

Course Outline

**University of Ottawa - Faculty of Education
Teacher Education
Course Outline
Winter 2015**

PED 4182 Senior Geography

Contact Information

Course: PED 4182 Section A

Professor: Warren McBride B.Sc., B.Ed.

Office Hours: Before class, after class, or by appointment.

Office Location: LMX-210

Telephone:

E-mail: warren.mcbride@gmail.com

wmcbride@uottawa.ca

Class Location: LMX 241

Class Time: Friday afternoon, 1:00 to 4:30 pm.

I Course Description - Teaching Geography at the Senior Division

Introduction to the teaching of one of many disciplines at the intermediate and senior divisions. Impact of the particular discipline on the whole learner; individualized instruction; theoretical framework and pedagogical implications; critical examination and interpretation of relevant curriculum guidelines. Development of programs; analysis and application of specific teaching strategies and techniques unique to the discipline. Evaluation procedures and techniques.

II Course Objectives

By the end of the course you will have:

- Understood the role of Senior Social Sciences/Geography teachers in the high school education system
- Understood the different “Levels of Study” for grades 10-12 including: D (Academic), P (Applied), L (Locally Developed), O (Open), U (University), M (University/College), C (College) and E (Workplace)
- Developed knowledge and skills to organize a course, a unit, a lesson plan, and develop related assessment and evaluation tools using the latest Assessment & Evaluation methods
- Become familiar with Holistic Assessment methods

- Reviewed and utilized the Ministry of Education’s Ontario Curriculum documents Grades 9 & 10 (2005), 11 & 12 (2005) for Canada and World Studies
- Understood the need for curricula to be inclusive of all learners (i.e. gender, race, ethnicity, socio-economic, differing levels of ability and learning profiles) and developed skills to ensure all students are engaged
- Collected and examined resources; and will have used these resources in a way that inspires students to think critically
- Developed field trip planning skills
- Learned to think critically, as a teacher of Social Science/Geography courses, and explored methods to best engage and serve senior high school learners
- Understood the importance of building community within our learning environments
- Explored the importance of extending the classroom outside of the four walls
- Understood the importance of communication and relationships building within a school
- Learned how to keep yourself healthy while being an educator
- Explored the opportunities that arise through the teaching of controversial issues
- Learned how activism and responsibility leads to better student engagement
- Understood the importance of putting “the student first”
- Learned how to engage students in decision making
- Understood the strength of honouring “local knowledge”.

III Schedule of classes

Please note that the order of topics and activities may vary a little from this schedule as the course unfolds. Furthermore, additional readings of relevant and emergent topics may be added to this outline. Courses are required to have 36 hours of scheduled class time: Approximately 10 classes @ 3.5 hours. Class starts at 1:00 pm and is scheduled to end at 4:30 pm, though dismissal will be at 4:20.

Date	Class Description, Required Reading(s), Research or Videos.	Assignments & Readings
Class 1 Friday January 9	Topic: Introduction to PED4182A “Teaching Geography at the Senior Division”. <ul style="list-style-type: none"> ● “Canada and Costa Rica”: compare and contrast ● Welcome and introduction to PED 4182A ● Our personal stories ● Setting the tone. What are the ‘big’ objectives? ● Why do we teach Geography? ● “You can suffer in silence ... or you can speak up.” ● “The 15,000 hours” and 	NOTE: Assignments #2 and #3 are to be submitted and presented on various days throughout the course Required Reading: Recommended readings will often be taken from “Rethinking Globalization” by Bill Bigelow and Bob Peterson. Having this

