

*Erin Spring***EDUC 460.19 Specialization I, Secondary Social Studies  
Winter 2025****LAND ACKNOWLEDGEMENT:**

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bears paw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

**Class Dates:** January 13 – March 14, 2025

**Last Day to Add/Drop/Swap:** Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

**Pre-requisite:** Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

**Office Hours:** Available by appointment.

**Email:** Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

**COURSE DESCRIPTION:**

The intent of the Specialization I Seminar is to introduce students to the concepts, theory, and design planning related to teaching within the specializations of Social Studies. Theory as connected to an understanding of practical classroom experiences will particularly inform the course curriculum and will be explored through course readings, analysis of teaching/learning artifacts, and through the design of discipline-based learning and assessment plans. Topics in teaching and learning will include teaching inclusively and addressing the needs of diverse learners, effective integration of technology, and discipline-based inquiry. The assignments will present the opportunity for students to develop an understanding of short-term instructional design and to begin to examine curriculum shifts in the province.

**LEARNER OUTCOMES:**

Students will:

- 1) Develop a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology.
- 2) Understand the teacher as designer of learning and assessment plans, and use of the resources available for designing learning and assessment.
- 3) Explore and apply introductory theory related to the teaching of the discipline, with an emphasis on designing discipline-based tasks and assessment processes, and creating an adaptive classroom learning environment to better meet the needs of today's diverse learners.
- 4) Successfully design short-term learning and assessment plans to deepen understanding of key ideas/concepts within the discipline.

**COURSE DESIGN AND DELIVERY:** This course will be delivered face-to-face.

**REQUIRED RESOURCES AND ADDITIONAL RESOURCES:** See Weekly Course Schedule

**Generative AI:**

Course participants are invited to use artificial intelligence tools, including generative AI, to gather information, review concepts, and/or to help produce assignments. However, (1) it is the student's responsibility to inform the instructor *in writing* of the intention to use such technology *in advance* of its use; (2) the student is ultimately accountable for the work they submit; and (3) any content generated or supported by an artificial intelligence tool must be cited appropriately. Misuse of these tools will be considered academic misconduct and will be treated as such.

**LEARNING ASSESSMENT TASKS OVERVIEW**

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
#1 Critical Analysis of a Learning and Assessment Plan: Media Presentation	To gain a deeper appreciation of what a well-designed learning and assessment plan looks like, using First Nations Education Steering Committee: First Peoples Principles of Learning (2007), McTighe & Wiggins (2012) Understanding by Design Framework, Wiggins & McTighe (2005) Understanding by Design, and other readings and resources, students will provide a critical review of an Alberta Education authorized learning and assessment plan (critical challenge) found on the Learn Alberta website.	Group	40%	January 31, 2025  Learning Task # 1 will be presented on February 3 <sup>rd</sup> . Presentations will continue February 7 <sup>th</sup> , if needed.
#2 Design a Short-term Learning and Assessment Plan	Students design a short-term learning and assessment plan connected to a larger unit of study, illustrating the key aspects of theory introduced in the course.	Individual	40%	February 21, 2025
#3 Emergent Conceptual Understanding of Social Studies: Audio-Recorded Media Portfolio Response	Reflecting on the four purposes for citizenship education, the Alberta Social Studies Program of Studies (2005) Program Rationale and Philosophy /Program Foundations, and other collected resources, students consider what curricular vision of social studies will begin to guide their professional practice.	Individual	20%	March 14, 2025

The final mark for the course will be calculated out of 100%, based on the weighted percentages for the individual and group assessments noted above. The assessment criteria for Learning Tasks are connected to the rubrics

**WEEKLY COURSE SCHEDULE:**

<b>Date</b>	<b>Reflective questions to be explored through activities, discussions, learning tasks, etc.</b>	<b>Readings, Resources, Activities and Tasks</b>	<b>Due Dates</b>
<p><b>Week 1</b></p> <p><b>January 12- January 18</b></p>	<p><b>Why does social studies matter?</b></p> <p><b>Why do we learn this stuff?</b></p> <p><b>Why is purpose-driven social studies teaching important?</b></p> <p><b>What vision of social studies will begin to guide my professional practice?</b></p> <p><b>What is the Alberta Social Studies Program of Studies (2005) asking of us as educators?</b></p> <p><b>What are the First Peoples' principles of learning?</b></p>	<p><b>Week 1 Tasks</b></p> <ul style="list-style-type: none"> <li>• Purpose- driven Social Studies Activity: Why does social studies matter? Why do we learn this stuff?</li> <li>• Overview of Learning Tasks with focus on preparing for Learning Assessment Task 1.</li> <li>• Groupwork for Learning Assessment Task 1.</li> </ul> <p><b>Readings and Resources</b></p> <ul style="list-style-type: none"> <li>• Clark, P., &amp; Case, R. (2008). Four defining purposes of citizenship education. In R. Case &amp; P. Clark (Eds.), <i>The anthology of social studies: Issues and strategies for elementary teachers</i> (pp. 18-29). Pacific Educational Press. <a href="https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24407245220004336?auth=SAML">https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24407245220004336?auth=SAML</a></li> <li>• First Nations Education Steering Committee. (2007). <i>First Peoples principles of learning</i>. <a href="https://www.fnesc.ca/first-peoples-principles-of-learning/">https://www.fnesc.ca/first-peoples-principles-of-learning/</a></li> <li>• Gibson, S. (2012). "Why do we learn this stuff"? Students' views on the purpose of social studies. <i>Canadian Social Studies</i>, 45(1), 43-58. <a href="https://eric.ed.gov/?id=EJ972852">https://eric.ed.gov/?id=EJ972852</a></li> <li>• Learn Alberta. (2014, July 1). <i>Summaries of the critical challenges</i>. <a href="http://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm?grade=1">http://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm?grade=1</a></li> <li>• Learn Alberta (2005). <i>Alberta k-12: Social studies program of studies</i>. <a href="http://www.learnalberta.ca/ProgramOfStudy.aspx?lang=en&amp;ProgramId=564423#968464">http://www.learnalberta.ca/ProgramOfStudy.aspx?lang=en&amp;ProgramId=564423#968464</a></li> </ul>	

