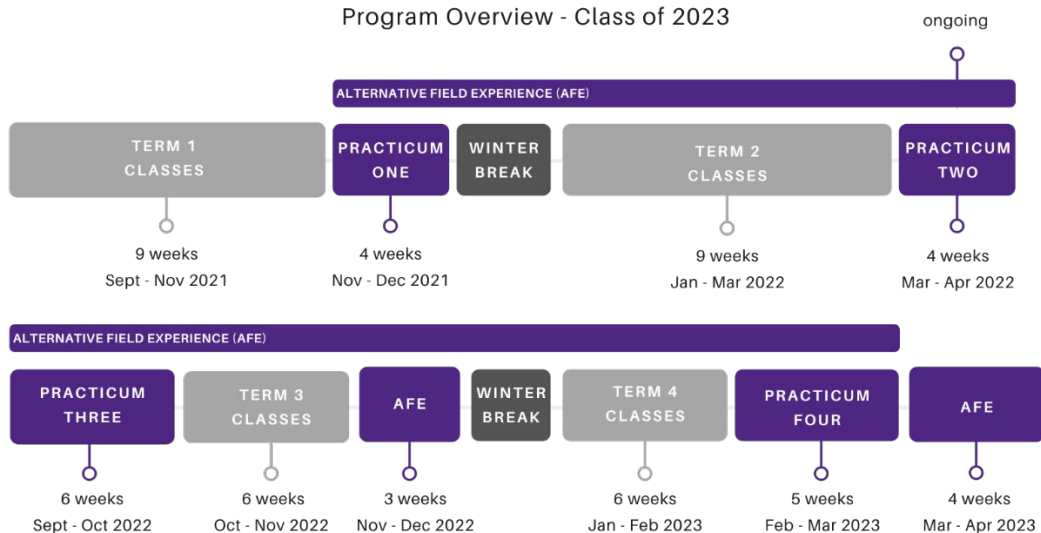
**Section 001 (PJ):** Mon 10:30AM-12:30PM, Room: 2054      **Section 002 (PJ):** Mon 4:30PM-6:30PM, Room: 2035

#### Program Context:

This is a **PJ Curriculum Course** taken by Teacher Candidates during **Year 1, Term 1** of the Bachelor of Education.

#### BACHELOR OF EDUCATION

Program Overview - Class of 2023



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# Elementary Social Studies - Primary/Junior (EDUC 5177Q/S PJ)

A critical approach to Social Studies education emphasizing social action and interactive, hands-on, constructivist learning. Skills, attitudes and understandings that support Social Studies education, and effective pedagogical methods for teaching in increasingly diverse classrooms, are modelled and examined. Environmental and sustainability education is also addressed. 2 hours per week, first or second term, .25 credit.

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.

Number of Credits : 0.25

Number of Weeks: 9

## **Week 1:** Introduction to the Course and Key Teaching Components (Monday, September 13th)

- Welcome and Introductions.
- Overview of Course Outline and OWL.
- Overview of Social Studies Curriculum.
- Learning Goals & Success Criteria.

- Rebuilding Our School Communities.

Learning Activities		
Type	Name	Description
<b>Formative Assessment</b>	Weekly Activity	Discussion & Participation
<b>Reading</b>	Week 1 Materials & Readings	Ontario. Ministry of Education. (2018). The Ontario curriculum: Social studies grades 1 to 6 history and geography grades 7 and 8. Toronto: Author. (Read pages 3-25) Ontario. Ministry of Education. (2010). Growing success: Assessment, evaluation, and reporting in Ontario schools. Toronto: Author. Maynes, N., & Straub, J. (2012). Social studies: Innovative approaches for teachers. Pearson Canada. (Read Chapters 1 & 2).

## Week 2: Introduction to the Social Studies Curriculum (Monday, September 20th)

- Curriculum Overview- Why Social Studies?
- Introduction to the Social Studies, History and Geography document
- Inquiry-Based Learning

Learning Activities		
Type	Name	Description
<b>Formative Assessment</b>	Weekly Activity	Discussion & Participation
<b>Reading</b>	Week 2 Materials & Readings	Ontario. Ministry of Education. (2018). The Ontario curriculum: Social studies grades 1 to 6 history and geography grades 7 and 8. Toronto: Author. (Read pages 36-58). Ontario. Ministry of Education. (2013, May). Capacity building series K-12. Inquiry-based learning. Toronto: Author.

