EDUC 460.20/.25 Specialization I, K - 12 Social Studies/Revitalization of Indigenous Languages
Summer 2022

<table>
<thead>
<tr>
<th>Section</th>
<th>Instructor</th>
<th>Time</th>
<th>Location</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>S01</td>
<td>Randy Head</td>
<td>9:00 am - 11:50 am</td>
<td>Room EDC 255</td>
<td><a href="mailto:randy.head@ucalgary.ca">randy.head@ucalgary.ca</a></td>
</tr>
</tbody>
</table>

Class Dates: July 11 to July 22, 2022

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.

**COURSE DESCRIPTION:**

The intent of the Specialization I course is to introduce students to the concepts, theory and design planning related to teaching within the specializations of Social Studies and the Revitalization of Indigenous Languages. 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.

**LEARNER OUTCOMES:**

Students will be knowledgeable about:

1) Developing a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts and terminology.

2) 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.

3) Understanding teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.

4) Successfully designing 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 on campus.

**REQUIRED RESOURCES:**
See Weekly Course Schedule.

**ADDITIONAL RESOURCES:**
See Weekly Course Schedule.

**LEARNING ASSESSMENT TASKS OVERVIEW**

<table>
<thead>
<tr>
<th>LEARNING TASK</th>
<th>DESCRIPTION OF LEARNING TASK</th>
<th>GROUP / INDIVIDUAL</th>
<th>WEIGHT</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Emergent Conceptual Understanding of Social Studies</td>
<td>Reflecting on the four purposes for citizenship education and the Alberta Social Studies Program of Study (2005), a group will consider more deeply what curricular vision of social studies will begin to guide their professional practice.</td>
<td>Group</td>
<td>30 %</td>
<td>July 15, 2022</td>
</tr>
<tr>
<td>#3 Design a Discipline-Based Inquiry Learning and Assessment Plan</td>
<td>Students design a short-term learning and assessment plan that is illustrative of key aspects of theory introduced in this course.</td>
<td>Individual</td>
<td>40%</td>
<td>July 25, 2022</td>
</tr>
</tbody>
</table>
## WEEKLY COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Reflective Questions to be Explored through Activities, Discussions, etc.</th>
<th>Readings and Tasks/Activities</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, July 11th</td>
<td><strong>Why does social studies matter?</strong>&lt;br&gt;<strong>Why do we learn this stuff?</strong>&lt;br&gt;<strong>How is purpose driven social studies teaching connected to the revitalization of Indigenous languages?</strong></td>
<td>• Welcome&lt;br&gt;• Introduction Activity: Why does social studies matter? Why do we learn this stuff? How is purpose driven social studies teaching connected to the revitalization of Indigenous languages?&lt;br&gt;• Review of Assignments with focus on preparing for Learning Assessment Task 1.&lt;br&gt;• Selection of groups for Learning Assessment Task 1.</td>
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</table>

### Readings and Resources


| Tuesday, July 12th | What is the Alberta Social Studies Program of Study (2005) asking of us as educators?<br>How can we take up the Truth and Reconciliation Commission of Canada: Calls to Action (2015) in meaningful and ethical ways? | • Activity to reflect on core documents for Learning Assessment Task 1.<br>• In class group work on Learning Assessment Task 1. |           |

### Readings and Resources

<table>
<thead>
<tr>
<th>Why are the competencies within the Alberta Teacher Quality Standard (2020) important for us as educators?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Alberta Regional Consortia. (2020). <em>Empowering the spirit: Educational resources to support reconciliation</em>. <a href="https://empoweringthespirit.ca/">https://empoweringthespirit.ca/</a></td>
</tr>
<tr>
<td>• Storyhive. (2019, November 29). <em>Voices on the rise: Indigenous language revitalization in Alberta Episode</em></td>
</tr>
</tbody>
</table>
2. [Video]. YouTube. [Video]. YouTube.
https://www.youtube.com/watch?v=g0UH1hBnNk

https://www.youtube.com/watch?v=YZgJ8TZ0Zs0

https://www.youtube.com/watch?v=jBjUbVWmbHQ


**Additional Resources**

https://www.teachers.ab.ca/For%20Members/Professional%20Development/IndigenousEducationandWalkingTogether/Pages/WalkingTogether.aspx

- First Nations Child, and Family Caring Society of Canada. (n.d.) Spirits bear’s guide to the truth and reconciliation commission of Canada calls to action. [Video].