		<ul style="list-style-type: none"> <li>• Scott, D. &amp; Abbot, L. (2012). Trying to make the mission statements of social studies curriculum inhabit my social studies pedagogy and vice versa. <i>One World in Dialogue Journal</i>, 2(1), 8-18. <a href="http://bit.ly/2gWKgvt">http://bit.ly/2gWKgvt</a></li> </ul> <p><b>APA 7 Resources</b></p> <ul style="list-style-type: none"> <li>• Antioch University Writing Center (2020). <i>Writing in APA style 7th edition example paper</i>. <a href="https://www.antioch.edu/wp-content/uploads/2019/12/APA-7-Writing-in-APA-7th-Ed-Example-Paper.pdf">https://www.antioch.edu/wp-content/uploads/2019/12/APA-7-Writing-in-APA-7th-Ed-Example-Paper.pdf</a></li> <li>• Purdue Online Writing Lab College of Liberal Arts (2020). <i>APA formatting and style guide</i>. 7<sup>th</sup> ed. <a href="https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html">https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html</a></li> </ul>	
<p><b>Week 2</b></p> <p><b>January 19 – January 25</b></p>	<p><b>What are the key components of Understanding by Design (UbD)?</b></p> <p><b>How can I apply the key components of UbD to create learning and assessment plans?</b></p> <p><b>How can students be critical friends to provide feedback and learn together?</b></p>	<p><b>Week 2 Tasks</b></p> <ul style="list-style-type: none"> <li>• Reflecting on the key components of UbD.</li> <li>• Groupwork for Learning Assessment Task 1 and feedback from critical friends.</li> </ul> <p><b>Readings and Resources</b></p> <ul style="list-style-type: none"> <li>• Brownlow, H. (2013, July 17). <i>What is understanding by design?</i> Author Jay McTighe explains. [video]. YouTube. <a href="https://youtu.be/d8F1SnWalfE">https://youtu.be/d8F1SnWalfE</a></li> <li>• Davis, J.L. (2005). <i>Crafting enduring understanding and essential questions</i>. Region 10 Education Service Center. <a href="https://ucalgary.alma.exlibrisgroup.com/leganto/readinglist/citation/24407308800004336/file/viewer">https://ucalgary.alma.exlibrisgroup.com/leganto/readinglist/citation/24407308800004336/file/viewer</a></li> <li>• Fanwood, Scotch (2009, December 9). <i>Using understanding by design to create meaningful units of study</i>. [LinkedIn SlideShare]. <a href="https://www.slideshare.net/jdumaresq/understanding-by-design-the-basics">https://www.slideshare.net/jdumaresq/understanding-by-design-the-basics</a></li> <li>• McTighe, J. &amp; Wiggins, G. (2012). <i>Understanding by design framework</i>. ASCD. <a href="https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf">https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf</a></li> <li>• Silecchia-Ferrone, C.A. (2016, September 19). <i>What is UbD?</i>. [video] YouTube. <a href="https://youtu.be/fbBL6qHeHMY">https://youtu.be/fbBL6qHeHMY</a></li> </ul>	

		<ul style="list-style-type: none"> <li>• <i>UbD in a nutshell.</i> (n.d.). <a href="https://jaymctighe.com/wp-content/uploads/2011/04/UbD-in-a-Nutshell.pdf">https://jaymctighe.com/wp-content/uploads/2011/04/UbD-in-a-Nutshell.pdf</a></li> <li>• Wallingford Public Schools (October 2007). <i>K-12 enduring understandings and essential questions.</i> <a href="https://www.wallingford.k12.ct.us/uploaded/Curriculum/SOCIAL_STUDIES_K-12/SS_K-12_EUs_%26_EQs.pdf">https://www.wallingford.k12.ct.us/uploaded/Curriculum/SOCIAL_STUDIES_K-12/SS_K-12_EUs_%26_EQs.pdf</a></li> <li>• Wiggins, G., &amp; McTighe, J. (2005). <i>Understanding by design. Association for Supervision and Curriculum Development.</i> <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=13&amp;docID=3002118&amp;tm=1528840475720">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=13&amp;docID=3002118&amp;tm=1528840475720</a></li> </ul>	
<p><b>Week 3</b></p> <p><b>January 26 – February 1</b></p>	<p><b>How can we teach for deeper understanding rather than simple recall?</b></p> <p><b>What does effective teaching look like?</b></p> <p><b>What is critical thinking, and how can we promote critical thinking in social studies classrooms?</b></p>	<p><b>Week 3 Tasks</b></p> <ul style="list-style-type: none"> <li>• Groupwork for Learning Assessment Task 1 and feedback from critical friends continued.</li> <li>• Review and begin to work on Learning Assessment Task 2.</li> <li>• Submit Learning Assessment Task 1 by January 31<sup>st</sup>, including documentation of collaboration.</li> <li>• The discussion and activity will guide reflection on purpose driven social studies teaching, and how we can promote critical thinking in social studies classrooms.</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• View the projects from the list below. Which purpose of citizenship education outlined by Clark and Case (2008) is each project built around (i.e., personal development, intellectual development, social initiation, or social reform? Based on Case (2005) and the video Understanding Critical Thinking (see resources below), what elements of critical thinking are present in each activity? How could you initiate further critical thinking for each activity?</li> <li>• Grade 9 All my relations: Education for reconciliation project. In Bailey, Deirdre. (2015, March 22). <i>All my relations.</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=xrvNO70Tjj8">https://www.youtube.com/watch?v=xrvNO70Tjj8</a></li> </ul>	<p><b>Submit Learning Assessment Task 1 to the drop box before 11:59 pm January 31, 2025.</b></p>

