

AB

**EDUC 460.19: Specialization I Secondary Social Studies
Winter 2024****Start date:** January 8, 2024**Last Day of Classes:** March 8, 2024**Term Break:** February 19-23, 2024**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.**Email:** Students are required to use a 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 specialization of *discipline*. 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. 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.

LEARNING OUTCOMES:

- Developing a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology;
- Understanding teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment;
- Exploring and applying 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; and
- Successfully designing short-term learning and assessment plans to deepen understanding of key ideas/concepts within the discipline.

ORGANIZATION OF THIS COURSE:

This course explores the purposes, theory, and practice for teaching social studies in junior high and high school contexts in Alberta. Particular attention will be given to gaining a deeper appreciation of the vision for social studies outlined in the Alberta program of studies, as well as strategies for longer term planning and assessment. Each week is organized around a different set of questions that highlight specific issues and challenges that lie at the heart of social studies education including issues related to teacher identity, the teaching of multiple perspectives, and the challenges of purposeful engagement in social studies in secondary school settings. The weekly schedule includes supporting resources and activities to help us think deeply about these issues and challenges in ways that are attuned to the latest developments, theory, and research in the field.

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus with additional engagement in a D2L environment.

REQUIRED RESOURCES (IN ORDER THEY APPEAR IN THE COURSE):

- Alberta Education. (2005). *Social studies Kindergarten to grade 12: Program rational and philosophy (pp. 1-10)*. Alberta Education. <http://education.alberta.ca/media/456082/sockto3.pdf>
- 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 secondary teachers* (pp. 18-29). Pacific Educational Press. (Posted on 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>
- Seixas, P., & Morton, T. (2013). *The big six historical thinking concepts* (Introduction: pp. 1-9). Nelson Education. (Posted on D2L)
- Seixas, P. (2006). *Teacher notes: Benchmarks of historical thinking a framework for assessment in Canada*. Centre for the Study of Historical Consciousness. https://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr8/tns/tn1.pdf
- Case, R. (2005). Moving critical thinking to the main stage. *Education Canada Association*, 45(2), 45–49. <https://www.edcan.ca/wp-content/uploads/edcan-2005-v45-n2-case.pdf>
- Wiggins, G., & McTighe, J. (2005). *Understanding by design*. Association for Supervision and Curriculum Development (Introduction & Chapter 1: pp. 1-34). <https://bit.ly/30ec2i4>
- Hess, D. (2008). Controversial issues and democratic discourse. In L. S. Levstik & C. A. Tyson (Eds.), *Handbook of research in social studies education* (pp. 124-136). Rutledge. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=331017&ppg=145>
E-book Central licence permits only one online user at a time; please download ahead of schedule to avoid access issues
- Krutka, D. (2017). Remixing current events. *Social Studies and the Young Learner*, 29(4), 27-31. https://www.socialstudies.org/system/files/publications/articles/yl_29041727.pdf
- van Kessel, C. (2020). Teaching the climate crisis: Existential considerations. *Journal of Curriculum Studies Research*, 2(1), 129-145. <https://doi.org/10.46303/jcsr.02.01.8>
- Donald, D. (2013). *Teachers, Aboriginal perspectives and the logic of the fort*. The Alberta Teachers' Association. <https://bit.ly/3podma8>
- Short, K. (2018). *Establish a Culture of Questioning*. Retrieved from https://www.edutopia.org/article/establishing-culture-questioning?utm_source=facebook&utm_medium=socialflow, January 2, 2019.

