

**EDUC 535.19/535.20: Specialization II - Secondary Social Studies & K-12 Social  
Studies  
Summer, 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, Bearspaw, and Good Stoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta, Region 3.

**Class Dates:** July 7<sup>th</sup> – July 18<sup>th</sup>

**Class Times:** Monday-Friday (1:00 PM to 3:50 PM)

**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:** By appointment only; conducted by Zoom (Links will be set up at the time of booking)

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

**COURSE DESCRIPTION:** The intent of the Social Studies Specialization Seminar II is to deepen your understanding of the practical aspects of teaching within the specialization and to connect this practice with specific theoretical concepts. While this second specialization course focuses more on practical knowledge, you will also refine your knowledge of discourses and theory within the field of social studies and develop a deeper understanding of ways to enact this theory in diverse classroom contexts. You will additionally become familiar with any relevant Ministry documents associated with the Alberta Social Studies Program and draw on practical classroom observation from the field experience to participate in meaningful discussion and to connect these observations with a vision for your own teaching. The emphasis of the course is on designing for student learning (subject-specific; assessment to strengthen student learning and improve instruction; and designing for inclusion, differentiation, and inquiry).

**Extended Course Description:** To accomplish this, you will draw on previous field and course experiences in ways designed to support meaningful participation in class discussions. The aim is to bring experience into a working vision for your teaching. The emphasis of the course is to further develop an understanding of the theoretical underpinnings that inform and drive curriculum planning in social studies, as well as to offer guided opportunities in designing learning experiences and developing associated materials that are both authentic and appropriate. In this way, you will develop experiences for students that are discipline specific, consistent with the evidence, as well as performance-based assessment practices, designed with inclusion and differentiation in mind, true to inquiry-based practices, and supportive of intended student outcomes in ways that continue to strengthen learning for both students and teachers alike.

**LEARNER OUTCOMES:**

Students will be knowledgeable about:

- Further develop a deeper conceptual understanding of the historical, socio-cultural, and political contexts of the discipline of Social Studies and the study of Indigenous Language/Culture Revitalization in Canada, and relate this to curriculum planning in the specialization area.
- Identify and critique the key learning perspectives (as outlined in the front matter of the Programs of Study) and intentions (learning objectives) across the units in a grade from the Alberta Programs of Study.
- Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.

**COURSE DESIGN AND DELIVERY:** EDUC 535 will be delivered face-to-face on campus with possible engagement in a D2L environment.

**REQUIRED RESOURCES:**

Alberta Education. (2005). *Programs of study: Social studies, kindergarten to grade 12*. Alberta Education.  
<http://education.alberta.ca/media/456082/sockto3.pdf>

Crombie, S. (2014, May 26). *What is inquiry-based learning?* [Video]. YouTube.  
<https://www.youtube.com/watch?v=u84ZsS6niPc>

First Nations Education Steering Committee. (2007). *First Peoples principles of learning*.  
<https://www.fnesc.ca/first-peoples-principles-of-learning/>

Novak, J. D., & Cañas, A. J. (2008). *The theory underlying concept maps and how to construct them* (Technical Report IHMC CmapTools 2006-01 Rev 01-2008). Institute for Human and Machine Cognition.  
<https://cmap.ihmc.us/docs/theory-of-concept-maps>

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Introduction & Chapter 1: pp. 1–34). Association for Supervision and Curriculum Development. <https://ebookcentralproquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgaryebooks/detail.action?docID=3002118>

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Introduction & Chapters 2–3: pp. 35–81). Association for Supervision and Curriculum Development. <https://ebookcentralproquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgaryebooks/detail.action?docID=3002118>

**Additional Resources:**

Alberta Education. (2005). *Our words, our ways: Teaching First Nations, Métis and Inuit learners*.  
<https://open.alberta.ca/publications/0778545971>

Alberta Education. (n.d.-a). *Walking together: First Nations, Métis and Inuit perspectives in curriculum*. Learn Alberta. <https://www.learnalberta.ca/content/aswt/>

Alberta Education. (n.d.-b). *First Nations, Métis and Inuit education*. Government of Alberta.  
<https://www.alberta.ca/fnmi-education.aspx>