	<p>challenging the past</p> <ul style="list-style-type: none"> ● Movement/Mind connection ● Environment and Social Justice 	<p>book is recommended for this course and for future Geography teaching, though it is out of print though available through different sources on the Internet.</p>
<p>Class 2 Friday January 16</p>	<p>Topic: “The Socially Responsible Geography Teacher”</p> <ul style="list-style-type: none"> ● 10 ways to be a “Decolonizing Teacher” ● Documentary: “Schooling The World” ... and at home. Do we know better? ● The classroom setup ● Community and relationship building ● What comes first ... the student or the curriculum? ● Documentary: “3rd World Canada” ● Communication ● Celebrating and esteem ● Outside the four walls of the Geography classroom ● Collaboration ● “The Circular Rubric” ● Attitude modelling ● Balance in life ● Volunteerism ● How to survive as a new teacher? ● Knowing your Collective Agreement or terms of employment ● Unions 	<p>Group A provides snacks</p>
<p>Class 3 Friday January 23</p>	<p>Topic: “Source: Curriculum Documents”</p> <ul style="list-style-type: none"> ● Are schools becoming increasingly irrelevant? - a debate. ● Ministry expectations ● The different “Levels of Study” for grades 10-12 including: D (Academic), P (Applied), L 	<p>Group B provides snacks</p> <p>Sign-up sheets for Assignments #2 and #3 will be provided today.</p>

	<p>(Locally Developed), O (Open), U (University), M (University/College), C (College) and E (Workplace)</p> <ul style="list-style-type: none"> ● Creating activities and lessons based on the strands of the Ontario Curriculum 	
<p>Class 4 Friday January 30</p>	<p>Topic: “Lessons Based On Activities”</p> <ul style="list-style-type: none"> ● Geology & Rocks ● Travel & Tourism ● World Issues ● Maps ● GIS ● Other 	<p>Group C provides snacks</p> <p>Field Trip destination due today (for Field Trip that is Class 7 on Friday February 20).</p>
<p>Class 5 Friday February 6</p>	<p>Topic: “Teaching Controversial Hot-Button Issues”</p> <ul style="list-style-type: none"> ● A variety of the following topics may be covered: ● Corporate Actions ● Mining ● Pipelines ● Fracking ● The Tar Sands ● What is sustainable? ● Food Costs in Canada’s North ● Aboriginal Women and the Justice System ● The Underfunding of First Nations Child Welfare and Reserve Schools ● Settling the Prairies ● De-Regulation of Canada’s Waterways ● Water & Water Rights ● Chaudiere Falls in Ottawa ● Recycling ● Earthquake Readiness in Western Canada ● Canadian Mining Companies and Their Activities Around the World 	<p>Group D provides snacks</p> <p>NOTE: Assignments #2 and #3 are to be submitted and presented on various days throughout the course</p>

	<ul style="list-style-type: none"> • Travel & Tourism ... Volunteer Tourism • Child Labour • Agriculture and GMOs • Homelessness & Housing • Chemical Factories and Their Neighbours • Grassy Narrows, Clear-Cutting, Mercury Pollution and the Land • Other 	
Class 6 Friday February 13	<p>Topic: "Climate Change: There is no Planet B"</p> <ul style="list-style-type: none"> • Teaching Climate Change • The Evidence • The Big Solutions: what humankind must do • The Small Solutions: things that YOU can do • Guest: Paul Beckwith, Part-time professor uOttawa, renewables and the environment • Preparation for Field Trip on Friday February 20 	<p>Group E provides snacks</p> <p>NOTE: Assignments #2 and #3 are to be submitted and presented on various days throughout the course</p>
Class 7 Friday February 20	<p>Field Trip Week</p> <p>Topic: Theory To Action.</p> <ul style="list-style-type: none"> • Community Education Learning Project to schools and programs in the Ottawa area. <p>Required Research:</p> <ul style="list-style-type: none"> • Research website of your selected school, program, or organization, and any links or articles. • Plan the "approach" that you will take during your Field Trip visit. 	
Class 8	Topic: "Activism & Engagement"	Group F provides