		<ul style="list-style-type: none"> <li>• Grade 11 Creating biographies of local heroes inquiry project. Galileo Education Network. (2020) <i>Nationalism and Canadian Identity</i>. <a href="https://galileo.org/classroom-example/canadian-identity-gr11/">https://galileo.org/classroom-example/canadian-identity-gr11/</a></li> <li>• Grade 2: Exploring Inuit culture through authentic artifacts project. In Scott, David. (2014, January 24). <i>An introduction to discipline-based inquiry learning</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=RVhKTMFCgq0">https://www.youtube.com/watch?v=RVhKTMFCgq0</a> (starts at 2:21)</li> </ul> <p><b>Reading and Resources</b></p> <ul style="list-style-type: none"> <li>• Case, R. (2005). Moving critical thinking to the main stage. <i>Education Canada</i>, 45(2), 45–49. <a href="https://www.edcan.ca/wp-content/uploads/edcan-2005-v45-n2-case.pdf">https://www.edcan.ca/wp-content/uploads/edcan-2005-v45-n2-case.pdf</a></li> <li>• Clark, P., &amp; Case, R. (2008). Four defining purposes of citizenship education. In R. Case &amp; P. Clark (Eds.), <i>The anthology of social studies: Issues and strategies for elementary teachers</i> (pp. 18-29). Pacific Educational Press. <a href="https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24407402260004336?auth=SAML">https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24407402260004336?auth=SAML</a></li> <li>• The Critical Thinking Consortium. (2024, November 27<sup>th</sup>). <i>Understanding critical thinking</i>. [Video]. YouTube. <a href="https://youtu.be/UCwdxXfDou8">https://youtu.be/UCwdxXfDou8</a></li> <li>• <i>The Critical Thinking Consortium</i> (2020) <a href="https://tc2.ca/">https://tc2.ca/</a></li> </ul>	
<p><b>Week 4</b></p> <p><b>February 2 – February 8</b></p>	<p><b>What does effective inquiry look like in a social studies classroom?</b></p> <p><b>What does effective teaching and learning look like, sound like and feel like?</b></p> <p><b>How can AI be your colleague?</b></p>	<p><b>Week 4 Tasks</b></p> <ul style="list-style-type: none"> <li>• Presentations of Learning Task One.</li> <li>• Learning Assessment Task 2. Opportunities for formative feedback from critical friends.</li> </ul> <p><b>Readings and Resources</b></p> <ul style="list-style-type: none"> <li>• Friesen, S. (2009). <i>What did you do in school today? Teaching effectiveness: A framework and rubric</i>. Canadian Education Association. <a href="https://galileo.org/cea-2009-wdydist-teaching.pdf">https://galileo.org/cea-2009-wdydist-teaching.pdf</a></li> </ul>	

	<p><b>How will AI possibly help to reinvent the learning and teaching experience?</b></p>	<ul style="list-style-type: none"> <li>Galileo Educational Network. (2016). <i>Rubric for discipline-based and inter-disciplinary inquiry studies</i>. <a href="http://galileo.org/rubric.pdf">http://galileo.org/rubric.pdf</a></li> <li>Galileo Educational Network Association (2015). <i>Focus on inquiry chapter 2 discipline-based inquiry: Making it work</i>. <a href="https://inquiry.galileo.org/ch2/developing-and-working-with-a-great-idea/">https://inquiry.galileo.org/ch2/developing-and-working-with-a-great-idea/</a></li> <li>Kannekens, C. (2024, September 13). <i>Teachaid.ca: The ultimate teacher planning too</i>. [Video]. YouTube. <a href="https://youtu.be/VqKyejNwz8g">https://youtu.be/VqKyejNwz8g</a></li> <li>Kannekens, C. (2024, September 13). <i>Teachaid.ca: Ultimate unit/lesson plan tool for new curriculum ca</i>. [Video]. YouTube. <a href="https://youtu.be/bupKhJpAaj8">https://youtu.be/bupKhJpAaj8</a></li> <li>Kniberg, K. (2024, January 20). <i>Generative AI in a nutshell: How to survive and thrive in the age of AI</i>. [Video]. YouTube. <a href="https://www.youtube.com/watch?v=2IK3DFHRFfw">https://www.youtube.com/watch?v=2IK3DFHRFfw</a></li> <li>Massachusetts Institute of Technology. (2023, December 18). <i>Generative AI &amp; education: Reinventing the teaching experience</i>. [Video]. YouTube. <a href="https://youtu.be/JAkkzRJefBM">https://youtu.be/JAkkzRJefBM</a></li> <li>Scott, D. (2014, January 24). <i>An Introduction to discipline-based inquiry</i>. [Video]. YouTube. <a href="https://www.youtube.com/watch?v=RVhKTMFCgq0">https://www.youtube.com/watch?v=RVhKTMFCgq0</a></li> <li>Scott, David. (2019). <i>Reconsidering inquiry in the social studies classroom</i> [PowerPoint]. <b>Will be posted in D2L</b></li> </ul>	
<p><b>Week 5</b></p> <p><b>February 9 - February 15</b></p>	<p><b>Why is purpose-driven formative assessment important?</b></p> <p><b>How can I effectively use scaffolding strategies in my teaching?</b></p> <p><b>What is effective differentiation?</b></p>	<p><b>Week 5 Tasks</b></p> <ul style="list-style-type: none"> <li>Continue with work on Learning Assessment Task 2. Opportunities for formative feedback from critical friends.</li> <li>Begin or continue with work on Learning Assessment Task 3.</li> </ul> <p><b>Readings and Resources</b></p> <ul style="list-style-type: none"> <li>AITSL. (2017, August 29). <i>Formative assessment in the classroom</i>. [Video]. YouTube. <a href="https://www.youtube.com/watch?v=9FZR3-18Y5Y">https://www.youtube.com/watch?v=9FZR3-18Y5Y</a></li> </ul>	