Alberta Regional Professional Development Consortia. (n.d.). *Empowering the spirit*.  
<https://empoweringthespirit.ca/>

Alberta Teachers' Association. (n.d.). *Walking together: A journey for truth and reconciliation*.  
<https://www.teachers.ab.ca>

Canva. (n.d.). *Concept map templates*. Retrieved May 19, 2025, from <https://www.canva.com/graphs/concept-maps/>

Coggle. (n.d.). *Coggle: Collaborative mind maps*. Retrieved May 19, 2025, from <https://coggle.it/>

Education Oasis. (n.d.). *Graphic organizers*. Retrieved May 19, 2025, from  
<https://www.educationoasis.com/graphic-organizers/>

Indigenous Knowledge & Wisdom Centre. (n.d.). *Indigenous Knowledge & Wisdom Centre*.  
<https://www.ikwc.org/>

Lucid Software. (n.d.). *Lucidchart for education*. Retrieved May 19, 2025, from <https://www.lucidchart.com/>

MindMeister. (n.d.). *MindMeister: Online mind mapping tool*. Retrieved May 19, 2025, from  
<https://www.mindmeister.com/>

Popplet. (n.d.). *Popplet: Visual thinking and learning tool*. Retrieved May 19, 2025, from  
<https://www.popplet.com/>

ReadWriteThink. (n.d.). *Webbing tool*. Retrieved May 19, 2025, from  
<https://www.readwritethink.org/classroom-resources/student-interactives/webbing-tool>

Rupert's Land Institute. (n.d.). *Teaching resources*. <https://www.rupertsland.org/teaching-learning/resources/>

Spirit of the Land. (n.d.). *Spirit of the land series*. University of Alberta. <https://www.spiritoftheland.ca/>

TeacherVision. (n.d.). *Concept map templates*. Retrieved May 19, 2025, from  
<https://www.teachervision.com/graphic-organizers/concept-map>

University of Alberta. (n.d.). *Indigenous Canada* [Massive open online course].  
<https://www.ualberta.ca/admissions-programs/online-courses/indigenous-canada/index.html>

### LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task #1 Unit Planning	Design a K–12 Social Studies unit that aligns with current curriculum, inclusive pedagogy, and evidence-based assessment. Using Understanding by Design (Wiggins & McTighe, 2005), plan backward from curricular outcomes and authentic tasks to create meaningful, engaging learning. Integrate key pedagogical principles, including diverse learning needs, Indigenous perspectives, and triangulated assessment.	Individual	40%	19 <sup>th</sup> July 2025
Learning Task #2 Concept Map	Students will create a concept map to show connections between a key Social Studies theme, curriculum outcomes, and disciplinary thinking. A short written rationale will explain the map and how concept mapping can support student learning.	Individual	30%	11 <sup>th</sup> July 2025
Learning Task #3 Co-Constructing Criteria	In this two-part assignment, you will collaboratively design assessment criteria (e.g., rubric or checklist) for a K–12 or secondary social studies unit. The criteria should reflect key skills like critical thinking, historical inquiry, or civic engagement, and simulate authentic teaching by engaging in a co-construction process.	Part 1 Group Part 2 Individual	25% 5%	16 <sup>th</sup> July 2025 Reflection 17 <sup>th</sup> July 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.

### WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Week #1			
7 <sup>th</sup> -8 <sup>th</sup> July 2025	Bridging theory and practice.  Inquiry-Based Learning	Sharing of field experiences and Social Studies areas of interest.  Discussion of inquiry-based learning.  <b>Resources:</b>  Crombie, S. (2014, May 26). What is inquiry-based learning? [Video]. YouTube. <a href="https://www.youtube.com/watch?v=u84ZsS6niPc">https://www.youtube.com/watch?v=u84ZsS6niPc</a>  First Nations Education Steering Committee. (2007). First Peoples principles of learning. <a href="https://www.fnesc.ca/first-peoples-principles-of-learning/">https://www.fnesc.ca/first-peoples-principles-of-learning/</a>  Wiggins, G., & McTighe, J. (2005). Understanding by design.	Introduction to the course and tasks.  Choose grade level and topic for LT1

