

## EDUC 5425S

### Teaching Grades 7 & 8

#### Instructor:

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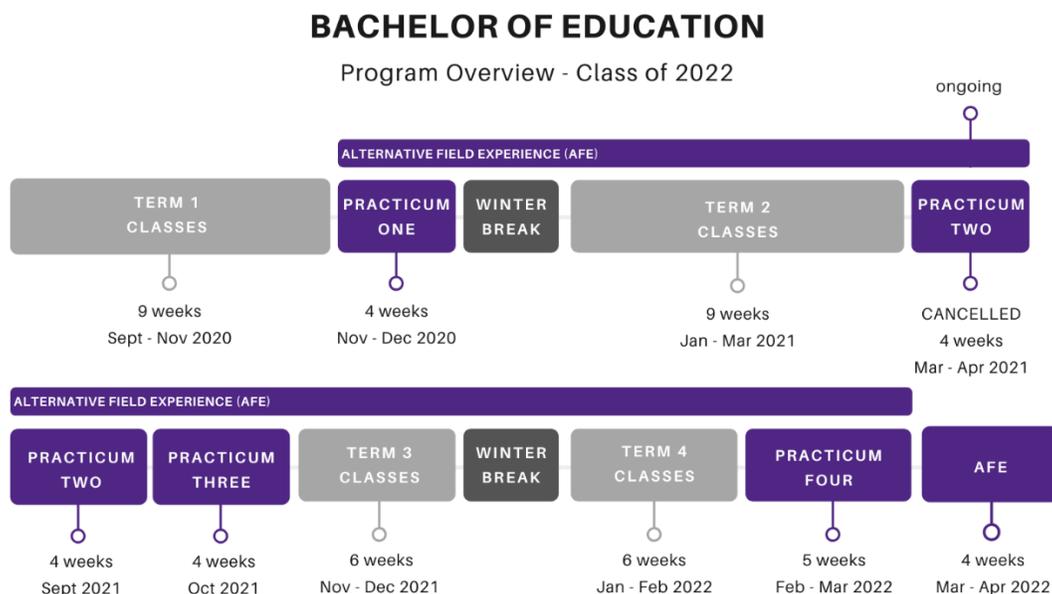
Office Hours: by appointment

#### Schedule:

Section 003: Asynchronous Online

#### Program Context:

This is a **Elective Course** taken by Teacher Candidates during **Year 2, Term 2** of the Bachelor of Education.



# Syllabus Report

## Teaching Grades 7 & 8 YR2 (EDUC 5425Q/S)

**Course Description:** Teaching Grades 7&8 course is designed to assist students in the Intermediate/Senior program in extending and applying their knowledge of the social, emotional, intellectual, and physical characteristics of early adolescent learners, and in addressing corresponding implications for curriculum, instruction, and school organization. On-Line 6 weeks, .25 credit

This course is intended to give students the opportunities to learn about Teaching Grades 7 & 8. This will include theory about student development, suggestions for best teacher practice, ideas about engaging student learning, and thoughts on differentiating and utilizing cross-curricular planning practices.

Readings will be provided throughout the course.

**Course Credits:** 0.25

Number of Weeks: 6

### Week 1: Starting With What You Need To Know

Discuss the parallels between getting to know each other, and getting to know students.

Share strategies for first day of school and collaboratively build on these concepts.

How relationships start before you meet students.

Learning Activities		
Type	Name	Description
Discussion	Week 1 Discussion	Complete the Jamboard Assignment
Reading	Week 1 Materials & Readings	Please read the syllabus thoroughly before class. Listen and view the recording. Read Characteristics of Adolescents: via OWL Watch: The mysterious workings of the adolescent brain: <a href="https://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_bra">https://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_bra</a>

### Week 2: The Grade 7 & 8 Student and Technology

Why are Grade 7 & 8 students considered so challenging?

Acknowledge, plan for, and value learners who bring complex, rich and diverse backgrounds and experiences that influence how they learn and how they participate in and perceive their learning

How can technology be leveraged to support Grade 7 &8 students.

Learning Activities		
Type	Name	Description
Discussion	Week 2 Discussion Forum Activity	This week your weekly discussion will not be in the forum, but rather via Flipgrid. After you watch the video, you will see how you can add to the Flipgrid. Use Flipgrid to respond this week rather than using the forum.
Reading	Week 2 Materials & Readings	Question will be: What tool did you learn about that excited you the most and why? 2021 Tech: <a href="https://www.cultofpedagogy.com/6-ed-tech-tools-to-try-in-2021/">https://www.cultofpedagogy.com/6-ed-tech-tools-to-try-in-2021/</a> 2020 Tech: <a href="https://www.cultofpedagogy.com/6-ed-tech-tools-to-try-in-2020/">https://www.cultofpedagogy.com/6-ed-tech-tools-to-try-in-2020/</a>

## Week 3: Knowing Curriculum & Differentiating For Student Learning

Look at specific curriculum outcomes and compare Grade 7 & 8.