<p>Friday February 27</p>	<ul style="list-style-type: none"> ● “Field Trip Reporting: Community Education Learning Project” presented as a “Emerging Teachers: A Vernissage”. Your set-up may need to be earlier, with the “walk-about” proceeding from 8:30-9:30 am. ● “Who’s Afraid of the Activist Teacher?” ● Engaging the “Heart and Spirit” of students. ● “Project of Heart” commemorating the lives lost in Indian Residential Schools. ● Guest: Tentatively: Sylvia Smith, winner of the Governor General’s Award for Excellence in Teaching History and originator of “Project of Heart”, and “Justice For Indigenous Women”. ● “Breaking Through the iPhone Headset”: Other examples of activism in and outside of the classroom. <p>Required Research:</p> <ul style="list-style-type: none"> ● Familiarize yourself with the content of this website: http://www.projectofheart.ca/ and http://j4iw.ca/ ● Prepare “Vernissage” for today. 	<p>snacks</p> <p>Assignment #1 due: “Field Trip Reporting” (40%) 30% Self Assessment 10% Professor Assessment of Vernissage.</p>
<p>Class 9 Friday March 6</p>	<p>Topic: “ The Democratic Process: Civics, Voting and Issue Awareness”</p> <ul style="list-style-type: none"> ● Teaching the importance of voting ● Teaching about the issues ● Student Vote mock voting ... and real voting for the 18 year old ● Geography Games 	<p>Group G provides snacks</p>
<p>Friday March 13</p>	<p>Students must be aware of at least 25% of their final mark on this day, as Friday</p>	

	March 20 is the deadline for withdrawal without academic penalty.	
Class 10 Friday March 13 Last day of class	Topic: "Bringing It All Together" <ul style="list-style-type: none"> • How on-going collaborative academic and personal reviews can work wonders. • Pulling together all the topics. • Guest: Jamie R. Bell, University of Ottawa Faculty of Education graduate 2010 - Special Education, Family Studies, Guidance & e-Learning, and present teacher at Elizabeth Wyn Wood Alternate Program. 	Group H provides snacks
Thursday March 19	Faculty of Education	Final Celebration

IV Recommended Textbooks and Resource Materials

Bigelow, B., Peterson, B. (2002). Rethinking Globalization: Teaching For Justice In An Unjust World. Milwaukee, Wisconsin: Rethinking Schools Press. ISBN 0-942961-28-5. Out of print though available on-line used (sometimes new).

The Ontario Curriculum Grades 9 & 10: Canadian and World Studies

The Ontario Curriculum Grades 11 & 12: Canadian and World Studies

Ministry of Education documents are available from the web site at <http://www.edu.gov.on.ca/eng/teachers/curriculum.html>

V Assignments and Evaluation Methods

IMPORTANT NOTE: Descriptions are overviews only. Specific assignment sheets will be available by being shared on-line as they are assigned. All details, components, rubrics and expectations will be included.

#1 Field Trip Reporting (40%)

Due date: Friday February 27
Assessment: By self, professor
(30% as a self-assessment mark and 10% by professor)
Rubric to follow

On FRIDAY FEBRUARY 20, 2015, all students will participate in a self-directed Field Trip to an education setting, school, program or organization of their choice.

The Field Trip can be done individually, or as a group. Students may choose to do their Report and Visual as a group or as an individual. Please let your professor know your destination by Friday January 30.

NOTE: The date of February 20 is preferred, as the time from 1:00 - 4:30 pm has already been blocked off as part of your learning calendar. If unforeseen circumstances occur due to scheduling conflicts with your target location it will be absolutely necessary that the Field Trip occur soon thereafter. The student MUST notify the Professor if the Field Trip is being carried out on a day OTHER than Friday February 20, 2015.

When doing the "Emerging Teachers" A Vernissage" during the first hour of Friday February 27, please have someone standing by the Visual, whereby students can visit and learn from other field trips.

WHAT IS REQUIRED?

A. REPORT

1-2 page report that should include:

- A clear general summary outline of the school, program or organization. What do they do there?
- The history of the school, program or organization.
- The philosophy of the school, program or organization.
- A concise critical analysis of this philosophy.
- Observations made ... specific memorable experiences.
- What you learned during the visit.

- How does your choice of Field Trip destination fit with teaching Senior Geography and how could you use the information gathered from this visit in a future Geography course or class?
- Questions that arose during the visit.
- Questions that arose in your mind after the visit.

B. VISUAL PRESENTAION

Create a poster, “artifact” or something that represents your field trip. This can take whatever form you, or your group, decides but must be a physical aspect.