		<p>Association for Supervision and Curriculum Development (Introduction &amp; Chapter 1: pp. 1-34).  <a href="https://ebookcentralproquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgaryebooks/detail.action?docID=3002118">https://ebookcentralproquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgaryebooks/detail.action?docID=3002118</a></p> <p>Alberta Education. (2005). Programs of study: Social studies, kindergarten to grade 12. Edmonton, AB: Alberta Education.  <a href="http://education.alberta.ca/media/456082/sockto3.pdf">http://education.alberta.ca/media/456082/sockto3.pdf</a></p>	
9 <sup>th</sup> -11 <sup>th</sup> July 2025	<p>Lesson Design and Backward Planning</p> <p>Concept Mapping in the Classroom</p>	<p>Triangulation of Assessment Co-construction Criteria</p> <p><b>Resources:</b></p> <p>Cowie, B., &amp; Bell, B. (1999). A model of formative assessment in science education. <i>Assessment in Education: Principles, Policy &amp; Practice</i>, 6(1), 101–116. <a href="https://doi.org/10.1080/09695949993026">https://doi.org/10.1080/09695949993026</a></p> <p>Hattie, J. (2012). <i>Visible learning for teachers: Maximizing impact on learning</i>. Routledge</p> <p>Additional Resources:</p> <p>Cameron, D. (2018, October 24). <i>Co-constructing success criteria</i>. EdCan Network. <a href="https://www.edcan.ca/articles/co-constructing-success-criteria/">https://www.edcan.ca/articles/co-constructing-success-criteria/</a></p> <p>Fisher, D., Frey, N., &amp; Almarode, J. (2021, March 8). <i>Sharing clarity with students: 15 ways to co-construct success criteria</i>. The Core Collaborative. <a href="https://thecorecollaborative.com/sharing-clarity-with-students-15-ways-to-co-construct-success-criteria/">https://thecorecollaborative.com/sharing-clarity-with-students-15-ways-to-co-construct-success-criteria/</a></p> <p>Gonzalez, J. (2022, November 13). <i>Build it together: Co-constructing success criteria with students</i>. Cult of Pedagogy. <a href="https://www.cultofpedagogy.com/co-constructing-success-criteria/">https://www.cultofpedagogy.com/co-constructing-success-criteria/</a></p> <p>Opportunity Education. (2023, November). <i>How-to: Co-create success criteria with students</i>. <a href="https://opportunityeducation.org/wp-content/uploads/2023/11/How-To_-Co-Create-Success-Criteria-with-Students.pdf">https://opportunityeducation.org/wp-content/uploads/2023/11/How-To_-Co-Create-Success-Criteria-with-Students.pdf</a></p>	<p>In class time to begin planning Unit Plan using backward design</p> <p>Collaboration time during class for LT2 Concept Mapping Due July 11<sup>th</sup>  *Complete readings prior to class.</p>
Week #2		Readings and Task	Due Dates
14 <sup>th</sup> July 2025	Indigenous Perspective, Treaty Education and TRC	<p>Small-group planning: Incorporate Indigenous perspectives in unit plan.</p> <p>Online Resources:</p>	Unit Planning