*SEE WEEKLY COURSE SCHEDULE FOR ADDITIONAL TEXTS AND RESOURCES

LEARNING TASKS OVERVIEW:

LEARNING TASK	DESCRIPTION OF LEARNING TASK	FORMAT	WEIGHT	DUE DATE
LT1: <i>Social Studies Thoughtbook</i>	In groups of 2-3, create a thoughtbook to represent how you vision how to conceptualize social studies and how it will live in your classroom.	Group	30%	January 29, 2024
LT2: <i>Critical Examination and Reformulation of a</i>	Working individually, identify and critically assess a lesson plan aligned with the purpose of citizenship education that resonates with	Individual	40%	February 28, 2024

<i>Learning and Assessment Plan</i>	your vision for social studies and then reformulate it into a short-term learning and assessment plan for a grade specific level of the Alberta Program.			
LT3: <i>Contribution to Scholarly Community Portfolio</i>	Build and demonstrate scholarly and professional thinking about the field of social studies through taking part in weekly tasks, discussions, and activities.	Individual	30%	March 8, 2024

WEEKLY COURSE SCHEDULE:

Week	Focus	Resources and Tasks	
Jan. 8-12	<p>What are the aims and purposes for teaching social studies more generally and in Alberta in particular?</p> <p>What approach to citizenship education most resonates with your personal vision for social studies?</p>	<p>Resources:</p> <ul style="list-style-type: none"> Alberta Education. (2005). <i>Social studies Kindergarten to grade 12: Program rational and philosophy</i> (pp. 1-10). http://education.alberta.ca/media/456082/sockto3.pdf Clark, P., & Case, R. (2008). For defining purposes of citizenship education. In R. Case & P. Clark (Eds.), <i>The anthology of social studies: Issues and strategies for elementary teachers</i> (pp. 18-29). (Posted on D2L) <p>LT3 knowledge building activity: <i>Which of the four defining purposes of citizenship education most resonates with the kind of social studies educator you wish to become: a) personal development, b) intellectual (disciplinary) development, c) social initiation, or d) social reform/social justice (Clark & Case, 2008)?</i> LT3 application exercise: <i>How, and to what extent, are these differing visions for social studies present within the front matter of the Alberta Social Studies Program?</i></p>	Choose group members for LT1 (Thought-book)
Jan. 15-19	<p>How can we carry out the vision of transformative citizenship outlined in the Alberta program front matter when the culture of much classroom practice seems primarily concerned with information mastery and content coverage?</p> <p>How can we make social studies more relevant, engaging, and meaningful for our students?</p>	<p>Resources:</p> <ul style="list-style-type: none"> 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. 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. <i>One World in Dialogue Journal</i>, 2(1), 8-18. http://bit.ly/2gWKgvt Friesen, S. (2009). <i>What did you do in school today? Teaching effectiveness: A framework and rubric.</i> https://www.galileo.org/cea-2009-wdydist-teaching.pdf <p>LT3 idea contribution: <i>How, and to what extent, was the vision of social studies articulated in the Alberta Program front matter present in your own schooling experience? What might account for a disconnect between these two spaces?</i> LT3 knowledge building activity: <i>Have each LT1 group member listen to a different podcast and report back what they learned about the nature of the podcast medium:</i></p> <ol style="list-style-type: none"> Time Out with Carolyn and Melanie featuring Wab Kinew https://bit.ly/3F8b7yM Contested Commemorations with Jessica Gobran https://bit.ly/3D9hzF8 Time Out with Matt and Melissa: Dr. Maren Aukerman https://bit.ly/3F3LXS3 <p>LT3 idea contribution: <i>After identifying a particularly poignant and relevant part of the podcast, explain what made it so resonant for you as a listener and how you might integrate this into your own podcast.</i> LT3 application exercise: <i>Based on the article you chose, generate 4-5 questions you would like to ask in your podcast interview.</i> LT3 collaborative feedback: <i>Based on what you have learned about questioning strategies, provide strength-based feedback on your colleague's questions.</i></p>	Develop questions/focus areas for LT1
	How might historical thinking	<p>Resources:</p> <ul style="list-style-type: none"> Seixas, P., & Morton, T. (2013). <i>The big six historical thinking concepts:</i> 	Historical