- Galley, V. (2016, June 1). Revitalizing Indigenous languages is key to reconciliation. [Video].
https://policyoptions.irpp.org/magazines/june-2016/revitalizing-indigenous-languages-is-key-to-reconciliation/

https://www.globalonenessproject.org/lessons/importance-indigenous-language-revitalization


https://lawlessons.ca/curriculum/grade-4/impact-colonization-first-peoples-bc
**McSheffrey, E. (2022, February 8). Researchers in B.C. could help save one of the world's most complex Indigenous languages.**

**Stone, R. V. (2021, September 14). Decolonising your subject discipline: Where to begin.**

**Wednesday, July 13th**

<table>
<thead>
<tr>
<th>How do the differing purposes for teaching social studies shape learning and assessment activities?</th>
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<tbody>
<tr>
<td>How can we teach for deeper understanding rather than simple recall?</td>
</tr>
<tr>
<td>What does effective teaching look like?</td>
</tr>
<tr>
<td>What is critical thinking and how can we ask better questions in the classroom?</td>
</tr>
<tr>
<td>How can we promote critical thinking in social studies classrooms?</td>
</tr>
</tbody>
</table>

- The discussion, activity and responses will guide reflection on purpose driven social studies teaching and how we can promote critical thinking in social studies classrooms.

- Continue to work in groups on Learning Assessment Task 1.

**Reading and Resources**


**Activity**

- View the five grade level 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), what elements of critical thinking are present in each activity? How could you initiate further critical thinking for each activity?

- Grade 2: Exploring Inuit culture through authentic artifacts project. In Scott, David. (2014, January 24). *An introduction to discipline-based inquiry learning* [Video]. YouTube. [https://www.youtube.com/watch?v=RVhKTMFCgq0](https://www.youtube.com/watch?v=RVhKTMFCgq0) (Starts at 2:21)

<table>
<thead>
<tr>
<th>Thursday, July 14th</th>
<th>What does a learning and assessment plan look like emphasizing formative assessment strategies to help students be successful in summative assessment tasks?</th>
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<tbody>
<tr>
<td></td>
<td>• The discussion and activity will examine purpose driven formative assessments.</td>
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<tr>
<td></td>
<td>• Groups will continue work on Learning Assessment Task 1 and will develop “critical friendships” with other groups to receive formative feedback.</td>
</tr>
</tbody>
</table>

**Readings and Resources**


**Additional Resource**

| Friday, July 15<sup>th</sup> | • Groups will finalize work on Learning Assessment Task 1.  
• A Gallery Walk will provide opportunities to provide formative feedback to other groups, using the rubric as a lens. | Submit Learning Assessment Task 1 to the Drop Box before 11:59 pm on July 15<sup>th</sup> |
|---|---|---|
| Monday, July 18<sup>th</sup> | **How will I apply the key components of Understanding by Design to critically analyze and create learning and assessment plans?** | **Readings and Resources**  
• 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](https://www.slideshare.net/jdumaresq/understanding-by-design-the-basics)  
• Learn Alberta. (2014, July 1). *Summaries of the critical challenges*.  
  [http://www.learnalberta.ca/content/ssocirm/html/summariesofheecs/index.htm?grade=1](http://www.learnalberta.ca/content/ssocirm/html/summariesofheecs/index.htm?grade=1)  
• *UBD in a nutshell*.  
| Tuesday, July 19th | What does effective teaching look like?  
How can I effectively use scaffolding strategies in my teaching?  
What is effective differentiation? |  
|-----------------|-------------------------------------------------|  
|                 | • Continue with presentations, if needed.  
• Activity will explore examples.  
• Begin work on Learning Assessment Task 2.  
• Explore further the expectations for Learning Assessment Task 3. |  
| Readings and Resources |  
|                 | • Lewis, Beth. (2020, February 11). *Scaffolding instruction strategies.*  
https://www.thoughtco.com/scaffolding-instruction-strategies-2081682 |  
https://www.weareteachers.com/19-simple-student-accommodations-that-work/ |  
|                 | • Mulvahill, Elizabeth. (2018, August 31). *10 ways to scaffold learning*  
https://www.weareteachers.com/ways-to-scaffold-learning/ |  
https://www.youtube.com/watch?v=RVhKTMFCgg0 |  
Will be posted in D2L |  
|                 | • Wormeli, Rick. (2010, November 13). *Assessment and grading in the differentiated Classroom.* [Video]. YouTube  
https://www.youtube.com/watch?v=rJxFXjB_B4&feature=youtu.be&list=PLs8CQn-vljvXXq8d3JhDa3Pa5MU97AU |
### Additional Resources


### Wednesday, July 20th

**What social studies resources will I share to support my classmates? Part One**

- Sharing of resources presentations: Expanding our toolboxes.
- Continue to work on Learning Assessment Tasks 2 and 3 and to receive formative feedback.