		<p>Alberta Education. (2005). <i>Our words, our ways: Teaching First Nations, Métis and Inuit learners</i>. <a href="https://open.alberta.ca/publications/0778545971">https://open.alberta.ca/publications/0778545971</a></p> <p>Alberta Education. (n.d.-a). <i>Walking together: First Nations, Métis and Inuit perspectives in curriculum</i>. Learn Alberta. <a href="https://www.learnalberta.ca/content/aswt/">https://www.learnalberta.ca/content/aswt/</a></p> <p>Alberta Education. (n.d.-b). <i>First Nations, Métis and Inuit education</i>. Government of Alberta. <a href="https://www.alberta.ca/fnmi-education.aspx">https://www.alberta.ca/fnmi-education.aspx</a></p> <p>Alberta Teachers' Association. (n.d.). <i>Walking together: A journey for truth and reconciliation</i>. <a href="https://www.teachers.ab.ca">https://www.teachers.ab.ca</a></p> <p>Alberta Regional Professional Development Consortia. (n.d.). <i>Empowering the spirit</i>. <a href="https://empoweringthespirit.ca/">https://empoweringthespirit.ca/</a></p> <p>Indigenous Knowledge &amp; Wisdom Centre. (n.d.). <i>Indigenous Knowledge &amp; Wisdom Centre</i>. <a href="https://www.ikwc.org/">https://www.ikwc.org/</a></p> <p>Rupert's Land Institute. (n.d.). <i>Teaching resources</i>. <a href="https://www.rupertsland.org/teaching-learning/resources/">https://www.rupertsland.org/teaching-learning/resources/</a></p> <p>Spirit of the Land. (n.d.). <i>Spirit of the land series</i>. University of Alberta. <a href="https://www.spiritoftheland.ca/">https://www.spiritoftheland.ca/</a></p> <p>University of Alberta. (n.d.). <i>Indigenous Canada [Massive open online course]</i>. <a href="https://www.ualberta.ca/admissions-programs/online-courses/indigenous-canada/index.html">https://www.ualberta.ca/admissions-programs/online-courses/indigenous-canada/index.html</a></p>	
15 <sup>th</sup> – 17 <sup>th</sup> July 2025	<p>Assessment for, as and of learning</p> <p>Unit Planning</p>	<p>Triangulation of Assessment</p> <p>Co-construction Criteria</p> <p>Cowie, B., &amp; Bell, B. (1999). A model of formative assessment in science education. <i>Assessment in Education: Principles, Policy &amp; Practice</i>, 6(1), 101–116. <a href="https://doi.org/10.1080/09695949993026">https://doi.org/10.1080/09695949993026</a></p> <p>Hattie, J. (2012). <i>Visible learning for teachers: Maximizing impact on learning</i>. Routledge</p> <p>Additional Resources:</p> <p>Cameron, D. (2018, October 24). <i>Co-constructing success criteria</i>. EdCan Network. <a href="https://www.edcan.ca/articles/co-constructing-success-criteria/">https://www.edcan.ca/articles/co-constructing-success-criteria/</a></p> <p>Fisher, D., Frey, N., &amp; Almarode, J. (2021, March 8). <i>Sharing clarity with students: 15 ways to co-construct success criteria</i>. The</p>	<p>Group Work for Co-constructing criteria LT3</p> <p>Stage 1 LT3 Due 16<sup>th</sup> July</p> <p>Stage 2 LT3 due -17<sup>th</sup> July</p> <p>In class time to focus on types of assessment for the Unit Plan</p> <p>Class time to work on LT1</p>

		<p>Core Collaborative. <a href="https://thecorecollaborative.com/sharing-clarify-with-students-15-ways-to-co-construct-success-criteria/">https://thecorecollaborative.com/sharing-clarify-with-students-15-ways-to-co-construct-success-criteria/</a></p> <p>Gonzalez, J. (2022, November 13). <i>Build it together: Co-constructing success criteria with students</i>. Cult of Pedagogy. <a href="https://www.cultofpedagogy.com/co-constructing-success-criteria/">https://www.cultofpedagogy.com/co-constructing-success-criteria/</a></p> <p>Opportunity Education. (2023, November). <i>How-to: Co-create success criteria with students</i>. <a href="https://opportunityeducation.org/wp-content/uploads/2023/11/How-To_-Co-Create-Success-Criteria-with-Students.pdf">https://opportunityeducation.org/wp-content/uploads/2023/11/How-To_-Co-Create-Success-Criteria-with-Students.pdf</a></p>	
17 <sup>th</sup> -18 <sup>th</sup> July 2025	Unit Planning, Peer Feedback & Reflections	<p>Unit Planning work time – Refine</p> <p>Course Wrap Up</p> <p>Share a takeaway or "a-ha" moment from the course.</p> <p>Brief discussion of next steps (e.g., applying unit plans during teaching placements)</p>	In class time to work on final stages of Unit Plan Due July 19 <sup>th</sup>

### CHANGES TO SCHEDULE:

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

### LEARNING TASKS AND ASSESSMENT

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.

