

## EDUC 5214 & 5243

### Curriculum & Pedagogy in Social Studies & Humanities - Social Studies General & Philosophy

#### Instructor:

**Ken Venhuizen**

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**Office Hours:** 10:30 am to 12:30 pm Mon/Wed

**Office:** Room 1018

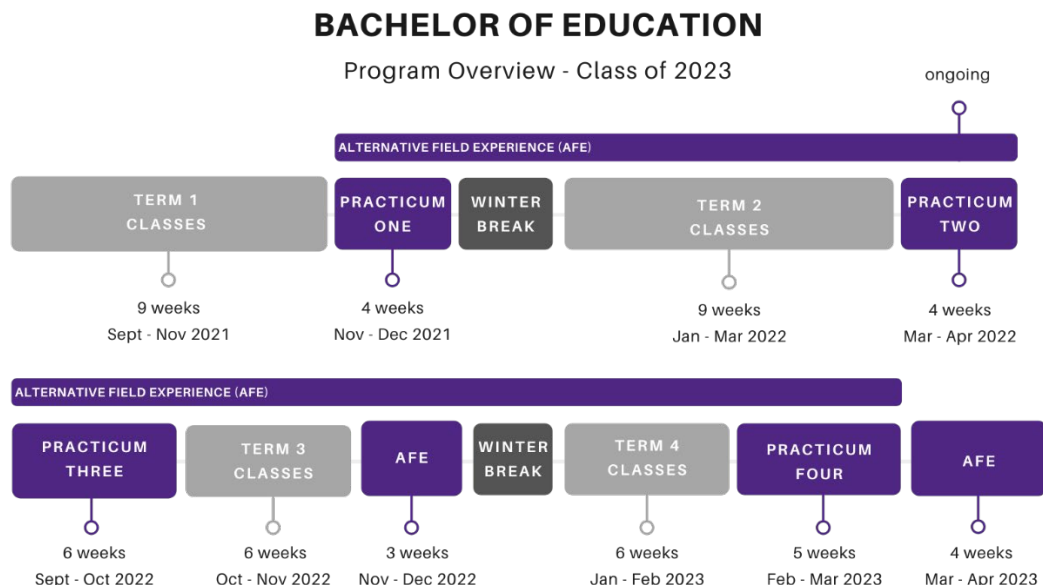
#### Schedule:

**Section 001:** Mon/Wed 12:30PM-2:30PM,  
Room: 2054

**Section 002:** Mon/Wed 2:30PM-4:30PM,  
Room: 2054

#### Program Context:

This is a **J/IS Curriculum Course** taken by Teacher Candidates during **Year 1, Full Year** of the Bachelor of Education.



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## Curriculum and Pedagogy in Social Studies & Humanities - General and - Philosophy (EDUC 5214 & 5243)

EDUC 5214: 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. 4 hours per week, full year, 1.0 credit.

EDUC 5243: 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. 4 hours per week, full year, 1.0 credit.

The social sciences examine human behaviour, including its causes and consequences, at the individual, societal, cultural, and global levels. The three courses in the general social sciences focus on theories and research from the fields of anthropology, psychology, and sociology with the goal of developing students' understanding of people as individuals and groups and of social institutions. Philosophy involves critical and creative thinking about fundamental questions: questions about the meaning of life, the nature of good and evil, the reliability of knowledge, the bases of human rights and responsibilities, the functions of government, the nature and value of art.

Number of Credits : 1

Number of Weeks: 18

### Week 1: Course Overview and Introduction to SSH 5214 5243 (Sept 8)

- Class 1. Community Building and Course Overview
- Why teach SSH?
- Examine the syllabus and assessments,
- The Golden Circle - Why? How? What? do we teach?
- NOTE: \*Each week a variety of instructional strategies and tactics will be used ranging from teacher lead to student centred activities including Differentiation and Cooperative/Collaborative Strategies. These strategies will compliment all specific topics and assessment activities.\*

#### Learning Activities

Type	Name	Description
Formative Assessment	Exit Card	
Reading	Week 1 Materials & Readings	SSH Curriculum Syllabus and Reading Assignment - Learning for All/UDL

### Week 2: What are the Social Sciences and why do we teach them? / SSH Curriculum Investigation (Sept 13/15)

- Class 2. Learning For All: A framework for teaching
- UDL: Components - Why? How? What? When? to use these two foundational concepts!
- Class 3. The Ontario SSH curriculum - An examination of the Front Section?