		<ul style="list-style-type: none"> <li>• Alberta Assessment Consortium (2020). <i>Assessment in action</i>. <a href="https://aac.ab.ca/grants/assessment-capacity/">https://aac.ab.ca/grants/assessment-capacity/</a></li> <li>• Edutopia. (2010, July 19). <i>How differentiated instruction and formative assessment work at Forest Lake Elementary</i>. [Video]. YouTube. <a href="https://www.youtube.com/watch?v=gFXbuE-2II4">https://www.youtube.com/watch?v=gFXbuE-2II4</a></li> <li>• Lewis, Beth. (2020, February 11). <i>Scaffolding instruction strategies</i>. <a href="https://www.thoughtco.com/scaffolding-instruction-strategies-2081682">https://www.thoughtco.com/scaffolding-instruction-strategies-2081682</a></li> <li>• Martinelli, Marlana. (2018, March 21). <i>19 simple accommodations that work</i>. <a href="https://www.weareteachers.com/19-simple-student-accommodations-that-work/">https://www.weareteachers.com/19-simple-student-accommodations-that-work/</a></li> <li>• Measuredprogress. (2011, January 13). <i>The formative classroom: Real teachers, real students, real progress</i>. [Video]. YouTube. <a href="https://www.youtube.com/watch?v=rL54bfmZPzY">https://www.youtube.com/watch?v=rL54bfmZPzY</a></li> <li>• Mulvahill, Elizabeth. (2018, August 31). <i>10 ways to scaffold learning</i>. <a href="https://www.weareteachers.com/ways-to-scaffold-learning/">https://www.weareteachers.com/ways-to-scaffold-learning/</a></li> <li>• Wormeli, Rick. (2010, November 13). <i>Assessment and grading in the differentiated Classroom</i>. [Video]. YouTube. <a href="https://www.youtube.com/watch?v=rJxFXjfb_B4&amp;feature=youtu.be&amp;list=PLs8CQn-vIjyXXq8d3iJhDa3Pa5MU97AU">https://www.youtube.com/watch?v=rJxFXjfb_B4&amp;feature=youtu.be&amp;list=PLs8CQn-vIjyXXq8d3iJhDa3Pa5MU97AU</a></li> </ul>	
<b>Week 6</b>  <b>February 16 – February 22</b>		<b>Break</b> <ul style="list-style-type: none"> <li>• Submit Learning Assessment Task 2 by February 21<sup>st</sup>.</li> </ul>	<b>Submit Learning Assessment Task 2 to the drop box before 11:59 pm February 21, 2025</b>
<b>Week 7</b>  <b>February 23 – March 1</b>	<b>How can we take up the Truth and Reconciliation Commission of Canada: Calls to Action (2015) in meaningful and ethical ways?</b>	<b>Week 7 Tasks</b> <ul style="list-style-type: none"> <li>• Continue with Learning Assessment Task 3. Opportunities for formative feedback from critical friends.</li> </ul>	

	<p><b>Why is revitalizing Indigenous languages a key to reconciliation?</b></p>	<ul style="list-style-type: none"> <li>• After exploring all resources in the Reading and Resources below, reflect on and articulate how you will be an agent for change in meaningful and ethical ways within your classroom (See discussion thread). This will prepare you for a class learning activity.</li> </ul> <p><b>Reading and Resources</b></p> <ul style="list-style-type: none"> <li>• Acevedo, B. (2020, July 10). <i>Ideas for decolonising the curriculum in teaching and learning: A personal reflection.</i> <a href="https://aru.ac.uk/blogs/decolonising-the-curriculum">https://aru.ac.uk/blogs/decolonising-the-curriculum</a></li> <li>• Alberta Regional Consortia. (2020). <i>Empowering the spirit: educational resources to support reconciliation.</i> <a href="http://empoweringthespirit.ca/">http://empoweringthespirit.ca/</a></li> <li>• The Alberta Teachers' Association. (2022, August 11). Indigenous ways of knowing: Walking in our footsteps. <i>Professional Development</i>. pp. 8-10. <a href="https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/3868072/professional-development-202223/4674307/">https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/3868072/professional-development-202223/4674307/</a></li> <li>• Centre for Use and Society (n.d.). <i>Decolonization in an educational context.</i> University of Victoria. <a href="https://www.uvic.ca/research/centres/youthsociety/assets/docs/briefs/decolonizing-education-research-brief.pdf">https://www.uvic.ca/research/centres/youthsociety/assets/docs/briefs/decolonizing-education-research-brief.pdf</a></li> <li>• First Nations Child, and Family Caring Society of Canada. (n.d.) <i>Spirits bear's guide to the truth and reconciliation commission of Canada calls to action.</i> <a href="https://fncaringsociety.com/sites/default/files/38335_child_friendly_chrt_ctas_v7f.pdf">https://fncaringsociety.com/sites/default/files/38335_child_friendly_chrt_ctas_v7f.pdf</a></li> <li>• Galley, V. (2016, June 1). <i>Revitalizing Indigenous languages is key to reconciliation.</i> <a href="https://policyoptions.irpp.org/magazines/june-2016/revitalizing-indigenous-languages-is-key-to-reconciliation/">https://policyoptions.irpp.org/magazines/june-2016/revitalizing-indigenous-languages-is-key-to-reconciliation/</a></li> <li>• Hughes, C. (2021, May 3). <i>Decolonising the curriculum.</i> <a href="https://www.cois.org/about-cis/news/post/~board/perspectives-blog/post/decolonising-the-curriculum">https://www.cois.org/about-cis/news/post/~board/perspectives-blog/post/decolonising-the-curriculum</a></li> </ul>	
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		<ul style="list-style-type: none"> <li>• Learn Alberta (2015). <i>Guiding voices: A curriculum development tool for inclusion of First Nations, Metis and Inuit perspectives throughout curriculum.</i> <a href="http://www.learnalberta.ca/content/fnmigy/index.html">http://www.learnalberta.ca/content/fnmigy/index.html</a></li> <li>• Routledge. (2019). Your pedagogy might be more aligned with colonialism than you realize. <i>Black Appetite, White Food.</i> <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781351062381-5/pedagogy-might-aligned-colonialism-realize-1-jamila-lyiscott">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781351062381-5/pedagogy-might-aligned-colonialism-realize-1-jamila-lyiscott</a></li> <li>• Saskatchewan Teachers' Federation. (2021, June 21). <i>Understanding and finding our way: Decolonizing Canadian education.</i> [Video]. YouTube. <a href="https://youtu.be/JWkPBm_0C1s">https://youtu.be/JWkPBm_0C1s</a></li> <li>• Truth and Reconciliation Commission of Canada (2015, May 29). <i>Truth and reconciliation commission of Canada: Calls to action.</i> <a href="https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1223287/truth-and-reconciliation-commission-of-canada/1776364/">https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1223287/truth-and-reconciliation-commission-of-canada/1776364/</a></li> </ul> <p><b>Additional Resources</b></p> <ul style="list-style-type: none"> <li>• Assembly of First Nations. (n.d.). <i>Languages and culture.</i> <a href="https://www.afn.ca/policy-sectors/languages-and-culture/">https://www.afn.ca/policy-sectors/languages-and-culture/</a></li> <li>• McSheffrey, E. (2022, February 8). <i>Researchers in B.C. could help save one of the world's most complex Indigenous languages.</i> <a href="https://globalnews.ca/news/8604620/bc-researchers-revitalizing-indigenous-language/">https://globalnews.ca/news/8604620/bc-researchers-revitalizing-indigenous-language/</a></li> <li>• Stone, R. V. (2021, September 14). <i>Decolonising your subject discipline: Where to begin.</i> <a href="https://www.socialsciencespace.com/2021/09/decolonizing-your-subject-discipline-where-to-begin/">https://www.socialsciencespace.com/2021/09/decolonizing-your-subject-discipline-where-to-begin/</a></li> <li>• Storyhive. (2019, November 29). <i>Voices on the rise: Indigenous language revitalization in Alberta - episode 1.</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=-dtEujjPUE0">https://www.youtube.com/watch?v=-dtEujjPUE0</a></li> </ul>	
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		<ul style="list-style-type: none"> <li>• Storyhive. (2019, November 29). <i>Voices on the rise: Indigenous language revitalization in Alberta - episode 2</i>. [Video]. YouTube. <a href="https://www.youtube.com/watch?v=g0UH1lhBnNk">https://www.youtube.com/watch?v=g0UH1lhBnNk</a></li> <li>• Storyhive. (2019, November 29). <i>Voices on the rise: Indigenous language revitalization in Alberta - episode 3</i>. [Video]. YouTube. <a href="https://www.youtube.com/watch?v=YZgJ8TZ0Zs0">https://www.youtube.com/watch?v=YZgJ8TZ0Zs0</a></li> <li>• TEDx Talks. (2017, October 30). <i>Canada needs thriving Indigenous languages</i>. [Video]. YouTube. <a href="https://www.youtube.com/watch?v=ljBjUbVWmbQ">https://www.youtube.com/watch?v=ljBjUbVWmbQ</a></li> </ul>	
<b>Week 8</b>  <b>March 2 - March 8</b>	<p><b>What resources would you like to share from your social studies teaching and learning toolbox?</b></p> <p><b>What resources will you add to your social studies teaching and learning toolbox?</b></p>	<b>Week 8 Tasks</b> <ul style="list-style-type: none"> <li>• Sharing of resources. See discussion thread.</li> <li>• Instructions will be provided in class and D2L.</li> <li>• Continue to work on Learning Assessment Task 3 and to receive formative feedback from critical friends.</li> </ul>	
<b>Week 9</b>  <b>March 9 – March 15</b>		<b>Week 9 Tasks</b> <ul style="list-style-type: none"> <li>• Sharing of resources continued.</li> <li>• Continue to work on Learning Assessment Task 3 and to receive formative feedback from critical friends.</li> <li>• Submit Learning Assessment Task 3 by March 14<sup>th</sup>.</li> </ul>	<p><b>Submit Learning Assessment Task 3 to the drop box before 11:59 pm March 14, 2025</b></p>