## Week 3: Focus on Overall and Specific Expectations by Grade (Monday, September 27th)

- The Program in SSHG - What do we teach and how?
- Curriculum Examination, Concepts of Thinking and Inquiry Process used in the SSHG document
- Time Allocation Guide

Learning Activities		
Type	Name	Description
<b>Formative Assessment</b>	Weekly Activity	Discussion & Participation
<b>Reading</b>	Week 3 Materials & Readings	<p>Ontario. Ministry of Education. (2018). The Ontario curriculum: Social studies grades 1 to 6 history and geography grades 7 and 8. Toronto: Author. (Read pages 7-13, 21-24)</p> <p>Ontario. Ministry of Education. (2009, May). Capacity building series. Learning blocks for literacy and numeracy. Toronto: Author.</p> <p>Thames Valley District School Board. (2014, June). Elementary Time Allocation Guideline. London: Author.</p>

## Week 4: Focus on History and Geography and the UBD Model (Monday, October 4th)

- A focus on teaching History and Geography
- An introduction into the UBD model and how it manifests in 21st century classrooms

## Learning Activities

Type	Name	Description
<b>Formative Assessment</b>	Weekly Activity	Discussion & Participation
		Ontario. Ministry of Education. (2018). The Ontario curriculum: Social studies grades 1 to 6 history and geography grades 7 and 8. Toronto: Author. (Reference and refer to pages 138- 210)
<b>Reading</b>	Week 4 Materials & Readings	Ontario. Ministry of Education. (2013, November). Capacity building series K-12. Culturally responsive pedagogy: Towards equity and inclusivity in Ontario schools. Toronto: Author.
		Wiggins, Grant. (2013, February 28). Understanding by design. [Video]. <a href="https://youtu.be/4isSHf3SBuQ">https://youtu.be/4isSHf3SBuQ</a>

## Week 5: Cross-Curricular Teaching (Monday, October 18th)

- A glance into connecting various subjects into Social Studies learning
- Understanding the importance of teaching in a cross-curricular manner

## Learning Activities

Type	Name	Description
<b>Formative Assessment</b>	Weekly Activity	Discussion & Participation
<b>Formative Assessment</b>	Week 5 Formative	Exit Cards - create cross-curricular mini lesson
<b>Reading</b>	Week 5 Materials & Readings	Ontario. Ministry of Education. (2018). The Ontario curriculum: Social studies grades 1 to 6 history and geography grades 7 and 8. Toronto: Author. (Read pages 36-45) Cross Curricular Connections Template Handout

## Week 6: Assessment and Evaluation (Monday, October 25th)

- Ensuring proper assessment and evaluation practices, as it relates to Social Studies and all other subjects
- Diving into the Growing Success document, guiding assessment in schools
- What are the keys and objectives of quality assessment?
- Diving into Growing Success

### Learning Activities

Type	Name	Description
<b>Formative Assessment</b>	Weekly Activity	Discussion & Participation
<b>Reading</b>	Week 6 Materials & Readings	Ontario. Ministry of Education. (2018). The Ontario curriculum: Social studies grades 1 to 6 history and geography grades 7 and 8. Toronto: Author. (Read pages 27-31) Ontario. Ministry of Education. (2010). Growing success: Assessment, evaluation, and reporting in Ontario schools. Toronto: Author. (Page 6, 31, 40-46)

## Week 7: Lesson Planning Essentials (Monday November 1st)

- A look into proper and meaningful lesson planning techniques
- Exemplars and templates for lesson planning
- Lesson Planning Basics
- Guidelines for Making A Lesson Plan
- Instructional Approaches

## Learning Activities

Type	Name	Description
<b>Formative Assessment</b>	Weekly Activity	Discussion & Participation
<b>Reading</b>	Week 7 Materials & Readings	Ontario. Ministry of Education. (2018). The Ontario curriculum: Social studies grades 1 to 6 history and geography grades 7 and 8. Toronto: Author. Ontario. Ministry of Education. (2010). Growing success: Assessment, evaluation, and reporting in Ontario schools. Toronto: Author. Ontario. Ministry of Education. (2013). Learning for all: A guide to effective assessment and instruction for All students, Kindergarten to Grade 12. Toronto: Author.