- What are the Social Sciences and why do we teach them? Describe what the SSC curriculum is and why we teach it.

Learning Activities		
Type	Name	Description
Formative Assessment	Exit Card	
Reading	Week 2 Materials & Readings	SSH Curriculum Document and Reading Assignment: UBD/ Chapter 3

### Week 3: SSH Curriculum Investigation and Curriculum Mapping: Unit Planning (UBD) (Sept 20/22)

- Class 4. The Ontario SSH curriculum
- What are the courses of the SSH curriculum and it's big ideas, enduring understandings and essential questions plus Learning Goals/Success Criteria.
- Examine the specific curriculum, its strands and units of study and how it is used.
- Class 5. Curriculum Mapping / Unit Planning and using a UBD
- Why use UBD? How to use it and Why?
- Examine the process of curriculum mapping and UBD in the creating and developing course of study, units of study and lessons/assessments.

Learning Activities		
Type	Name	Description
Formative Assessment	Exit Card	
Reading	Week 3 Materials & Readings	SSH Curriculum document and Reading Assignments

### Week 4: UBD - Curriculum Mapping, Courses of Study and Microteaching Assessment (Sept 27/29)

- Class 6. UBD : Courses of Study
- What are the courses of study, units of study and their topics?
- Examine the key understandings to curriculum development as aligned to OFSHEA guidelines
- Class 7. E1 - Beginner's Guide to ... Microteaching Presentations
- Small Group Presentations with Peer and Self Assessments

Learning Activities		
Type	Name	Description
Formative Assessment	Exit Card	
Reading	Week 4 Materials & Readings	SSH curriculum and reading (articles) assignments around A and E/Growing Success

### Week 5: Assessment and Evaluation/ Measuring for Reporting/ Keys to Effective Assessment (Oct 4/6)

- Class 8. Assessment and Evaluation

- Why, How and What is Assessment and Evaluation as through the eyes of the Ministry, School Boards, Teachers, Students and Parents.
- A comprehensive investigation into the practices of assessment and evaluation.
- Assessment and evaluation for the secondary social sciences in building ownership into their learning
- Class 9. Continuation with Assessment and Evaluation
- How teachers measure assessment for evaluation ie. Rubrics plus how to report student achievement.
- Meaningful research into A and E.
- What it means for students, teachers and parents plus assessment and evaluation for the Secondary Social Sciences in building student ownership into their learning using effective feedback and reflective practice.

Learning Activities		
Type	Name	Description
Formative Assessment	Exit Card	
Reading	Week 5 Materials & Readings	SSH curriculum and chapter 30/31 plus assigned readings/ leading research into Assessment and Ev

### Week 6: Planning with the End in Mind (Oct 18/20)

- Class 10. Continuation with Assessment and Evaluation
- Why? How? What leading research indicates is the direction of Assessment and Evaluation
- Examine Stiggins, Cooper, Hatte, etc. in current trends re: A and E
- Class 11. Planning with the End in Mind: Course Outlines, Unit and Lesson Plans
- Why curriculum map and how to unit and lesson plan?
- Examine the key elements of a lesson plan and how to create a lesson plan as we continue investigating UBD and planning with the end in mind linking what we are learning to assessment and evaluation.

Learning Activities		
Type	Name	Description
Formative Assessment	Exit Card	
Reading	Week 6 Materials & Readings	SSH Curriculum and Reading Assignments and chapter 29

### Week 7: How to Develop a Lesson Plan with Strategies and Tactics (Oct 25/27)

- Class 12. Keys to Lesson Planning
- What are the essential ingredients of a lesson plan? Why and how do we complete a lesson plan? How to connect learning goals with success criteria?
- An examination of the components of a lesson plan and examining various templates of lesson plans, their structures, advantages and disadvantages.
- Class 13. Continue Lesson Planning
- What are the requirements of E2 Assessment and creating the evaluation of Rubrics
- An examination of Teacher Directed vs. Student Centred lesson planning
- Continued investigation into lesson planning.