### Thursday, July 21st

**What social studies resources will I share to support my classmates? Part Two**

- Sharing of resources presentations: Expanding our toolboxes.
- Continue to work on Learning Assessment Tasks 2 and 3 and to receive formative feedback.

### Friday, July 22nd

**What social studies resources will I share to support my classmates? Part Three**

- Sharing of resources presentations: Expanding our toolboxes.
- Continue to work on Learning Assessment Tasks 2 and 3 and to receive formative feedback.
- Networking and farewell!

**Submit Learning Assessment Task 2 to the Drop Box before 11:59 pm on July 22nd**

**Submit Learning Assessment Task 3 to the Drop Box before 11:59 pm on July 25th**

### 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 ASSESSMENT TASKS

There are three required Learning Assessment Tasks for this course.

1. LEARNING TASK 1: Emergent Conceptual Understanding of Social Studies
   DUE: July 15, 2022

Digital Response to Essential Question:

Noting that the Alberta Social Studies Program of Study (2005) has elements that reflect all four purposes for citizenship education, the intent of this assignment is for your group to consider more deeply what curricular vision of social studies will begin to guide your professional practice.

Which one of the four defining purposes of citizenship education outlined by Clark and Case (2008): a) personal development, b) intellectual development, c) social initiation or d) social reform do you believe should guide social studies education in Alberta and enable you to take up the Truth and Reconciliations Calls to Action (Sections 13 and 14) in meaningful and ethical ways?

Your response may take several forms but must include an audio-recorded reflection supported by images and texts. All responses must be persuasive – that is, your group must take a personal stand on the question, and then set out to prove your interpretation using relevant and varied evidence.

✓ All responses must include supporting evidence from the Front Matter:


✓ All responses must include supporting evidence from the:


✓ All responses 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. This article will be posted in D2L.


✓ All responses must include three pieces of supporting evidence from the following list:

• Alberta Regional Consortia. (2020). Empowering the spirit: educational resources to support reconciliation. https://empoweringthespirit.ca/


✓ All responses must include two pieces of evidence from additional course readings and resources, other course resources, observations made during your field experiences or personal experiences.

Each group must:

• Articulate a clear, insightful and persuasive argument to answer the questions and to demonstrate an emerging understanding of concepts and theories related to the teaching of social studies.

• Draw upon relevant evidence to support the argument(s).

• Use an appropriate mode of expression in a way that is sophisticated, clear and accurate.
• Include at least 9 references as outlined above.

• Use accurate writing and APA 7 citations connected to a reference list.

Your audio-recorded digital presentation **must not exceed 15 minutes**. Further specifics will be discussed in class and articulated in D2L. You will also have opportunities to provide formative feedback to other groups and receive formative feedback from other students and the instructor. On Monday, July 18th, we will celebrate the digital responses. Each group will present their digital response to the class and respond to questions from their peers.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

1. Sophistication, clarity and accuracy using relevant images and texts through the mode of expression.

2. Persuasiveness, clarity and insightfulness of the argument in digital response and expanding on ideas resulting from questions from peers.