<p>Jan. 22-26</p>	<p>help our students engage in historical inquiry in ways where they learn not only what happened in the past, but how 'what happened' was constructed?</p>	<p><i>Historical significance (pp. 1-9).</i> Nelson Education. (Posted on D2L)</p> <ul style="list-style-type: none"> Seixas, P. (2006). <i>Teacher notes: Benchmarks of historical thinking a framework for assessment in Canada.</i> https://bit.ly/3qraLPT TC2 (2011). <i>Thinking about history:</i> https://bit.ly/3ktx43C <p>LT3 knowledge building activity: <i>In preparation for the historical thinking workshop, choose and gain a deeper understanding of a particular historical thinking concept (e.g., the ethical dimension) through viewing three of the above resources.</i> LT3 application exercise: <i>Using a resource within the Doucette library, create a historical thinking task based on your chosen concept.</i> LT3 collaborative feedback: <i>Provide feedback on how your colleague's historical thinking task could be strengthened and improved.</i></p>	<p>thinking workshop in the Doucette Library</p>
<p>Jan. 29- Feb. 2</p>	<p>How can we create teaching, learning, and assessment opportunities that foster deep subject-matter understanding?</p>	<p>Resources:</p> <ul style="list-style-type: none"> Wiggins, G., & McTighe, J. (2005). <i>Understanding by design.</i> Association for Supervision and Curriculum Development. Introduction & Chapter 1 (1-34). https://bit.ly/30ec2i4 Case, R. (2005). Moving critical thinking to the main stage. <i>Education Canada Association, 45</i>(2), 45–49. https://bit.ly/3HkNIBB <p>LT3 knowledge building activity: <i>Document your participation within the lesson simulation led by the instructor.</i> LT3 idea contribution: <i>Drawing on insights from the course readings, offer suggestions for how the lesson could be strengthened based on the approach to citizenship education that resonates with your own practice.</i></p> <p>LT3 application exercise: <i>Drawing on the Wiggins and McTighe reading, critically evaluate the extent to which your chosen lesson plan includes: 1) clearly defined and assessable learning intentions aligned with the Alberta Program and your vision for social studies, 2) a viable summative assessment task that would help students demonstrate deep understanding of these learning intentions, 3) a learning sequence that would help students provide a sophisticated response to the summative assessment task.</i> LT3 application exercise: <i>Reformulate 3 questions within your chosen grade level for LT2 so they are critical questions.</i> LT3 collaborative feedback: <i>Provide feedback on how your colleague's 3 critical questions could be strengthened and improved.</i></p>	<p>LT1 Due: Jan. 29th</p> <p>Identify a lesson to critically analyze for LT2</p>
<p>Feb. 5-9</p>	<p>What constitutes controversial, contentious, and/or risky issue/s in social studies education, and how can we engage with something that makes us and/or others uncomfortable?</p>	<p>Resources:</p> <ul style="list-style-type: none"> Hess, D. (2010). Controversial issues and democratic discourse. In L. S. Levstik & C. A. Tyson (Eds.), <i>Handbook of research in social studies education</i> (pp. 124-136). Rutledge. https://bit.ly/3HgN7eQ Krutka, D. (2017). Remixing current events. <i>Social Studies and the Young Learner, 29</i>(4), 27-31. https://bit.ly/3CdBHoe van Kessel, C. (2020). Teaching the climate crisis: Existential considerations. <i>Journal of Curriculum Studies Research, 2</i>(1), 129-145. https://doi.org/10.46303/jcsr.02.01.8 <p>LT3 knowledge building activity: <i>Working in a jigsaw activity, outline some of the key take-aways from one of the readings.</i> LT3 idea contribution: <i>Provide a response within a small group discussion to the throughline question guiding this week's readings.</i> LT3 collaborative feedback: <i>Present your proposed reformulated summative assessment task for LT2 to a colleague and provide feedback on how their task could be improved.</i></p>	<p>Time to work on and receive collegial feedback on LT2</p>
<p>Feb. 12-16</p>	<p>How can I meaningfully and ethically engage my students with Indigenous experiences, histories, and perspectives and/or any 'Other'?</p>	<p>Resources:</p> <ul style="list-style-type: none"> Donald, D. (2013). <i>Teachers, Aboriginal perspectives and the logic of the fort.</i> The Alberta Teachers' Association. https://bit.ly/3podma8 Donald, D. (2011). <i>Big Thinking – On What Terms Can We Speak?</i> (video). Canadian Federation of Humanities and Social Sciences. https://vimeo.com/21534649 Alberta Education. (2020). <i>Professional practice standards: Applying foundation knowledge about First Nations, Métis, and Inuit</i> (p. 6). https://open.alberta.ca/publications/teaching-quality-standard-2020 	<p>Instructor formative feedback loop for LT2</p>