**There are 3 required Learning Tasks for this course.**

### **Learning Task #1: Unit Plan Assignment (40%) - DUE: July 19<sup>th</sup>, 2025**

Create a unit plan, using insights from the K–12 Social Studies Curriculum that reflects current curricular expectations, inclusive pedagogy, and evidence-based assessment practices. Grounded in *Understanding by Design* (Wiggins & McTighe, 2005), candidates will work backward from curricular outcomes and authentic performance tasks to develop meaningful and engaging learning.



### Stage 1 – Creating Unit Plan (5-6 Lessons)

- **Identify the Unit Title, Grade Level, Big Idea**

Create a clear and concise title for your unit that reflects the main topic or theme of the unit. The focus should be clear.

State the grade level the unit is aimed at and ensure materials and tasks are grade level and developmentally appropriate.

Identify the overarching concept or core understanding that connects all lessons in your unit. Your unit should inspire inquiry-based thinking.

- **Create a strong Inquiry question**

Craft open-ended, thought-provoking questions that guide student inquiry throughout the unit. These questions should encourage critical thinking, spark curiosity, and help students explore the Big Idea in depth. Effective inquiry questions invite discussion and deeper understanding rather than simple factual answers. Enduring understandings and essential questions.

- **Align Learning Outcomes with the Alberta Social Studies Program of Studies**

Ensure that your learning outcomes reflect the expectations outlined in the Alberta Social Studies Program of Studies. Outcomes should specify the knowledge, skills, and attitudes students are expected to develop, and be written in measurable terms. This alignment guarantees that your unit meets provincial standards and supports student achievement of curriculum goals.

### Stage 2 – Design Performance Assessment Tasks

- **Create authentic assessment tasks**

Develop assessments that allow students to demonstrate their understanding and skills in meaningful ways. These tasks should be directly connected to the learning outcomes and encourage students to apply their knowledge in real-world or relevant contexts. Include clear criteria or rubrics to evaluate student performance effectively and fairly. Incorporate the triangulation of assessment into the unit.

- **Create Criteria-Based Assessments**

Develop assessments that use specific, transparent criteria to evaluate student work. These criteria should be aligned with your learning outcomes and clearly communicate expectations to students. Using rubrics or scoring guides helps ensure consistent, objective, and fair assessment of student performance, while providing meaningful feedback to support their growth.

### Stage 3: Create the Learning Sequence

- Design a logical and coherent sequence of lessons and activities that build progressively toward achieving the unit's learning outcomes. Ensure each lesson connects clearly to the Big Idea and inquiry questions, scaffolding students step-by-step. Incorporate a variety of instructional strategies and resources to engage diverse learners and support their inquiry and skill development throughout the unit.
- Design a 5–6 lesson **unit plan for a specific grade level (K–12)** that aligns with the **Alberta Program of Studies for Social Studies**. Your unit should incorporate **Hattie's high-impact teaching strategies**, address **student diversity**, and demonstrate **assessment for, as, and of learning**. Emphasis should be placed on inquiry, conceptual understanding, and the development of historical and geographic thinking skills.



**Reminders to include;**

- Use of **Hattie's top strategies** (e.g., feedback, direct instruction, metacognition, self-reported grades, classroom discussion)
- Integration of at least one **First Nations, Métis, and Inuit perspective** and/or **local community connection**
- Differentiation strategies for diverse learners (e.g., ELLs, students with exceptionalities)
- Two **formative assessments** and one **performance-based summative assessment**