**CHANGES TO SCHEDULE:**

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the learners in the course.

## LEARNING TASKS AND ASSESSMENT

There are three required Learning Tasks for this course.

### 1. LEARNING TASK 1: Critical Analysis of a Learning and Assessment Plan – Presentation

DUE: JANUARY 31, 2025

Using First Nations Education Steering Committee: First Peoples Principles of Learning (2007), McTighe & Wiggins (2012) Understanding by Design Framework and Wiggins & McTighe (2005) Understanding by Design, in this task your presentation will provide a **critical review** of an Alberta Education authorized learning and assessment plan (critical challenge) found on the Learn Alberta website (see links below).

#### Critical Challenges Link:

- Summaries of critical challenges aligned to various grades in the Alberta Social Studies Program: <http://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm?grade=1>

#### Key Resources:

You will have the opportunity to receive formative feedback from other class members. Likewise, as a critical friend, you will provide feedback to other groups.

- First Nations Education Steering Committee. (2007). First Peoples principles of learning. <https://www.fnesc.ca/first-peoples-principles-of-learning/>
- McTighe, J. & Wiggins, G. (2012). *Understanding by design framework*. ASCD. [https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD\\_WhitePaper0312.pdf](https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)
- Wiggins, G., & McTighe, J. (2005). *Understanding by design*. Association for Supervision and Curriculum Development. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=13&docID=3002118&tm=1528840475720>

#### Other Resources to Guide the Analysis:

- Acevedo, B. (2020, July 10). *Ideas for decolonising the curriculum in teaching and learning: A personal reflection*. <https://aru.ac.uk/blogs/decolonising-the-curriculum>
- Brownlow, H. (2013, July 17). What is understanding by design? Author Jay McTighe explains. [video]. YouTube. <https://youtu.be/d8F1SnWaIfE>
- Clark, P., & Case, R. (2008). Four defining purposes of citizenship education. In R. Case & P. Clark (Eds.), *The anthology of social studies: Issues and strategies for elementary teachers* (pp. 18-29). Pacific Educational Press. [https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/24407245220004336?auth=SA ML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24407245220004336?auth=SA ML)
- Centre for Use and Society. (n.d.). Decolonization in an Educational Context. University of Victoria. <https://www.uvic.ca/research/centres/youthsociety/assets/docs/briefs/decolonizing-education-research-brief.pdf>
- Davis, J.L. (2005). *Crafting enduring understandings and essential questions*, Region 10 Education Service Center. [https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/24407308800004336?auth=SA ML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24407308800004336?auth=SA ML)

- Fanwood, Scotch. (2009, December 9). *Using understanding by design to create meaningful units of study*. [LinkedIn SlideShare]. <https://www.slideshare.net/jdumaresq/understanding-by-design-the-basics>
- Heinemann Publishing. (2017, May 31). *Your pedagogy might be more aligned with colonialism than you realize*. <https://medium.com/@heinemann/your-pedagogy-might-be-more-aligned-with-colonialism-than-you-realize-1ae7ac6459ff>
- Hughes, C. (2021, May 3). *Decolonising the curriculum*. <https://www.cois.org/about-cis/news/post/~board/perspectives-blog/post/decolonising-the-curriculum>
- Saskatchewan Teachers' Federation. (2021, June 21). *Understanding and finding our way: Decolonizing Canadian education*. [Video]. YouTube. [https://youtu.be/JWkPBm\\_0C1s](https://youtu.be/JWkPBm_0C1s)
- Truth and Reconciliation Commission of Canada (2015). *Truth and reconciliation commission of Canada: Calls to action* <https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1223287/truth-and-reconciliation-commission-of-canada/1776364/>
- *UbD in a nutshell*. (n.d.). <https://jaymetighe.com/wp-content/uploads/2011/04/UbD-in-a-Nutshell.pdf>
- Wallingford Public Schools (2007, October). *K-12 enduring understandings and essential questions*. [https://www.wallingford.k12.ct.us/uploaded/Curriculum/SOCIAL\\_STUDIES\\_K-12/SS\\_K-12\\_EUs\\_%26\\_EQs.pdf](https://www.wallingford.k12.ct.us/uploaded/Curriculum/SOCIAL_STUDIES_K-12/SS_K-12_EUs_%26_EQs.pdf)