Consider the role of the intermediate teacher and the need to balance subjects, the expectations, and what a typical day might look like.

Demonstrate responsibility – taking meaningful and critical action to remove systemic barriers to engage all students and communities in the long-term process of reconciliation

Learning Activities		
Type	Name	Description
Discussion	Week 3 Discussion Forum Activity	Consider the role of the intermediate teacher and the need to balance subjects, the expectations, and what a typical day might look like. Various Curriculum documents: <a href="http://www.edu.gov.on.ca/eng/Curriculum/elementary/index.html">http://www.edu.gov.on.ca/eng/Curriculum/elementary/index.html</a>
Reading	Week 3 Materials & Readings	Lesson on Social Justice <a href="https://docs.google.com/presentation/d/1sp-89T0DZ1jC5eEMeMBDdudo6Ywy1aLbQF-Xkm2EOq4/edit?usp=sharing">https://docs.google.com/presentation/d/1sp-89T0DZ1jC5eEMeMBDdudo6Ywy1aLbQF-Xkm2EOq4/edit?usp=sharing</a>

## Week 4: Assessment and Evaluation

How do assessment and evaluation support student learning? What does quality feedback look like? What tools and policies support assessment practices?

Students will look at specific attitudes and philosophies that will shape what they consider the role of assessment and evaluation. What types of assessment and evaluation can be used in Grades 7 & 8?

Using technology as an assessment tool.

What are single point rubrics and why should we use them?

How to write effective report cards.

Consider Assessment and Evaluation from an Equity Lens

Use more frequent assignments with less weight (e.g., multiple graded drafts of a paper, practice problems, reading guide), an approach that has been found to reduce opportunity gaps

Avoid compounding existing academic differences, particularly those based on social characteristics such as home language, immigrant experience, race, culture, socioeconomic status or disability

Learning Activities		
Type	Name	Description
Discussion	Week 4 Discussion Forum Activity	Please think about what you believe and if I have challenged any of these beliefs this week. What have you learned? What is your aha moment? What are you still questioning?  *If you participated in the synchronous session you are not expected to post in the forum.
Reading	Week 4 Materials & Readings	Read the Growing Success Document. Focus on pages 38-46, 49-51, and 110-121. <a href="http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf">http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf</a>  Anti-Racist Grading by Cornelius Minor (ASCD).  Various assessment tools: <a href="https://etfoassessment.ca/tools/">https://etfoassessment.ca/tools/</a>

## Week 5: Building a classroom of learners through engagement and social-emotional learning

How do we make the classroom a great learning place for everyone?

Discussion of universal design for learning and how support starts at the door

Consideration for social-emotional learning

Build trauma awareness and understanding by attending to the interpersonal and structural violence that can impact healthy development and learning

Learning Activities		
Type	Name	Description
		In the discussion forum, you will have the opportunity to answer one of three key questions.
		Key Questions:
		1. Discuss the YATS tool and share, in a paragraph, how this may be useful to you and your own teaching practice.
Discussion	Week 5 Discussion Forum Activity	OR
		2. Consider the article, Fostering Literacy Success for First Nations, Métis and Inuit Students by Dr. Pamela Rose Toulouse. What was your big learning as you progressed through this article? How will this impact your practice?
		OR
		3. Why Social and Emotional Learning Is Essential for Students, is another article you were asked to read. Focus on the new concepts you gained through reading this article and how you could use these ideas in your own teaching practice.
		Review the YATS form.
Reading	Week 5 Materials & Readings	Why SEL is essential: <a href="https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta">https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta</a>
		Fostering Literacy Success for First Nations, Metis and Inuit Students: <a href="http://www.edugains.ca/resourcesLIT/ResourceCollection/What%20Works/MW_Fostering_Literacy.pdf">http://www.edugains.ca/resourcesLIT/ResourceCollection/What%20Works/MW_Fostering_Literacy.pdf</a>

## Week 6: Instructional strategies that support Grade 7 & 8 learners

Share and engage in various instructional strategies that engage student learning.

Consider how can you use the QFT to engage students and help them build their own questions?

Why is inquiry based learning so essential in the Grade 7 & 8 classroom? How do you teach and assess this? What will this look like in the classroom?

Consider the four levels of inquiry (open, guided, structured, and unlimited).