	perspectives that may not be <i>mine</i> ?	<p>LT3 knowledge building activity: Pose a question or quandary you have about the Donald reading, along with your professional obligation to apply “foundational knowledge about First Nations, Métis and Inuit for the benefit of all students” (Alberta Education, 2020, p. 6) to a colleague. LT3 Collaborative feedback: respond to one of your colleague’s questions based on insights you gained from the readings and other discussions. LT3 idea contribution: Provide a response within a small group discussion to the throughline question guiding this week’s focus.</p>	
Mid-term break: February 19-23			
Feb. 26- March 1	How can we adapt instruction in ways that meet the needs of all learners?	<p>Resources:</p> <ul style="list-style-type: none"> Jardine, D. (2002). <i>On the nature of inquiry: The individual student</i>. Galileo Educational Network. https://galileo.org/articles/the-individual-student/ Learn Alberta. (2011). <i>Supporting English language learners: Tools, strategies, and resources</i>. Alberta Education. https://bit.ly/3k0q1MA <p>LT3 knowledge building activity: Explain key insights from the Jardine article to a colleague. LT3 idea contribution: During a breakout session, discuss ways we might reframe differentiation away from the notion that it is necessary to create separate learning plans/pathways for each individual student. Application exercise: Based on insights gained from Learn Alberta (2011) resource, integrate options for inclusion/differentiation for English Language Learners (ELL) within your LT2 lesson plan.</p>	LT2 Due: February 28 th
March 4-8	How should we as educators position ourselves in ongoing debates around the future direction of social studies in Alberta?	<p>Resources:</p> <ul style="list-style-type: none"> Staples, D. (2018, July 18). David Staples: In new social studies curriculum, there's no such things as Albertans. <i>Edmonton Journal</i>. https://bit.ly/3kAv6hU Peck, C., Wright-Maley, C., Scott, D., & von Heyking, A. (2021, April). Opinion: Alberta’s draft social studies curriculum will hinder students. <i>Edmonton Journal</i>. https://bit.ly/3HoMpwj Anglin, H. (2021, September 7). Howard Anglin: Alberta's social studies curriculum is filled with facts, and the left can't handle that. <i>The National Post</i>. https://bit.ly/3wWYtA5 Baig, F. (2021, September 29). Alberta Teachers’ Association revives concerns over K-6 school curriculum. <i>Global News</i>. https://bit.ly/3opWznp <p>LT3 knowledge building activity: Over the course of the last five years the future of social studies in Alberta has been marked by intense and emotionally charged public debate. After reading one of the resources above, use a protocol (i.e., <i>Critical Friends</i>) to discuss the key arguments being expressed in these opinion pieces. LT3 idea contribution: Discuss how you might position yourself in ongoing debates about the future of social studies taking place across the province.</p>	Time to work on portfolio for LT3 LT3 Due: March 8 th

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:

LEARNING TASK 1: What is “Social Studies” and how does it live? (30%)

Due: January 29, 2024 (uploaded to the D2L drop box by 11:59pm)