**Note:** You will apply other reading and resources you have explored to the presentation.

Specifically,

- ✓ Your group's presentation must answer all focus questions under Sections 1-7 to provide a thorough, detailed, and well-supported critical analysis of the chosen critical challenge. The analysis of the questions must be supported by the First Nations Education Steering Committee: First Peoples Principles of Learning (2007), McTighe & Wiggins (2012) and Wiggins & McTighe (2005). Additionally, the questions must be supported by at least two other teaching and learning readings to demonstrate an understanding of effective teaching and learning theory.
- ✓ Using the WHERETO model outlined in Section 8, you must provide recommendations to strengthen the critical challenge. You must provide one recommendation for each letter, and the associated word(s) in the acronym. Each recommendation must be supported by a different teaching and learning reading/resource from this course, other course readings and resources, or other readings and resources you have explored.
- ✓ You will determine how the critical challenge may have been written through a colonial lens and will determine how the First Peoples Principles of Learning could be applied.
- ✓ On Monday, February 3<sup>rd</sup>, we will celebrate the presentations. Each group will present to the class and respond to questions from peers. If extra time is needed, we will continue in the next class. Your presentation **must not exceed 20 minutes**. Further specifics will be discussed in class and/or articulated in D2L.
- ✓ You must use connected texts and visuals to clearly support your analysis.
- ✓ You will also have opportunities, throughout the development of the presentation, to provide formative feedback to other groups and receive formative feedback from other students and the instructor. In the presentation you must show how formative feedback was considered and applied.

- ✓ You must use accurate writing and APA 7 citations connected to a reference list.
- ✓ You must submit evidence of collaboration, equitable division of labor and communication among group members. More details will be provided in D2L and class.

## Sections 1-8

### 1. Background

- What is the name and grade level, and why did you choose this critical challenge?
- How is it connected to a purpose of social studies education explored in Clark, P., & Case, R. (2008) Four Defining Purposes of Citizenship Education?

### 2. Big Idea and Enduring Understanding

- In viewing the learning outcomes (under the outcomes tab), what big idea and enduring understanding do you think this critical challenge was trying to get across? Justify your choice.
- To what extent do you believe students understood this big idea and enduring understanding by the end of the lesson?

### 3. Essential Question

- What was the critical/essential question that guided this plan?
- To what extent was this question thought provoking, likely to spark discussion and debate, and apply knowledge in ways that show understanding rather than simple recall?

### 4. Knowledge and Skills

- What key knowledge and skills from the Alberta Social Studies Program of Study (2005) were present in this study?
- To what extent did the learning sequence effectively help students more deeply understand the key knowledge and skills?

### 5. Assessment Evidence

- Through what evidence were students asked to demonstrate achievement of the desired outcomes?
- To what extent were students given opportunities to receive formative feedback (i.e., were students given opportunities to reflect upon and self-assess their learning)?
- How and why would you adjust the forms of assessment?

### 6. Differentiation

- Based on your understanding of inclusive practices, what learning activities could be adapted or removed to ensure a positive learning experience for all students?

### 7. Colonial Lens / First Peoples Principles of Learning

- Is this critical challenge written through a colonial lens? If so, how might you address this?
- How might students apply the First Peoples Principles of Learning?

## 8. Applying WHERETO: Recommendations

- Using each letter in the WHERETO model outlined below, provide one recommendation to strengthen the overall design of the learning and assessment plan. Ensure each letter and the associated recommendation is supported by a different teaching and learning reading.
  - ✓ **W**= help the students know **where** the unit is going and **what** is expected. Help the teacher know where the students are coming from (prior knowledge and interests).
  - ✓ **H** = **hook** all students and hold their interest.
  - ✓ **E** = **equip** students and help them experience the key ideas and explore the issues.
  - ✓ **R** = provide opportunities to **rethink** and **revise** their understandings and work.
  - ✓ **E** = allow students to **evaluate** their work and its implications.
  - ✓ **T** = **tailored (personalized)** to the different needs, interests, and abilities of learners.
  - ✓ **O** = **organized** to maximize initial and sustained engagement as well as effective learning.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK ONE

1. Critical analysis of learning plan (critical challenge) using all focus questions.
2. Connections to First Nations Education Steering Committee: First Peoples Principles of Learning (2007), McTighe & Wiggins (2012), Wiggins & McTighe (2005), and two other teaching and learning readings.
3. A recommendation for each letter in the WHERETO model to strengthen the overall design of the learning and assessment plan, supported by at least one different teaching and learning reading for each letter in the model.
4. Presentation of ideas using connected texts and visuals to support the analysis.
5. Accuracy of writing and usage of APA 7 for citations and reference list.
6. Evidence of collaboration, equitable division of labor and communication among group members.
7. Application of formative feedback to improve the inquiry and presentation.