**CRITERIA FOR ASSESSMENT OF LEARNING TASK #1**
**Learning Task #1 Criteria for Assessment**

<b>Unit Overview and Rationale /4</b>	Provides a thorough, insightful overview with a strong rationale that explicitly connects to curricular outcomes and key concepts from the Alberta Program of Studies. Explanation includes specific and concrete examples of these elements in the unit.
<b>Big Idea and Inquiry Question /2</b>	The unit is grounded in a thought-provoking Big Idea and guided by a clear, compelling inquiry question that promotes higher-order thinking and meaningful exploration.
<b>Lesson Plans (5-6 detailed Lessons) /10</b>	Each lesson includes detailed learning intentions and success criteria, with well-sequenced, scaffolded, and engaging activities that build understanding progressively.
<b>Performance Tasks /4</b>	Tasks thoughtfully integrate multiple high-impact strategies (e.g., feedback, metacognition, direct instruction) explicitly linked to student learning and engagement.
<b>Assessment Criteria /4</b>	<b>Offers at least 3 specific criteria that will be used to assess tasks.</b> Assessment tasks are varied, authentic, and aligned with learning outcomes; include two formative assessments and one performance-based summative task with clear criteria.
<b>Differentiation and Inclusion /4</b>	Meaningful strategies are included for diverse learners (ELLs, exceptionalities, etc.) with strong consideration of inclusive and culturally responsive pedagogy.
<b>Learning Sequence and Annotations /12</b>	The lesson description is detailed and clearly outlines how the topic will be introduced, how background knowledge will be built, and how students will develop key skills from Stage 1. It includes embedded formative assessment with success criteria and feedback to support learning. The lesson provides meaningful opportunities for students to engage with and reflect on new learning. All required resources are linked. Differentiation strategies are thoughtfully incorporated to support diverse learners, including English Language Learners (ELLs) and students with special needs. Additionally, the lesson integrates a First Nations, Métis, or Inuit perspective and/or a local community connection in alignment with the Alberta Program of Studies.

**Learning Task #2 :Concept Mapping Assignment (35%) – DUE: 11<sup>TH</sup> JULY 2025**

The purpose of this task is to support your development as a reflective, inquiry-driven Social Studies educator. You will create a concept map that explores the interrelationships between key themes, concepts, and competencies within K–12 Social Studies curricula. This activity will enhance your curriculum design skills, deepen your understanding of disciplinary thinking, and provide you with a pedagogical tool to support your future students' learning.

**Stage 1 - Select a Big Idea or Key Theme**

- Choose a central theme relevant to the K–12 Social Studies curriculum (e.g., **identity, governance, interactions and interdependence, environmental sustainability, historical thinking, etc.**)

- **Develop a detailed concept map that:**
  - Illustrates the central theme and its related sub-themes.
  - Integrates curricular concepts, competencies, and/or outcomes from a provincial curriculum.
  - Demonstrates connections between historical, geographic, civic, economic, or cultural dimensions.
  - Shows links to broader disciplinary thinking frameworks (e.g., historical significance, ethical dimension, cause and consequence).

### **Stage 2 - Rationale & Reflection**

- Write a 500–700 word rationale that explains:
  - Your choice of theme and key connections.
  - How the concept map could support students' understanding.
  - How it might be used in planning instruction, differentiating learning, or assessing understanding.

### **Submission Format**

- A clearly labelled, professional-quality concept map (digital or scanned if hand-drawn).
- A rationale document in PDF or Word format.

## **CRITERIA FOR ASSESSMENT OF LEARNING TASK # 2**

### **Learning Task #2 Criteria for Assessment**

<b>Central Theme Selection /2</b>	Theme is relevant, clear, and thoughtfully chosen to reflect a significant Big Idea in K–12 Social Studies curriculum.
<b>Sub-Themes and Curricular Integration /4</b>	Themes are rich, well-organized, and demonstrate deep engagement with provincial outcomes and competencies.
<b>Disciplinary Thinking Connections /5</b>	Multiple disciplinary perspectives are meaningfully integrated (e.g., historical, civic, economic), including at least 2 disciplinary thinking concepts (e.g., cause & consequence, ethical dimension).
<b>Organization &amp; Visual Clarity /4</b>	Concept map is clear, professional, and highly organized; ideas flow logically with consistent labeling and formatting.
<b>Explanation of Theme and Connections /5</b>	Provides a deep and insightful explanation of the theme and concept relationships; demonstrates strong curriculum and content understanding.
<b>Instructional Application /5</b>	Thoughtfully explains how the map supports student understanding, guides planning, differentiation, and assessment.
<b>Writing Quality &amp; Structure /5</b>	Rationale is well-organized, concise, and free of errors; writing is academic and reflective.