The word curriculum is so often used in schools and other educational fields that it seems to have become largely stultified in the minds of educators and students; it is not unusual for teachers to have accepted some form of understanding of the concept without much study or examination. Many readily available resources offer definitions of the term in mainly diagnostic, semantic ways. In a simple search of curriculum, one easily discovers descriptions such as “the skills students are expected to learn...learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the

books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning”¹. However, might I (as so many have before me) suggest that this type of definition only scratches the surface of what curriculum is, how we “do” curriculum, and how curriculum manifests itself in our students’ and our classrooms (arguably in our lives). How can we create a space to deepen this latter kind of understanding of “Social Studies” in this course?

The first assignment is an attempt to do this: as you in a group of 2-3 begin to explore, study (perhaps even suggest) the most powerful concepts central to the discipline, you will choose one idea on which to narrow in that strikes you as *worthwhile as we contemplate the realities of our world and the place for this discipline*.

As we name and examine these ideas (such as “colonialism”, “historical thinking”, “interdisciplinarity”, “critical thinking”, etc.) broadly, you will perform a deep dive into the mysteries of the topic to develop a more fulsome, proficient appreciation of one area in your field. The parameters of this study will be determined together by establishing a set of criteria (and certain “liberating constraints”²), for “powerful inquiry”. The result of the inquiries must include,

1. the submission of your “*thoughtbook*” which will comprise a minimum of four (500 word) entries demonstrating sustained thinking and research about your topic and a metaphor or visual representation to reflect your thoughts
2. a “product” which each group will present to the class (on Monday, January 30th) in order to expand the knowledge of the larger group. This product may take the form of a guided conversation, a curation of related artefacts, or an artist talk etc.

Assessment of Learning Task 1

The assessment rubric for this assignment will be created in consultation and collaboration with the classroom community. This part of this assignment involves collaborative, meta-cognitive/learning about assessment. Formative and summative assessment techniques will be employed over the course of the inquiry guided by the following document (as well as others):

Friesen, S. (2009). *What did you do in school today? Teaching effectiveness: A framework and rubric*. Galileo Educational Network. Retrieved from <https://www.galileo.org/cea-2009-wdydist-teaching.pdf>

Thus, we will prepare the assessment criteria/rubric together, with an eye/mind towards what it is like to design these kinds of learning and assessment activities for/with students. Along with your project, which you will share in class on Monday, January 27th, we will create a list of possible reflective questions as part of our assessment design process. The purpose of working through this together is to engage in the challenges and complexities of Social Studies (and other disciplinary) assessment for diverse learners (e.g., What is *good* work and how do we know? How do we discern what was *learned*? (rather than merely, what was produced?). What counts as evidence of learning? What information do we gain as teachers from students’ (and our own) work and how do we use this information to plan for day-to-day learning and growth? What kinds of documentation might we use to share with parents, children, and administration? How do we engage students in assessment of their own learning and work? etc.).

¹ From the most searched curriculum sight in North America, The Glossary of Education Reform, retrieved from <https://www.edglossary.org/curriculum/>, December 13th, 2018.

² As in Davis, B., Sumara, D., & Luce-Kaplar, R. (2000). *Engaging Minds: Changing Teaching in Complex Times*. “...The balance between freedom and restraint that creates conditions for learning and creativity.”

LEARNING TASK 2: *Critical Examination and Reformulation of a Learning and Assessment Plan* (40%)**Due:** February 28, 2024

This two-part assignment is designed to help you gain a deeper appreciation of the principles of a well-designed learning and assessment plan within the field of social studies education.