Learning Activities		
Type	Name	Description
Formative Assessment	Exit Card	
Reading	Week 7 Materials & Readings	SSH Curriculum and assigned readings plus Chapter 1

### Week 8: Pedagogical Strategies for the SSH classroom (Nov 1/3)

- Class 14/15. Strategies for Teaching SSH/Philosophy
- What are the areas of instruction? Common teaching styles? Blended vs. Flipped Classroom?
- What makes a Great Teacher? Qualities of teaching and learning plus how to effectively question?
- Examine the various tool kits and pedagogy for Social Sciences instruction including differentiated instruction and assessment plus cooperative, collaborative learning strategies, instructional tactics, use of graphic organizers and Effective Questioning.
- \*Possible Chapter 15 Reading\*

Learning Activities		
Type	Name	Description
Formative Assessment	Exit Card	
Reading	Week 8 Materials & Readings	SSH curriculum and readings re: Strategies and Tools of Teaching plus * Chapter 15

### Week 9: Lesson Plan Preparation, Pedagogical Strategies Continued and Practicum Preparation (Nov 8/10)

- Class 16. \*Lesson Plan Presentations\*
- Small group presentations and peer and self assessments
- Continuation of Pedagogical Strategies including effective questioning
- Class 17. Practicum Preparation and Classroom Management
- How to approach CM and what to expect from your Practicum – reflective practices and critical colleagues

Learning Activities		
Type	Name	Description
Formative Assessment	Exit Card	
Reading	Week 9 Materials & Readings	SSH Curriculum and assigned chapter 17 reading

### Week 10: Practicum Reflections, Differentiation in the Classroom and Collaborative/Cooperative Approaches (Nov 3/5)

- Class 18. Practicum Reflection
- What did we learn? How might we change our practice? Why?
- An examination of their practicum for self reflection, effective feedback and future growth
- E3 Unit Plan assignment introduced and organized
- Class 19. Continuation of Teaching for Understanding, Competency and Concepts
- What are our strategies that include Differentiation, Collaborative and Cooperative Learning?

- An examination of strategies directly related to these areas of instruction and strategies for the classroom

Learning Activities		
Type	Name	Description
Formative Assessment	Exit Card	
Formative Assessment	Practicum Reflection	
Reading	Week 10 Materials & Readings	SSH Curriculum and Chapters 8, 9, 10 Carousel plus * Possible Chapter 15 Reading

### Week 11: Using Critical Literacy, Thinking and Inquiry Based Learning (Jan 10/12)

- Class 20/21. Critical Literacy, Thinking and Inquiry Based Learning in the SSH classroom
- Why, how and what is inquiry based learning? Why and How to use it?
- What is the framework of Inquiry Based Learning? Framework of Critical Inquiry?
- How do we support and utilize independent inquiry? Why/how to use these processes in Teaching Research and Inquiry Skills?

Learning Activities		
Type	Name	Description
Formative Assessment	Exit Card	
Reading	Week 11 Materials & Readings	SSH Curriculum and Chapter 11, 12, ,14 Reading

### Week 12: Literacy Strategies for the Classroom (Jan 17/19)

- Class 22/23. Literacy Strategies for the Classroom
- Why, how and what are the literacy strategies teachers can use in the classroom for enhanced reading, writing and oral language skills?
- How to use Think Literacy Strategies in our classroom and link these skills to students' reading comprehension of SSH Curriculum?

Learning Activities		
Type	Name	Description
Formative Assessment	Exit Card	
Reading	Week 12 Materials & Readings	SSH curriculum and Chapter 27 plus Think Literacy/assigned Readings

### Week 13: Skills for the 21st Centruy Learners , Teaching Controversy in our Curriculum (Jan 24/26)

- Class 24. Skills of the 21st Century Learnings
- What are the needed skills of the 21st Century Learning? What are the Global Competencies, Future Skills of the 2025 and adolescent learner?
- An investigation of today's student, the learner profile including use of multi-intelligence, learning styles and knowing our students.
- Class 25. Teaching Controversy in our classroom given the curriculum
- What are issues facing the field, how to teach controversy and where these issues and controversy are within the curriculum.