Use course materials that are diverse by author identity, form, medium, and/or voice

Emphasize learning by doing and Indigenous ways of Knowing, Being and Relating

Learning Activities		
Type	Name	Description
Discussion	Week 6 Discussion Forum Activity	Participate in the Synchronous session or the forum.
		View the recording of the Zoom session and share your thoughts about QFT Instructional Strategies: <a href="https://www.fortheteachers.org/instructional_strategies/">https://www.fortheteachers.org/instructional_strategies/</a>
Reading	Week 6 Materials & Readings	The Question Formulation Technique: via OWL <a href="http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/toulouse.pdf">http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/toulouse.pdf</a>
		An Introduction to Inquiry : via OWL

## Assessment Activities

Type	Name	Description
Assignment	Due Wk 1: Images, Questions, Goals	<p>You will create a 'text' that shares your thoughts the images and questions you have about Grade 7 &amp; 8 learners, and your own goals that you have for this course.</p> <p>The IMAGE section is about what you imagine a current Grade 7 &amp; 8 would look like. You should consider the students, the learning materials, and the physical class.</p> <p>The QUESTION section is about the types of questions you have about the learning environment of the Grade 7 &amp; 8 student and the about teaching in this classroom.</p> <p>The GOALS section is where you will determine THREE specific learning goals you have in terms of this course. These are to be specific to your own learning rather than behavioural actions.</p> <p>You may select how you share this 'text'. You could create a video, a Powtoon, write a paper, create a comic strip etc. This is up to you! Have fun and explore your options.</p> <p>The below criteria should be used to guide you:</p> <ul style="list-style-type: none"> <li>• Complete all three sections fully</li> <li>• Image section indicates deep thinking about personal perception and concepts</li> <li>• Question section indicates well thought out and meaningful questions</li> <li>• Goals section indicates three realistic goals and shares why these goals are important to you</li> </ul>
		<p>Due Wk 3: ePortfolio - First Check-In</p> <p>First check-in of ePortfolio due.</p> <p>It is expected that you will add 5-10 items for each check-in.</p> <p>Suggestions will be made for improvement.</p> <p>You will create an ePortfolio that you will add to at least once a week. In that portfolio you will reflect on your learning.</p> <p>This may happen via screen captures of Twitter chats that you have found useful, sharing and discussing a website, app, or video that supports your own perspective, writing about challenges you face as you consider supporting the Grade 7 &amp; 8 student etc.</p>
Assignment	Due Wk 6: ePortfolio - Final Check-In	<p>As well, you will dedicate some time/space in your ePortfolio to reflect on the process.</p> <p>For the final check-in, you will also reflect on the goals you set during week one, and what you have accomplished.</p> <p>It is expected that you will add 5-10 items for each check-in. Each check-in should show improvement as you use the feedback to support your process and thinking.</p> <p>Criteria:</p> <ul style="list-style-type: none"> <li>• select and share ideas that will support your practice</li> <li>• display flexible thinking by adding diverse resources</li> <li>• analysis of what you placed in the ePortfolio and why</li> </ul>

## Assessment Activities

Type	Name	Description
Assignment	OPTION A: Due Wk 6: Interview	<p>Part 1</p> <p>You will be provided with eight guiding questions and select four to answer. With a partner, you will participate in a mock job interview. Through answering these questions, you will show your understanding of the Grade 7 &amp; 8 student and practices that best support this learner. Suggested video length 3-6 min.</p> <p>Criteria:</p> <ul style="list-style-type: none"> <li>- 4 questions fully answered</li> <li>- Responses are professional, show a depth of understanding, connect to the learning needs of the Grade 7&amp;8 student, are based on best current practices</li> </ul> <p>Part 2:</p> <p>As well, you must reflect, after viewing your video, your responses and state what you learned from this process and what you might change in a real interview situation. Suggested paper length 250 words.</p> <p>Criteria:</p> <ul style="list-style-type: none"> <li>- Reflection displays critical analysis of video</li> <li>- Clear, specific, personal learning shared</li> <li>- Thoughts about how to improve interview connect to self-assessment and awareness of best practices</li> <li>- Writing is clear and almost error free</li> </ul>
		<p>You are going to focus on one area of learning that impacted you the most. Topics such as student engagement, assessment, inquiry-based learning, or technology in the classroom may be what you select.</p> <p>Then you will choose your medium and share your learning. There are several types of medium that you could use. Some suggestions include creating an infographic, making a video, making a Powtoon, writing a text, creating a comic, making and arranging a photo display or making an anchor chart. The key here is to select ONE topic and share your learning.</p> <p>As well, you will be asked to share why you selected that topic, and the process you went through in making your output (final item you submitted).</p> <p>Criteria:</p> <ul style="list-style-type: none"> <li>- Topic is clearly defined</li> <li>- The importance of the topic is evident</li> <li>- Specific details and examples of the topic are shared</li> <li>- Additional resources are included that extend beyond what we studied in the course</li> <li>- Questions you are left with are included and display critical thinking</li> <li>- Clear thoughts on why the topic was selected and the process of creation</li> </ul>
Assignment	OPTION B: Due Wk 6: My Greatest Learning	

# 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)