Part I: Critical Examination of a Lesson Plan (20%)

In Part I of this assignment, you are asked to identify a lesson plan that aligns with one of the four defining purposes of citizenship education that most resonates with your vision for social studies education as outlined in the Clark and Case (2008) article: a) personal development, b) intellectual (disciplinary) development, c) social initiation, or d) social reform/social justice. Your chosen lesson plan must also align with key learning intentions within a specific grade level of the Alberta Social Studies Program of Study (e.g., grade 7, 20-1). Employing insights from the Wiggins and McTighe (2005), as well as other class readings and discussions, you are asked to provide a no more than **4-page** (double spaced 12-point Times New Roman font) critical review of your chosen lesson plan.

Your 4-page critical review should include the following elements:

1. Context:

- Begin by listing the name of your lesson, grade level, where you found it, and a brief explanation of why you chose it in light of your chosen vision for social studies.

2. Big idea/enduring understanding:

- Begin by identifying what “big idea” or “enduring understanding” you think the lesson was trying to get across. Consider to what extent this enduring understanding aligns with key notions within the front matter of the Alberta Program of Study (Alberta Education, 2005), as well as the vision for citizenship education that resonates with your own practice.

3. Inquiry Questions:

- After identifying the central question/s embedded in the lesson, consider to what extent they were thought provoking, likely to spark discussion and debate, and would help students apply knowledge in ways that show understanding rather than fact recall. Additionally consider the extent to which the question/s were the types of questions asked within your chosen approach to citizenship education.

4. Learning intentions:

- Critically assess the extent to which the lesson identifies and engages key knowledge/ understandings, skills/processes, values/attitudes found in this grade level of the Alberta program.

5. Assessment plan:

- Critically assess the extent to which the performance/assessment task would: a) be engaging and worthy of student’s time and attention, b) help students demonstrate deep understanding of key learning intentions/the big idea noted above.
- Identify and critically assess whether the assessment plan includes other evidence for students to show their learning, as well as the assessment criteria for how students’ performances of understanding will be judged.

6. Lesson sequence:

- Critically assess the extent to which the learning sequence effectively:
 - included an opening hook or means to draw students into the topic area
 - provided necessary background knowledge for students to engage in the performance task
 - offered opportunities for students to discuss provocative and interesting question(s) to process and make meaning of new knowledge and ideas
 - scaffolded key skills and processes to support growing competencies in these areas
 - provided a well-developed plan for how formative-assessment feedback loops would be introduced to give students strength-based feedback on works in progress

7. Differentiation:

- Critically assess the extent to which the plan addressed how the needs of diverse learners would be accommodated including English as an additional language learners (i.e., ELL).

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

	Excelling	Meeting	Developing
Assessment of Learning Plan /8	All 6 areas of the critical assessment were addressed in an extremely thorough, detailed, and well-supported manner.	All 6 areas of the critical assessment were addressed in a mostly thorough manner; but lacked development and supporting evidence in a few parts.	Key areas of the critical assessment were missing, incomplete, or addressed in a cursory and superficial manner.
Grounding and pairing with theory /8	Critical analysis included sustained and ongoing connections to the course readings including Wiggins & McTighe (2005). Connections were explained in a very insightful and well considered way.	Critical analysis included multiple connections to the course readings including Wiggins & McTighe (2005). Connections were generally explained in an insightful and well considered way.	Connections to course readings including Wiggins & McTighe (2005) were missing or incomplete. Connections to readings were cursory and brief.
Presentation of ideas /4	Critical review was at or close to 4 pages double-spaced in 12-point Times New Roman font; writing style was fluid, clear, and demonstrated superior attention to form (i.e., grammar, spelling, etc.); in-text citations and reference list used correct APA 7 th edition.	Critical review was either slightly over or under 4 pages double-spaced in 12-point Times font; writing style was primarily clear demonstrating attention to stylistic form; most in-text citations and reference list used correct APA 7 th edition.	Critical review was either well under or over 4-page length; writing style was unclear; requires extensive editing in order to attend to form; in-text citations and reference list were missing or not in APA 7 th edition.