### Learning Task 1 Rubric

Criteria	Expert	Practitioner	Apprentice	Novice
<b>Critical analysis of learning plan (critical challenge) using all focus questions (20%)</b>	All questions are addressed in a thorough, detailed, and well-supported critical analysis of the learning plan.	All questions are addressed in a descriptive assessment of the learning plan but may lack some supporting evidence.	Some questions are addressed in a descriptive assessment of the learning plan but lacks significant supporting evidence.	Major components of questions are missing, incomplete or addressed in a cursory manner.
<b>Sections 1-7: Connections to First Nations Education Steering Committee: First Peoples Principles of Learning (2007), McTighe &amp; Wiggins (2012), Wiggins &amp; McTighe (2005), and two other teaching and learning readings (20%)</b>	Multiple and ongoing connections to all readings. These connections are effective and well-explained.	Some connections to readings are made. These connections are general and explained.	A few connections to readings. These connections are not well-explained.	Connections to readings are missing or incomplete and not explained.
<b>Section 8: A recommendation for each letter in the WHERETO model to strengthen the overall design of the learning and assessment plan, supported by at least one different teaching and learning reading for each letter in the model. (25%)</b>	All letters in the model have recommendations to strengthen the learning plan. Each recommendation is well articulated, very clear and strongly supported by a different teaching and learning reading.	All letters in the model have recommendations to strengthen the learning plan.  A couple of recommendations are not well articulated, are unclear, and are not supported by a different teaching and learning reading.	Some letters in the model have recommendations to strengthen the learning plan.  Some recommendations are not well articulated and are unclear, and most are not supported by a different teaching and learning reading.	All recommendations to strengthen the learning plan are vague or missing and are not connected to teaching and learning readings.
<b>Presentation of ideas using connected texts and visuals to support the analysis (10%)</b>	Visuals and texts are effectively connected to strongly support the analysis. The presentation is explicitly clear.	Visuals and texts in most cases support the analysis. The presentation is clear.	Visuals and texts in many areas do not support the analysis. The presentation lacks clarity.	Visuals and texts are vague and/or missing and do not support the analysis. The presentation is very unclear.
<b>Accurate writing and APA 7 for citations and reference list. (10%)</b>	Exemplary usage of APA 7 for citations and reference list. The response is error free.	Good usage of APA 7 for citations and reference list. The response has some errors.	Significant mistakes in the usage of APA 7 for citations and reference list. The response has significant errors.	Poor usage of APA 7 for citations and reference list. The response has too many errors.
<b>Evidence of collaboration, equitable division of labor and communication among group members (10%)</b>	The evidence of collaboration, equitable division of labor and communication among group members is exemplary.	The evidence of collaboration, equitable division of labor and communication among group members is good.	The evidence of collaboration, equitable division of labor and communication among group members is weak.	The evidence of collaboration, equitable division of labor and communication among group members is not provided.
<b>Description of how formative feedback was applied to improve the inquiry and presentation. (5%)</b>	The description is exemplary and detailed.	The description is good but lacks some details.	The description is weak in most areas.	The description is extremely vague or missing.

## 2. LEARNING TASK 2: Design a Discipline-Based Inquiry Learning and Assessment Plan

DUE: FEBRUARY 21, 2025

In this assignment you will design a short-term learning and assessment plan illustrating key aspects of theory introduced in this course. The three-period lesson plans must show evidence of being connected to a larger unit of study. Your learning and assessment plan will be submitted using a lesson plan template located in the D2L content section.

Specifically,

- ✓ Connect the lesson plans to a unit title, grade level, big idea, enduring understanding and essential question.
- ✓ Determine the specific outcomes from the Alberta Social Studies Program of Studies (2005) addressed in the lessons (see rubric).  
  
Learn Alberta (2005). *Alberta k-12: Social studies program of studies*.  
<http://www.learnalberta.ca/ProgramOfStudy.aspx?lang=en&ProgramId=564423#968464>
- ✓ Connect and describe how the lesson plans are connected to an authentic summative assessment performance task for the unit.
- ✓ Outline in clear, student-friendly language what students will understand, experience, and appreciate from engaging in the activities associated with the lesson plans.
- ✓ Determine how formative assessment strategies for the lesson plans will be used to accept as evidence of learning as you prepare students to be successful in the summative performance task.
- ✓ Determine how personalization/differentiation will attend to the needs of all learners.
- ✓ Determine what materials, resources and technology you will purposefully and strategically use. Links must be provided.
- ✓ Determine how you will activate prior knowledge and engage students and how the lesson connects to other lessons.
- ✓ Articulate the learning activity sequence outlining the steps being taken by the students and teacher.
- ✓ Determine effective conclusions (summary activities) for the lessons.
- ✓ Use annotations throughout the learning sequence to explain how your decisions are supported by teaching and learning readings.

The three-day lesson plans should not exceed six pages and must show evidence of being connected to a larger unit of study.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 2**

1. Connection of unit and lesson plans through learning outcomes to the Alberta Social Studies Program of Studies (2005).
2. Clarity and connections of activities to unit title, grade level, big idea, enduring understanding and essential question.
3. Connection of lesson activities to prepare students for the summative assessment performance task.
4. Effective articulation and usage of formative feedback loops.
5. Design of an engaging learning sequence incorporating personalization/differentiation, appropriate resources, and technology.
6. Annotations throughout the learning sequence justifying decisions based on teaching and learning readings.

**Learning Task 2 Rubric**

Criteria	Expert
<b>Connection of unit and lesson plans through learning outcomes to the Alberta Social Studies Program of Studies (2005) (10%)</b>	The lesson plans are very clear and specifically and directly connected to the Alberta Social Studies Program of Studies (2005). The learning outcomes address all three domains of the social studies program (i.e. knowledge, skills and values). What students need to be able to do, know and appreciate are clearly stated and connected to the overall unit and the Alberta Social Studies Program of Studies (2005).
<b>Clarity and connections of activities to unit title, grade level, big idea, enduring understanding and essential question (10%)</b>	The lesson plans clearly and succinctly articulate how the activities are connected to the big idea, enduring understanding, and essential question of a larger unit. The essential question guiding the unit is clear and answerable by all students at this grade level. It is thought provoking and intellectually engaging, and likely to spark discussion. The question cannot be effectively answered by recall alone.
<b>Connection of lesson activities to prepare students for the summative assessment performance task (20 %)</b>	The lesson activities and outcomes are strongly linked to the summative assessment performance task. The activities prepare students to be successful in the task. The task requires students to apply knowledge in ways that show deep understanding.
<b>Effective articulation and usage of formative feedback loops (15%)</b>	A wide range of ongoing formative assessment loops is woven into the plan to strengthen student understanding and inform instructional decision-making.
<b>Design of an engaging learning sequence incorporating personalization/differentiation, appropriate resources, and technology (25%)</b>	The design of the learning experiences creates an engaging learner-centred environment where all students through personalization/differentiation, appropriate resources and technology are extremely well prepared with the requisite knowledge and skill development to offer a strong response to the performance task. The skillfully designed learning plan focuses students' attention on issues and problems that are central to social studies, connected to students' lives, and the world outside of school.
<b>Annotations throughout the learning sequence justifying decisions based on teaching and learning readings (20%)</b>	Annotations justifying how the learning sequence was clearly informed by teaching and learning theory are thoughtful and sophisticated. The annotated learning and assessment plan are written clearly and stands as a superior error-free example.