4. Evidence of collaboration, equitable division of labor and communication among group members.

5. Accuracy of writing and usage of APA 7 for citations and reference list.
## Learning Assessment Task 1 Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Expert</th>
<th>Practitioner</th>
<th>Apprentice</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode of expression</strong> (5 marks)</td>
<td>The audio-recorded presentation is excellent, sophisticated, very clear and accurate and uses relevant images and text.</td>
<td>The audio-recorded presentation is good, clear and accurate; most images and text are relevant.</td>
<td>The audio-recorded presentation is unclear, and some images and text are not relevant.</td>
<td>The audio-recorded presentation is very vague. Most images and texts are irrelevant.</td>
</tr>
<tr>
<td><strong>Presentation: Persuasive argument(s) and questions from peers (5 marks)</strong></td>
<td>The presentation articulates a very clear, insightful and persuasive argument(s) demonstrating an emerging understanding of the concepts and theories related to the teaching of social studies. Excellent expansion on questions from peers.</td>
<td>The presentation is 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. Good expansion on questions from peers.</td>
<td>The presentation 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. Responses to peer’s questions lacked some detail and clarity.</td>
<td>The presentation is 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. Responses to peer’s questions were not expanded on.</td>
</tr>
<tr>
<td><strong>Relevant evidence (10 marks)</strong></td>
<td>The presentation strongly uses relevant evidence from the Alberta Social Studies Program of Study (2005) Front Matter and Truth and Reconciliations Commission of Canada: Calls to Action (2015) and is fully supported by the other required resources.</td>
<td>The presentation uses relevant evidence from the Alberta Social Studies Program of Study (2005) Front Matter and Truth and Reconciliations Commission of Canada: Calls to Action (2015) and is somewhat supported by other required resources.</td>
<td>In the presentation, some areas lack relevant evidence from the Alberta Social Studies Program of Study (2005) Front Matter and Truth and Reconciliations Commission of Canada: Calls to Action (2015). The presentation is vaguely supported by other required resources.</td>
<td>The presentation lacks relevant evidence from the Alberta Social Studies Program of Study (2005) Front Matter and Truth and Reconciliations Commission of Canada: Calls to Action (2015). The presentation is not supported by other required resources.</td>
</tr>
<tr>
<td><strong>Evidence of collaboration, equitable division of labor and communication among group members (5 marks)</strong></td>
<td>The evidence of collaboration, equitable division of labor and communication among group members is exemplary.</td>
<td>The evidence of collaboration, equitable division of labor and communication among group members is good.</td>
<td>The evidence of collaboration, equitable division of labor and communication among group members is weak.</td>
<td>The evidence of collaboration, equitable division of labor and communication among group members is not provided.</td>
</tr>
<tr>
<td><strong>Accurate writing and APA 7 (5 marks)</strong></td>
<td>Exemplary usage of APA 7 for citations and reference list. The presentation is error free.</td>
<td>Good usage of APA 7 for citations and reference list. The presentation has some errors.</td>
<td>Significant mistakes in the usage of APA 7 for citations and reference list. The presentation has significant errors.</td>
<td>Poor usage of APA 7 for citations and reference list. The presentation has too many errors.</td>
</tr>
</tbody>
</table>
2. **LEARNING TASK 2: Critical Analysis of a Learning and Assessment Plan**  
**DUE: July 22, 2022**

Using McTighe & Wiggins (2012) Understanding by Design Framework and Wiggins & McTighe (2005) Understanding by Design, in this task you will provide a 5-page critical review of an Alberta Education authorized learning and assessment plan (Critical Challenge) found on the Learn Alberta website (see below). You will have the opportunity to discuss your chosen critical challenge and receive formative feedback from other class members.

- 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](http://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm?grade=1)


**Specifically,**

- You must answer all focus questions under Sections 1-7 below to provide a thorough, detailed and well-supported critical analysis of the critical challenge. **The analysis for Sections 1-7 must be supported by McTighe & Wiggins (2012) and Wiggins & McTighe (2005) and at least two other teaching and learning readings to demonstrate an understanding of effective teaching and learning theory.**

- Using the WHERETO model outline provided in Section 8, you must provide four recommendations to strengthen the critical challenge. **Each recommendation should be connected to a different letter in the model. Each recommendation must be supported by at least two teaching and learning readings not used for the analysis of Sections 1-7.**

- Your analysis must use the headings, be double spaced and use a 12-point font.

- You must use intext citations and a reference list based on APA 7.

- You cannot exceed 5 pages (excluding cover page and reference list).

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?
   - To what extent do you believe students would have 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 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

• Is this critical challenge written through a colonial lens? If so, how might you address this?

8. Recommendations

• Using the WHERETO model outline below, what four recommendations would you make to strengthen the overall design of the learning and assessment plan? Each recommendation should be connected to a different letter in the model. Ensure each recommendation is supported by at least two additional teaching and learning readings (readings not used in analyzing Sections 1-7).