Learning Activities		
Type	Name	Description
Formative Assessment	Character Self Quiz	
Formative Assessment	Exit Card	
Reading	Week 13 Materials & Readings	SSH Curriculum and assigned readings plus Ch. 2 ( Selected sections )and 20 readings

## Week 14: Teaching Controversial Issues and Other Program Considerations in SSH Document (Jan 31/Feb 2)

- Class 26. Nurturing Individual and Societal Values
- How to teach values within our curriculum and use bias, perspective with our students?
- Students examine and link the individual and societal values within the various curriculums.
- Class 27. Social Action Social Justice within the SSH Curriculum
- How do we utilize social action and discuss social justice with our classroom linked to the curriculum?
- Students examine anti-oppressive education and its role with social action initiatives and social justice issues.

Learning Activities		
Type	Name	Description
Formative Assessment	Exit Card	
Reading	Week 14 Materials & Readings	SSH Curriculum and assigned readings plus Ch 2 (Selected Selections ) and 16 readings

## Week 15: Social Action, Social Justice Continued and Unit Planning (Feb 7/9)

- Class 28. Social Action Social Justice within the SSH Curriculum
- How do we utilize social action and discuss social justice with our classroom linked to the curriculum?
- Students examine anti-oppressive education and its role with social action initiatives and social justice issues.
- Class 29. Unit Planning Work Period
- Students are provided with the opportunity to collaborate with their members in planning their unit of study for their course of study

Learning Activities		
Type	Name	Description
Formative Assessment	Exit Card	
Reading	Week 15 Materials & Readings	SSH Curriculum and Assigned Readings Ch. 2 ( Selected Selections)

## Week 16: Other Program Considerations continued (Feb 21/23)

- Class 30/31 Other Program Considerations
- Where issues around Indigenous Perspectives and LGBTQ2 issues fit within our curriculum and how we approach them in the classroom?

- Current LGBT2Q/Indigenous perspectives within the classroom and curriculum
- Students examine issues of equity, inclusion and diversity within our classroom including ethnodiversity, multicultural perspectives and creating an inclusive classroom.

### Learning Activities

Type	Name	Description
Formative Assessment	Exit Card	
Reading	Week 16 Materials & Readings	SSH Curriculum and assigned readings and Chapter 18 Reading

### Week 17: Unit Planning / Today's Classroom and Classroom Management (Feb 28/Mar 2)

- Class 32. Unit Planning Work Period
- Students are provided with the opportunity to collaborate with their members in planning their unit of study for their course of study.
- Class 33. Today's Classroom and Classroom Management
- Why, how and what of further skills into Classroom Management?
- Students will utilize case studies to help with situations in the classroom and how to be proactive and reactive in their classroom management.

### Learning Activities

Type	Name	Description
Formative Assessment	Exit Card	
Reading	Week 17 Materials & Readings	SSC Curriculum and assigned readings and Chapter 13 Reading

### Week 18:

### Unit Plan Presentations, Other Program Planning Considerations and Practicum Preparation (Mar 7/9)

- Class 34. Unit Plan Presentations and Other Program Planning Considerations
- What are the Ministry/School Specific Program Considerations?
- Students will explore the areas of program considerations that are required by the Ministry and School Boards
- Class 35. Evaluation Day and preparation for practicum
- Summation of year and moving forward into year 2

### Learning Activities

Type	Name	Description
Formative Assessment	Course Evaluations plus Self and Teacher Assessments	

### Assessment Activities

Type	Name	Description
Assignment	E1 Assessment - Beginner's Guide to...Microteaching Assignment	Assigned: September 13th, 2021 Due: September 29th, 2021
Assignment	E2 Assessment - Lesson Plan	Assigned: October 27th, 2021 Due: November 8th, 2021
Assignment	E3 Assessment - Unit Plans	Assigned: January 3rd, 2022 Due: Presentations and Unit Plans: March 7th, 2022
Assignment	E4 Assessment - Active Learning Professional Development	Due: November 10th 2021 and March 9th, 2022



## Assessment Activities

Type	Name	Description
Assignment	E5 PLC Assessments	E5A - Assessment and Evaluation Primer Assigned: October 6th, 2021 Due: October 27th, 2021
Assignment	E5 PLC Assessments	Assigned E5B - Literacy Strategies Primer - Assigned January 17th, 2022 Due: February 21st, 2022

# 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)