## Week 8: Global Competencies and FNMI Education (Monday November 9th)

- Understanding the importance of global education and FNMI education in 21st century classrooms
- Defining Global Competencies
- Rethink Secondary Learning Document
- What are the Global Competencies?
- FNMI Education – The Importance
- Highlights of FNMI Education

## Learning Activities

Type	Name	Description
<b>Formative Assessment</b>	Weekly Activity	Discussion & Participation

## Learning Activities

Type	Name	Description
Reading	Week 8 Materials & Readings	<p>Ontario. Ministry of Education. (2018). The Ontario curriculum: Social studies grades 1 to 6 history and geography grades 7 and 8. Toronto: Author. (pages 9-10)</p> <p>Thames Valley District School Board. (2017, June 15). Rethink secondary learning. Translating vision into action. London: Author.</p> <p>Thames Valley District School Board. (2020). TVDSB FNMI. <a href="https://sites.google.com/gotvdsb.ca/tvdsb-fnmi/resources/personal-and-professional-learning?authuser=0">https://sites.google.com/gotvdsb.ca/tvdsb-fnmi/resources/personal-and-professional-learning?authuser=0</a></p>

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## Assessment Activities

Type	Name	Description
<b>Assignment</b>	Due Wk 04: Connecting to Curriculum	The focus of this assignment is to investigate aspects of the Ontario Curriculum Document, Social Studies, History and Geography, (OCSSHG, Revised 2018), and to make meaningful connections to the framework of the curriculum document and to the impact on organizational and instructional practices in the classroom. A template and assessment rubric will be provided online and in class for this assignment.
<b>Assignment</b>	Due Wk 09: Planning for Teaching and Learning in Social Studies	The focus of this assignment is to explore aspects of long range planning and the organization of individual lesson plans for Social Studies in the primary/junior classroom. Consideration of the organizational framework provided in the curriculum document will be included in the assignment. Creation of learning opportunities, assessments and resources will be the foundation of the assignment. A template and assessment rubric will be provided online and in class for this assignment.
<b>Assignment</b>	Ongoing: Formative and Active Learning Assessment	Exit cards and/or responses and reflections on their learning.  To demonstrate attainment of the course outcomes, candidates must engage in all required weekly discussions and activities

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## This course meets the following Course Outcomes:

Understand Different Aspects of Social Studies: Students will gain knowledge and understanding of social studies from many aspects of societies past, present, and future, including social, historical, political, economic, cultural, and environmental.

Understand the integration of Social Studies (combination of history, geography,

anthropology, archaeology, economics, law, philosophy, political science, psychology, religion and sociology

Investigate and Apply Knowledge of Social Studies Curriculum: Students will explore the Ontario Social Studies Curriculum and apply knowledge to lesson plans and assessments.

Research Different Aspects of Local and Global Communities: Students will learn how to teach students about the world around them, in many contexts (neighbourhood, town, province, country, and globally).

Prepare for upcoming course

Understand Different Models used in Social Studies Classroom

Teacher Candidates will be able to understand the importance of the Citizenship Education Framework and how it relates to the Social Studies curriculum expectations

Teacher Candidates will come to the realization that the Ontario Social Studies Curriculum can be implemented across all subjects, understanding the importance of an inter-disciplinary approach to education

# How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: [edu.uwo.ca/CSW/my-program/BEd/policies.html](http://edu.uwo.ca/CSW/my-program/BEd/policies.html)

## Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

## Participation:

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or online) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

## Support Services & Resources:



**Health and Wellness**  
[uwo.ca/health](http://uwo.ca/health)



**Peer Support**  
[westernusc.ca](http://westernusc.ca)



**Learning Skills**  
[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous Services**  
[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility Services**  
[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**  
[writing.uwo.ca](http://writing.uwo.ca)



**Financial Assistance**  
[registrar.uwo.ca](http://registrar.uwo.ca)



**Not sure who to ask?**  
Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)