✓ 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, 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 2**

2. Four recommendations to strengthen the learning plan based on the WHERETO model. Each recommendation is supported by at least two additional teaching and learning readings.
3. Presentation of ideas.
4. Accuracy of writing and usage of APA 7 for citations and reference list.
## Learning Assessment Task 2 Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Expert</th>
<th>Practitioner</th>
<th>Apprentice</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connections to McTighe &amp; Wiggins (2012) and Wiggins &amp; McTighe (2005) and two other teaching and learning readings (10%)</strong></td>
<td>Multiple and ongoing connections to readings. These connections are effective and well-explained.</td>
<td>Some connections to the readings are made. These connections are explained.</td>
<td>A few connections to the readings. These connections are not well explained.</td>
<td>Connections to the readings are missing or incomplete and not explained.</td>
</tr>
<tr>
<td><strong>Four recommendations to strengthen the learning plan based on the WHERETO model, supported by at least two additional teaching and learning readings (not used in Sections 1-7) (15%)</strong></td>
<td>Recommendations to strengthen the lesson plan are well-articulated and very clear and strongly supported by teaching and learning readings.</td>
<td>Recommendations to strengthen the lesson plan are clear and supported by some teaching and learning readings.</td>
<td>Recommendations to strengthen the lesson plan are unclear and lack connections to teaching and learning readings.</td>
<td>Recommendations are vague or missing and are not connected to teaching and learning readings.</td>
</tr>
<tr>
<td><strong>Presentation of ideas, accurate writing and APA7 (5%)</strong></td>
<td>Critical review is double-spaced with appropriate headings in a 12-point font. The writing style is fluid and very clear. The response is error free. Exemplary usage of APA 7 for citations and reference list.</td>
<td>Critical review is double-spaced with headings in a 12-point font. The writing style is clear. The response has some errors. Good usage of APA 7 for citations and reference list.</td>
<td>Critical review has many formatting errors. The writing style is unclear. The response has some errors. Significant mistakes in the usage of APA 7 for citations and reference list.</td>
<td>Critical review has too many formatting errors. The writing style is very vague. The response has too many errors. Poor usage of APA 7 for citations and reference list.</td>
</tr>
</tbody>
</table>
3. **LEARNING TASK 3: Design a Discipline-Based Inquiry Learning and Assessment Plan**

**DUE: July 25, 2022**

In this final task 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 adapted from Wiggins and McTighe (1998). The template will be provided.

**Specifically, you will:**

1. Connect the lesson plans to a unit title, grade level, big idea, enduring understanding and essential question.
2. Determine the specific outcomes from the Alberta Social Studies Program of Study (2005) addressed in the lessons. (See rubric for expectations).
3. Connect and describe how the lesson plans are connected to an authentic summative assessment performance task for the unit.
4. Outline in clear, student-friendly language what students will understand, experience and appreciate from engaging in the activities associated with the lesson plans.
5. 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.
6. Determine how personalization/differentiation will attend to the needs of all learners.
7. Determine what materials, resources and technology you will purposefully and strategically use. Links must be provided.
8. Determine how you will activate prior knowledge and engage students and how the lesson connects to other lessons.
9. Articulate the learning activity sequence outlining the steps being taken by the students and teacher.
10. Determine effective conclusions (summary activities) for the lessons.
11. 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. All work will be submitted in the template provided.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 3**

1. Connection of unit and lesson plans through learning outcomes to the Alberta Social Studies Program of Study (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 the summative assessment performance task.
4. Effective articulation 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.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Expert</th>
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<tbody>
<tr>
<td>Connection of unit and lesson plans through learning outcomes to Alberta Social Studies Program of Study (2005) (10%)</td>
<td>The lesson plans are very clear and specifically and directly connected to the Alberta Social Studies Program of Study (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 Study (2005).</td>
</tr>
<tr>
<td>Clarity and connections of activities to unit title, grade level, big idea, enduring understanding and essential question (10%)</td>
<td>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.</td>
</tr>
<tr>
<td>Connection of lesson activities to prepare students for the summative assessment performance task (20 %)</td>
<td>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.</td>
</tr>
<tr>
<td>Effective articulation and usage of formative feedback loops (15%)</td>
<td>A wide range of ongoing formative assessment loops is woven into the plan to strengthen student understanding and inform instructional decision-making.</td>
</tr>
<tr>
<td>Design of an engaging learning sequence incorporating personalization/differentiation, appropriate resources and technology (25%)</td>
<td>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.</td>
</tr>
<tr>
<td>Annotations throughout the learning sequence justifying decisions based on teaching and learning readings (20%)</td>
<td>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.</td>
</tr>
</tbody>
</table>

The full rubric is posted in D2L.
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](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

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

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](https://www.ucalgary.ca/registrar/registration/course-outlines)

Education Students Association (ESA) President for the academic year is Kyle Corry, esa@ucalgary.ca.

Werklund SU Representative is Dwani Joshi, educrep@su.ucalgary.ca.