In the case of a group presentation one group member will always be present during the Vernissage to explain the field trip, the report and the poster/artifact.

“Emerging Teachers: A Vernissage” presentations will be held in the classroom during the Friday February 27 class where we will walk around and learn about each others’ experiences.

C. SELF ASSESSMENT or GROUP ASSESSMENT

Details and Rubric to follow.

#2 Course Unit or Lesson Plans (30%)

Due Date: Varies depending on presentation date.

Assessment: By self (or by your own group) 10%; by class 10%, and by professor 10%.
Rubric to follow.

- This can be done as an individual or as a group.
- Sign up sheets for presentation dates will be provided in Class 3.
- Individuals can create one or two sample lessons with a final culminating task.
- Groups can create a full Unit and mini-lesson plans.
- Informal Lesson Plans are preferred with less detail but must include rationale.
- Feel free to include Mind Map(s) as part of your Lesson Plan planning.

#3 “Create it, or Find it, or Critique it ... then present it” (30%)

Due Date: Varies depending on presentation date.
Assessment: By self 10%; by class 10%, and by professor 10%.
Rubric to follow.

This is a 2-part Assignment:

- A. The written assignment that is ONE - TWO PAGE MAXIMUM (single-spaced).
- B. The Presentation (5 minutes)

A.

Here are some choices:

CREATE a 5 minute activity with simple plan; and present it to your peers.

OR

FIND a useful Smart Phone APP, an excellent Resource, or excellent Website; and present it to your peers.

OR

CRITIQUE a TED talk, a Documentary, or a Current Event; and present it to your peers.

B.

Presentations will be throughout the course from Class #4 to the Class #10

If you would like to be creative and use “alternate” ways of expressing the ideas in this assignment please see you professor.

Sign up sheets for presentation dates will be provided in Class 3.

Note regarding “Participation, Engagement, and Encouragement of Others”:

According to the Faculty of Education Teacher Education Policies: “No marks may be allocated for class participation”.

Discussion, opinion, ideas, experience; all put forward during the different aspects of the course are important. All are valued. We will learn from each other as the professor is not necessarily at the “centre” of the classroom. Controversial topics will be covered.

Participation in discussion, debates, question-and-answer sessions, lecture and at “round tables” will allow you to take away more ideas to be used in YOUR future learning environment. What we take away from our ten classes together depends on how we all are engaged in the different topics and activities. Support and encouragement for all others in the

class leads to a better class and community.

Field Trip Options: It is the responsibility of the Education Student to contact and coordinate the visit to the site. Below is a list of suggestions ONLY and is no guarantee that the site will accept Education students for a Field Trip, or that a schedule will coordinate with the Education student's timetable.

Deadline for Field Trip CHOICE is FRIDAY JANUARY 30. You must notify your professor of your choice.

- Alternate High School Programs, Ottawa-Carleton District School Board (OCDSB): Norman Johnston, Richard Pfaff, Urban Aboriginal, Elizabeth Wyn Wood, Frederick Banting.
- Other Alternate Programs, in other Boards.
- St. Nicholas Adult High School.
- Westboro Academy (not-for-profit Independent K-8 school)
- Kanata Montessori School.
- Other Independent schools both not-for-profit and for-profit.
- Waldorf Schools in Ottawa: Great River School, Ottawa Waldorf School, The Garden Gate, Ecole Trilles des Bois.
- First Place Alternate (Grades 7 & 8).
- Reality Check Alternate (Grades 4 & 5).
- M.F. McHugh Education Centres: Children's Aid Society of Ottawa-Carleton, Children's Hospital of Eastern Ontario ("Back On Track), Crossroads Children's Centre, Dave Smith Youth Treatment Centre, Roberts/Smart Centre, Royal Ottawa Mental Health Centre, Youth Services Bureau, Centre Youville Centre.
- Reserve Schools in the Ottawa/Gatineau area: Kitigan Zibi (adjacent to Maniwaki, Québec) and Akwesasne (adjacent to Cornwall, Ontario).
- Odawa Native Friendship Centre.
- Wabano Centre for Aboriginal Health.
- Rideauwood Addiction and Family Services.
- Insight Theatre.
- Pathways To Education.
- "Winning Attitudes" (OCDSB).
- House Construction Program (OCDSB).
- Colonel By Secondary School International Baccalaureate Program.
- Canterbury High School Arts Program (OCDSB).
- Sir Guy Carleton Secondary School (OCDSB).
- Ottawa Technical Secondary School (OCDSB).
- Crystal Bay Centre for Special Education (OCDSB).
- Centennial Public School (OCDSB).
- Others.