Note: The rubric will be posted in D2L.

3. **LEARNING TASK 3: Emergent Conceptual Understanding of Social Studies: Audio-Recorded Media Portfolio Response**  
**DUE: March 14, 2025**

**Collected Evidence to Respond to the Essential Question Below:**

*Which one of the four defining purposes of citizenship education outlined by Clark and Case (2008) Four Defining Purposes of Citizenship Education, do you believe should guide social studies education in Alberta: a) personal development, b) intellectual development, c) social initiation, or d) social reform?*

Noting that the Alberta Social Studies Program of Studies (2005) has elements that reflect all four of these purposes for citizenship education, the intent of this assignment is for you to consider more deeply what curricular vision of social studies will begin to guide your professional practice. Your response may take a number of forms but must include an audio-recorded media reflection supported by images and texts. The response must be persuasive – you must take a personal stand on the question, and then set out to prove your interpretation using relevant and varied evidence you have collected throughout the course.

✓ **Your response must include supporting evidence from the front matter (Program Rationale and Philosophy and Program Foundations) of the Alberta Social Studies Program of Studies (2005):**

Learn Alberta (2005). *Alberta k-12: Social studies program of studies*.

<http://www.learnalberta.ca/ProgramOfStudy.aspx?lang=en&ProgramId=564423#968464>

✓ **Your response must include supporting evidence from at least two other sources from the following list:**

Clark, P., & Case, R. (2008). Four defining purposes of citizenship education. In R. Case & P. Clark (Eds.), *The anthology of social studies: Issues and strategies for elementary teachers* (pp. 18-29). Pacific Educational Press. *This article will be posted in D2L.*

Gibson, S. (2012). Why do we learn this stuff? Students' views on the purpose of social studies. *Canadian Social Studies*, 45(1), 43-58. <https://eric.ed.gov/?id=EJ972852>

Scott, D. & Abbot, L. (2012). Trying to make the mission statements of social studies curriculum inhabit my social studies pedagogy and vice versa. *One World in Dialogue Journal*, 2(1), 8-18. <http://bit.ly/2gWKgvt>

✓ **Your portfolio and response must include four pieces of supporting evidence you have collected from class discussions, readings and resources from this course, field experiences, or personal experiences.**

✓ **Your response must use accurate writing and APA 7 citations connected to a reference list.**

✓ **Your audio-recorded media presentation must not exceed 10 minutes.**

✓ **You will have opportunities to provide and receive peer formative feedback during the developmental process.**

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 3**

1. Sophistication, clarity, and accuracy using relevant images and texts throughout the mode of expression.
2. Persuasiveness, clarity, and insightfulness of the argument.
3. Application of relevant evidence from Alberta Social Studies Program of Studies (2005) front matter and other required sources.
4. Accuracy of writing and usage of APA 7 for citations and reference list.

**Learning Task 3 Rubric**

<b>Criteria</b>	<b>Expert</b>	<b>Practitioner</b>	<b>Apprentice</b>	<b>Novice</b>
<b>Sophistication, clarity, and accuracy using relevant images and texts through the mode of expression. (25%)</b>	The audio-recorded media portfolio presentation is excellent, sophisticated, very clear, and accurate and uses relevant images and text.	The audio-recorded media portfolio presentation is clear, and most images and text are relevant.	The audio-recorded media portfolio presentation is unclear, and some images and text are not relevant.	The audio-recorded portfolio media presentation is very vague. Most images and texts are irrelevant or missing.
<b>Persuasiveness, clarity, and insightfulness of the argument. (25 %)</b>	The portfolio and response articulate a very clear, insightful, and persuasive argument demonstrating an emerging understanding of the concepts and theories related to the teaching of social studies.	The portfolio and response are clear but not fully persuasive and insightful. Some gaps are evident in the emerging understanding of the concepts and theories related to the teaching of social studies.	The portfolio and response in some areas lacks clarity, insightfulness, and persuasion. Significant gaps are evident in the emerging understanding of the concepts and theories related to the teaching of social studies.	The portfolio and response are very vague, not insightful, or persuasive. Major gaps are evident in the emerging understanding of the concepts and theories related to the teaching of social studies.
<b>Application of relevant evidence from Alberta Social Studies Program of Studies (2005) front matter and other required sources (40%)</b>	The portfolio and response strongly use relevant evidence from the Alberta Social Studies Program of Studies (2005) front matter and from two other sources from the resource list. In addition, the portfolio and response are fully supported by four other sources, including class discussions, readings and resources in this course, field observations, or personal experiences.	The portfolio and response use relevant evidence from the Alberta Social Studies Program of Studies (2005) front matter and from two other sources from the resource list. In addition, the portfolio and response, in most cases, are supported by four other sources, including class discussions, readings and resources in this course, field observations, or personal experiences.	Some areas of the portfolio and response lack relevant evidence from the Alberta Social Studies Program of Studies (2005) front matter and from two other sources from the resource list. The portfolio and response are not fully supported by four other sources, including class discussions, reading and resources in this course, field observations, or personal experiences.	The portfolio and response lack relevant or missing evidence from the Alberta Social Studies Program of Studies (2005) front matter and from two other sources from the resource list. The portfolio and response are vague and/or not supported by four other sources, including class discussions, readings and resources in this course, field observations, or personal experiences.
<b>Accuracy of writing and usage of APA 7 for citations and reference list (10%)</b>	The presentation is error free. Exemplary usage of APA 7 for citations and reference list.	The presentation has some errors. Good usage of APA 7 for citations and reference list.	The presentation has significant errors. Significant mistakes in the usage of APA 7 for citations and reference list.	The presentation has too many errors. Poor usage of APA 7 for citations and reference list.

## THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

## EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

## LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Students may be required to provide written documentation of extenuating circumstances (e.g., statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

## ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups.

**GRADING**

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

**Academic Accommodation**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

**Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

**Attendance/ Prolonged Absence**

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

**The Freedom of Information Protection of Privacy Act** prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments

during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

**For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit**

**<https://www.ucalgary.ca/registrar/registration/course-outlines>**

**Education Students Association (ESA) President for the academic year is Claire Gillis, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).**

**Werklund SU Representative is Elsa Stokes, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).**