### **Learning Task #3: Co-Constructing Assessment Criteria for a Social Studies Unit (35%) – Due 16<sup>th</sup> July 2025** **Group Size: 3-4 students**

In this assignment, your group will collaboratively design assessment criteria (rubric or checklist) for a social studies learning activity or unit of your choice that would be appropriate for either a secondary or K-12 social studies classroom.

The criteria should clearly define levels of student performance and reflect key social studies skills and content knowledge, such as critical thinking, historical inquiry, or civic engagement.

You will also engage in a simulated co-construction process where you collaboratively develop these criteria, reflecting authentic teacher practices in designing assessments with student input.

### **Stage 1 – Co-Construct Criteria Development Group Task (20%):**

- Collaboratively select a social studies topic or unit.
- Research curriculum expectations and relevant learning outcomes.
- Co-construct clear, meaningful assessment criteria (e.g., rubric) that reflect the skills and knowledge expected in the chosen topic/unit.
- Provide a brief rationale (1-2 pages) explaining your criteria, how they align with curriculum and pedagogical theory, and how they support diverse learners.
- Submit the final co-constructed criteria and rationale as a group.

### **Stage 2 - Individual Task: Reflection Paper (5%)**

Each student submits a 500-word reflection:

- The experience of co-constructing assessment criteria in a group.
- Insights about assessment design and student involvement in creating criteria.
- How this task informs your future teaching practice in social studies.
- Any challenges encountered and how you addressed them.

### **Learning Task #3 Criteria for Assessment Stage #1 Group Task**

<b>Topic Selection and Curriculum Alignment /1</b>	Topic is highly relevant, curriculum-aligned, and grade-appropriate; expectations and outcomes are thoroughly researched and clearly referenced.
<b>Co-Constructed Assessment Criteria (Rubric or Checklist) /5</b>	Criteria are clear, comprehensive, student-friendly, and meaningfully co-constructed; reflect high-level thinking and multiple social studies skills.
<b>Representation of Social Studies Skill /4</b> (e.g., critical thinking, inquiry, civic engagement)	Assessment criteria fully integrate social studies competencies; provide opportunities to demonstrate deep learning and engagement.
<b>Differentiation and Support for Diverse Learners /5</b>	Criteria and rationale include multiple ways to support diverse needs (e.g., ELLs, IEPs, UDL principles); highly inclusive and adaptable.
<b>Rationale (1–2 Pages) /10</b>	Rationale is well-written, clearly explains design choices, ties to curriculum and pedagogy, and thoughtfully justifies how the assessment supports student learning.
<b>Collaboration and Evidence of Co-Construction Process /5</b>	Demonstrates strong collaboration and equitable contributions; co-construction process is explicitly described or evident in final product.

### **Learning Task #3 Criteria for Assessment Stage #2 Individual Task**

<b>Reflection on Co-Construction Experience /1</b>	Deep, personal insight into collaborative process; highlights learning and challenges with strong self-awareness.
<b>Understanding of Assessment Design &amp; Student Involvement /1</b>	Clearly articulates key insights about assessment design, including benefits of student co-construction; connects to practice.
<b>Application to Future Teaching Practice /1</b>	Strong, specific connections to future practice; demonstrates commitment to inclusive and authentic assessment.
<b>Writing Quality and Structure (500 Words) /2</b>	Clearly written, well-organized, and engaging; few or no errors.

### **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>

### **MISSING OR LATE SUBMISSIONS**

All late submissions of assignments must be discussed with the instructor **prior to the due date**. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence. 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).

### 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 or assign individual work for completion.

**GRADING:** <https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1>

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 Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

#### Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures <https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846>

### **Research Ethics**

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfrehb>) or the Conjoint Health Research Ethics Board <https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chrehb>)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies  
<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350>

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act>

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

### **Sexual and Gender-Based Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed



sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

**Other Important Information**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

**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 Tracy Dinh, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

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