VI Attendance

Due to the concentrated nature of the Teacher Education Program and the considerable public responsibility inherent in the profession of teaching, attendance at all classes in the B. Ed. program is compulsory. Many of the objectives for this course are achieved during class time. Most classes include activities or discussions that enable students to contribute to the professional development of everyone in the class. As required by the Ontario College of Teachers and indicated in the Teacher Education Calendar, attendance is mandatory in the Teacher Education Program and will be recorded during each class.

Of course, circumstances may occasionally arise which make attendance impossible. In the event that you must be absent, students must inform the professor by telephone or e-mail either prior to the class or as soon after the class as possible. The professor will provide an assignment/task designed to ensure that the student meets the objectives of that class and he/she will require a written response from the student. The nature of this assignment and the due date for submission will be determined by the professor. Students who are absent on the submission date for an assignment are expected to submit the assignment through an alternative means on the due date (i.e. email). Assignments received after the due date will be considered late assignments (see below). Students who exhibit a pattern of irregular attendance will be brought to the attention of the Program Director and will be required to show cause why they should be allowed to undertake the practicum and/or continue in the program.

VII Late Assignment Policy

Assignments which are submitted after the due date without an agreed-upon extension are considered late assignments. The penalty on late assignments in all courses in the Teacher Education Program amounts to a grade loss of 5% per day up to a maximum of 10 days, after which time assignments will not be accepted.

Failure to submit assignments results in a grade of “EIN” (Failure/Incomplete). Such symbol is equivalent to a grade of “F” (failure with no make-up).

VIII Academic Fraud

Plagiarism is one type of academic fraud. A student found guilty of committing plagiarism will be subject to sanctions, which range from receiving a mark of “F” for the work in question, to being expelled from the University, and even the revocation of a degree, diploma, or certificate already awarded.

For more information about University regulations related to plagiarism and other types of academic fraud, please see the section entitled "Academic Fraud" in the *Teacher Education Calendar*, the *Professional Development Programs Calendar*, or the *Faculty of Graduate and Postdoctoral Studies Calendar*."

For useful guidelines to help you avoid plagiarism, please consult the following web page: <http://web5.uottawa.ca/mcs-smc/academicintegrity/regulation.php>

IX Access Service - For students needing adaptive measures

If barriers might prevent you from integrating into university life and you may need adaptive measures to progress (physical setting, accommodations for assignments, arrangements for exams, learning strategies, etc.), contact Access Service right away:

- in person at the Desmarais Building, Room 3172, Laurier Avenue East;
- online at <https://web3.uottawa.ca/sass/apps/ventus/student/>
- by phone at 613-562-5976 - TTY: 613-562-5214.

Access Service designs services and implements measures to break down barriers that would otherwise impede the learning process for students with health problems (mental or physical), visual impairments or blindness, hearing impairments or deafness, permanent or temporary disabilities, or learning disabilities. It is the responsibility of the student to register with access services in order to receive adaptive measures. For more information about the services available, please see the guide at <http://www.sass.uottawa.ca/access/students/>.