Part 2: Reformulating Learning and Assessment Plan (20%)

In Part II of this assignment, you are asked to move from the language of critique to the language of affirmative possibilities for how this lesson could be reformulated and strengthened based on the limitations you identified within each of the six areas explored in Part I. You are specifically asked to recreate your lesson in the form of a **no longer than 2- page** learning and assessment plan using a modified UbD template (Wiggins & McTighe, 2005). This task involves two main elements:

- **A reformulated learning and assessment plan:** Using the 2-page approach, you are asked to recreate your chosen lesson in ways that better address the six key areas explored in Part I of this assignment. In strengthening and enhancing your lesson through this framework, you should pay particular attention to the ways learning and assessment plan could better realize the greater animating vision of the Alberta Social Studies Program front matter (Alberta Education, 2005), the purpose of citizenship education guiding your vision for social studies, and the grade specific part of the program you are working within.

- **Annotations:** Alongside your recreation of the lesson, you are asked to provide ongoing annotations (using the track changes option in Word) offering commentary on the insights, ideas, and processes garnered from class readings and discussions that informed the changes you made. Your annotations should include a discussion on how this plan could be adapted to meet the needs of diverse learners including English Language Learners. Your commentary should also include a discussion on how aspects of this learning and assessment plan might provide opportunities for students to engage with and learn from Indigenous histories, philosophies, and perspectives.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

The following criteria will guide the assessment of Part II of this assignment:

- **Identification of desired results (/5):** *Reformulated inquiry question/s* are clearly aligned with one of the purposes of citizenship education, are thought provoking, would likely spark discussion and debate; and clearly call for higher-order thinking, such as analysis, inference, evaluation, and prediction, in ways that cannot be effectively answered by recall alone. *Reformulated big ideas/enduring understanding* offers a succinctly articulated powerful insight in the form of an affirmative statement (rather than a question or an activity) that is worth students remembering long after everything else they have learned is lost. *Reformulated learning intentions* are clearly stated, well-articulated, and assessable; and includes at least two well-chosen objectives from each of the three domains of the grade level program: values/attitudes, skills/processes, knowledge/understandings.
- **Determine acceptable evidence (/5):** *Reformulated summative performance task* is strongly aligned with the greater animating vision of the Alberta Social Studies Program front matter (Alberta Education, 2005), the purpose of citizenship education guiding your vision for social studies, and a grade specific part of the program. It is also connected to the world, potentially engaging, and worthy of students' time and attention. Desired learning intentions and big idea/enduring understanding are strongly linked to the summative performance task that requires students to apply their learning in ways that show deep understanding. At least three specific and well-articulated criteria at the excellent level are identified to assess the summative task.
- **Design of learning sequence (/5):** *Reformulated learning sequence* outlines a well-articulated and detailed plan for 90–120 minutes of instruction. All necessary resources and sources that would not be immediately available to a teacher are identified with links. Learning sequence is guided by a provocative and interesting question(s) to help students make meaning of new ideas. Learning sequence well addresses how topic will be introduced, how necessary background knowledge will be imparted, and how students will gain competencies with key skills and processes identified in stage 1. Learning sequence also provides a well-developed plan for how formative feedback loops and assessment criteria will be integrated into the lesson.
- **Annotations (/5):** Each of the three domains of the lesson (i.e., learning intentions, assessment plan, and learning sequence) are accompanied by ongoing annotations that explain decision making processes and choices made in reformulating the lesson. Annotations clearly outline the insights, ideas, and processes garnered from class readings and discussions that informed these changes. Annotations identify opportunities for students to engage with and learn from Indigenous histories, philosophies, and perspectives.

LEARNING TASK 3: Contribution to Scholarly Community Portfolio Assignment (30%)
Due: Ongoing curated evidence due March 8th

In this assignment, you will have the opportunity to demonstrate your engagement with the various ideas, insights, and processes presented in the course. Over the course of the term, you will be invited to engage in ongoing tasks and activities such as discussing course texts in small groups, acting as a critical friend to provide feedback on colleague's ideas, and applying newly learned insights and processes within unfamiliar situations.