X Grading Framework

A+ Exceptional 90-100%	An exceptional grade in a course or on an assignment is given for a response that demonstrates a thorough knowledge of all relevant concepts and techniques. The response is complete in content and presented in a clear, coherent and effective manner. In addition an exceptional response adds something novel and original which distinguishes an A+ from a n A. Exceptional responses are rarely encountered as they are, by definition, outstanding among other responses.
A Exemplary 85-89%	An exemplary grade in a course or on an assignment is given for a response that demonstrates a thorough knowledge of all relevant concepts and techniques. The response is complete in its content, with a clear and coherent presentation designed to communicate effectively.
A- Excellent 80-84%	An excellent grade in a course or on an assignment is given for a response that demonstrates a thorough knowledge of relevant concepts and techniques. The response is largely complete in its content and clearly presented. However, some minor aspect of the assignment which may pertain to content or effective communication is lacking.

B+ Very Good 75-79%	A very good grade in a course or on an assignment is given for a response that demonstrates adequate knowledge of relevant concepts and techniques. The response is both informative and clearly presented. However, the response is incomplete as some substantive aspect of the assignment has been overlooked.
B Good 70-74%	A good grade in a course or on an assignment is given for a response that demonstrates adequate knowledge of relevant concepts and techniques. However, the response is incomplete as some substantive aspect of the assignment has been overlooked. In addition, there are difficulties with effective communication.
C+ Satisfactory 65-69%	A satisfactory grade in a course or on an assignment is given for a response that demonstrates basic knowledge of relevant concepts and techniques. A substantive aspect of the assignment has been overlooked. In addition, the difficulties with effective communication result in a lack of clarity such that readers or listeners struggle to get the information.
C Pass 60-64%	A pass grade in a course or on an assignment is given for a response that demonstrates incomplete knowledge of relevant concepts and techniques. A substantive aspect of the assignment has been overlooked. In addition, the difficulties with effective communication result in a lack of clarity such that readers or listeners struggle to get the information.
Redeemable Failure E¹ 40 – 59%	The category of redeemable failure demonstrates an unacceptable level of knowledge of concepts and/or techniques to satisfy the requirements of an assignment or course. Student teachers receiving a redeemable failure have the right to one supplemental examination in which they must obtain 60% standing to be successful. Supplemental examinations consist of a written examination or additional assignments.
Non-redeemable Failure 0-39% (F)	A non-redeemable failure demonstrates an unacceptable level of knowledge of concepts and/or techniques to satisfy the requirements of an assignment or course. No supplemental examination and/or assignments are offered.
ABS	Absent
EIN	Failure/Incomplete

¹ Redeemable failure in the Faculty of Education.

Note: All grades below “C” are failing grades for undergraduate students in the Faculty of Education.

A grade of “E” (failure with the right to a make-up) means that the students must pass the make-up assignment(s) or examination as determined by the professor in consultation with the Director of Teacher Education. If the student passes the make-up assignment(s) or examination, the new mark will be entered on the transcript. If the student fails, an “F” (failure with no makeup) will be entered on the transcript.

A grade of “F” (failure with no make-up) for a course results in the compulsory withdrawal of the student from the program and the Faculty.