These weekly tasks and activities will fall into one of the following four categories: 1) *knowledge building activities*, 2) *application exercises*, 3) *idea contributions*, and 4) *collaborative feedback*. Using a Word document self-assessment template provided by your instructor, you are asked to individually curate evidence of your engagement within each of these four areas through a mix of text and images. The instructor will draw on this self-assessment to make a final summative evaluation.

Evidence of engagement can be demonstrated in several ways:

- Curated images of work produced in class including within posters and on the whiteboard
- Summarizing key insights that emerged during small group discussions or your own self reflections
- Copying and pasting highlights of discussion board posts and replies that took place on D2L

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Criteria	5-6	4	3	2 or less
Reading and viewing of course materials	Read and/or viewed all course materials thoroughly and carefully prior to each class.	Read and/or viewed most course materials in a generally careful and thorough way prior to each class.	Read and/or viewed only about half the course materials in a partial and hurried way prior to each class.	Read and/or viewed only a small number of course materials in a very partial and superficial way.
Knowledge Building Activities	Curated evidence shows a thorough engagement with all the knowledge-building activities. Negotiated gaps in understanding by consistently asking thoughtful questions that drew people into discussions.	Curated evidence shows engagement with almost all the knowledge-building activities. Negotiated gaps in understanding by often asking thoughtful questions that drew people into discussions.	Curated evidence shows engagement with only some of the knowledge-building activities. Rarely, negotiated gaps in understanding by asking thoughtful questions that drew people into discussions.	Curated evidence shows a lack of engagement with many of the knowledge-building activities. Failed to negotiate gaps in understanding by asking thoughtful questions that drew people into discussions.
Application Exercises	Curated evidence shows a thorough engagement with all the application exercises. Consistently applies key ideas and concepts in new contexts in sophisticated ways.	Curated evidence shows engagement with almost all the application exercises. Consistently applies key ideas and concepts in new contexts in thoughtful ways.	Curated evidence shows engagement with only a few of the application exercises. Occasionally applies key ideas and concepts in new contexts in ways that are thoughtful.	Curated evidence shows a lack of engagement with most of the application exercises. Failed to apply key concepts in new contexts/or responses were under-developed.
Idea Contributions	Curated evidence shows a thorough engagement with all the idea contribution exercises. Consistently contributes a myriad of extremely original and novel ideas for the benefit of the learning community.	Curated evidence shows engagement with almost all the idea contribution exercises. Generally, contributes a myriad of thoughtful ideas for the benefit of the learning community.	Curated evidence shows a thorough engagement with only some of the idea contribution exercises. Occasionally contributes ideas for the benefit of all.	Curated evidence shows a lack of engagement with many of the idea contribution exercises. Rarely contributes original and novel ideas for the benefit of the learning community.
Collaborative feedback	Draws on course texts/resources to regularly provide constructive feedback to help develop colleague's emerging ideas. Feedback always includes specific and detailed advice on how ideas and applications could be improved and strengthened.	Draws on course texts/resources to often provide constructive feedback to help develop colleague's emerging ideas. Feedback generally includes specific and detailed advice on how ideas and applications could be improved and strengthened.	Occasionally draws on course texts/resources to provide constructive feedback to help develop colleague's emerging ideas. Feedback only occasionally includes specific and detailed advice on how ideas and applications could be improved and strengthened.	Rarely draws on course texts/resources to provide constructive feedback to help develop colleague's emerging ideas. Feedback rarely, if ever, includes specific and detailed advice on how ideas and applications could be improved and strengthened.

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**. Late assignments submitted without contacting the instructor prior to the due date will receive a **10% reduction per day**. Students needing an extension may be required to provide written documentation of the associated 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 or assign individual work for completion.

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

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

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/. 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.

Werklund SU Representative is Elsa Stokes, educrep@su.ucalgary.ca.