XI. Bibliography

Books

- Amstutz, L., and Mullet, J., (2005). *The little book of restorative discipline for schools*. Intercourse, PA: Good Books.
- CampbellJones, F. et al., (2010). *The cultural journey: Moving beyond ethical barriers toward profound school change*. Thousand Oaks, California: Corwin.
- Clarke, T., (2007). *Inside the Bottle: Exposing the bottled water industry* (revised edition). Ottawa, Ontario: Polaris Institute and The Centre for Policy Alternatives.
- Clarke, T., (2008). *Tar Sands Showdown: Canada and the new politics of oil in an age of climate change*. Toronto, Ontario: James Lorimer & Company Ltd.
- Costello, B., Wachtel, J & Wachtel, T., (2010). *Restorative circles in schools: Building community and enhancing learning*. Bethlehem, PA: International Institute of Restorative Practices.
- Greene, R., (2008). *Lost at school: Why our kids with behavioural challenges are falling through the cracks and how we can help them*. New York, N.Y.: Scribner.
- Hebert, C., and Switzer, M., (2011). *We are all treaty people*. North Bay, Ontario: Union of Ontario Indians.
- Lee, E. et al., (2002). *Beyond heroes and holidays: A practical guide to K-12 anti-racist, multicultural education and staff development*. Maryland: McArdle Printing.
- Miller, R., (2002). *Free Schools, Free People: Education and Democracy after the 1960's*. Suny Press.
- O'Brien, L., (2009). *How to get good grades in ten easy steps*. Student edition and teacher's edition. Dayton, Ohio: Woodburn Press.
- Ontario Ministry of Education, (2013). *School Effectiveness Framework K-12: A support for school improvement and student success*. Toronto, Ontario. Queen's Printer for Ontario.
- *Professionally Speaking*. The Magazine of the Ontario College of Teachers.
- Robins, K. et al., (2006). *Cultural proficiency instruction: A guide for people who teach*. Second edition. Thousands Oaks, California: Corwin Press.
- Rogers, S., (2012). *Speaking my truth: reflections on reconciliation and residential schools*. Ottawa, Ontario: Aboriginal Healing Foundation.
- Shaker, E., (2012). *Power of Youth: Youth and community-led activism in Canada*. Ottawa, Ontario: Canadian Centre for Policy Alternatives.
- Toulouse, P., (2011). *Achieving Aboriginal student success: A guide for K to 8 classrooms*. Winnipeg, Manitoba: Portage and Main Press.
- Turcot, S., Mullin, P., Sommerauer, L., (2008). *Teacher Guide: A day of info for a lifetime of action*. www.betterworldtoday.org
- Wagamese, R., (2013). *Him Standing*. Victoria, British Columbia: Raven Books.
- Wilson, R, Lyons, L.,(2013). *Anxious kids, anxious parents: 7 ways to stop the worry cycle and raise courageous independent children*. Dearfield Beach, Florida: Health Communications Inc.

Video (DVD)

- Full Circle: First Nations, Métis, Inuit. Ways of Knowing. A common Threads Resource (2012). Toronto, Ontario: Ontario Secondary School Teachers' Federation. www.osstf.on.ca. Length 28:00.
- Indecently Exposed. aka "Blue Eyes, Brown Eyes" (2004). Elliott, J. <http://www.westwindpictures.com/site/our-work/documentary/indecently-exposed/> Length 59:00.
- New Moves: An orientation video for newcomer students. (2005). www.settlement.org/edguide Settlement.org: Welcome to Ontario. Length 20:00.
- Shannen's Dream (2011). Heartspeak. <http://www.heartspeak.ca/> Length 11:00.
- Schooling the World. (2011). www.schoolingtheworld.org. Length 65:00
- 3rd World Canada. (2010). Cazabon, A. www.thirdworldcanada.ca. Length 46:40.
- Unknown. Why do children frown like this: The only place in the Western Hemisphere with a lower life expectancy is Haiti. Length 15:00

Other

- Kit: "100 Years of Loss: The Residential School System in Canada".
- <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

XII. Faculty of Education Regulation on Professional Ethics

As future teachers, graduates of the Faculty of Education's Bachelor of Education and Certificate of Education programs will be responsible for the physical safety, the psychological health and educational well being of students (children, adolescent or adult) in schools. While the Faculty of Education recognizes that its teacher candidates are learning their professional responsibilities as teachers, it expects all of its teacher candidates to demonstrate that they have the knowledge, attitudes and capacities needed to be responsible for the physical safety, the psychological health and educational well being of students (children, adolescent or adult) before they are placed in a school or other practice teaching situation. It further expects that they will at all times demonstrate care, integrity, respect and trust in their interactions with each other in their university classes, with the representatives of the Faculty of Education and during their practicum with students (children, adolescent or adult), parents, other teachers, principals, other school personnel and with members of the public. Professional behaviour in university classes includes full participation in class, attentive listening to colleagues, respectful interactions, and creating a caring, trusting environment for learning.

Please consult the Student Handbook (<http://www.education.uottawa.ca/assets/te-guide.pdf>) on pages 11 and 12 or the Practicum Handbook for the complete Faculty of Education Regulation on Professional Ethics. All students should familiarize themselves with this policy and its implications.

XIII. Rubrics

Will be provided in class.