

**EDUC 460.20/.25 Specialization I, K - 12 Social Studies/Revitalization of Indigenous Languages
Summer 2023**

Section	Instructor	Time	Location	Email
S01	Randolph (Randy) Head	9:00 am -11:50 am	Room EDC 255	randy.head@ucalgary.ca

Class Dates: July 10 to July 21, 2023

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

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

Office Hours: Available by appointment.

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

COURSE DESCRIPTION:

The intent of the Specialization I 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

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
#1 Emergent Conceptual Understanding of Social Studies	Reflecting on the four purposes for citizenship education and the Alberta Social Studies Program of Study (2005), a group will consider more deeply what vision of social studies will begin to guide their professional practice.	Group	40%	July 17, 2023
#2 Critical Analysis of a Learning and Assessment Plan	To gain a deeper appreciation of what a well-designed learning and assessment plan looks like, using the First Peoples Principles of Learning, McTighe & Wiggins (2012) Understanding by Design Framework and Wiggins & McTighe (2005) Understanding by Design, students engage in a critical review of an Alberta Education authorized learning and assessment plan (Critical Challenge).	Pairs	20%	July 20, 2023
#3 Design a Discipline-Based Inquiry Learning and Assessment Plan	Students design a short-term learning and assessment plan that is illustrative of key aspects of theory introduced in this course.	Individual	40%	July 24, 2023

WEEKLY COURSE SCHEDULE:

Date	* Reflective Questions to be Explored Through Activities, Discussions, Learning Tasks, etc.	Readings and Tasks/Activities	Due Dates
Monday, July 10th	<p>Why does social studies matter?</p> <p>Why do we learn this stuff?</p> <p>How is purpose driven social studies teaching connected to the revitalization of Indigenous languages?</p>	<ul style="list-style-type: none"> Welcome 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? Overview of Learning Tasks with focus on preparing for Learning Assessment Task 1. Groups for Learning Assessment Task 1. <p>Readings and Resources</p> <ul style="list-style-type: none"> Clark, P., & Case, R. (2008). Four defining purposes of citizenship education. In R. Case & P. Clark (Eds.), <i>The anthology of social studies: Issues and strategies for elementary teachers</i>, 18-29. Will be posted in D2L 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 First Nations Education Steering Committee. (2007). First Peoples principles of learning. https://www.fnesc.ca/first-peoples-principles-of-learning/ 	
Tuesday, July 11th	<p>What is the Alberta Social Studies Program of Study (2005) asking of us as educators?</p>	<ul style="list-style-type: none"> In class group work on Learning Assessment Task 1. <p>Readings and Resources</p> <ul style="list-style-type: none"> Acevedo, B. (2020, July 10). <i>Ideas for decolonising the curriculum in teaching and learning: A personal reflection</i>. https://aru.ac.uk/blogs/decolonising-the-curriculum 	

	<p>How can we take up the Truth and Reconciliation Commission of Canada: Calls to Action (2015) in meaningful and ethical ways?</p> <p>Why are the competencies within the Alberta Teacher Quality Standard (2020) important for us as educators?</p>	<ul style="list-style-type: none"> • Alberta Education. (2005). <i>Social studies K to grade 12: Program of Study</i>. https://www.learnalberta.ca/ProgramOfStudy.aspx?ProgramId=564423# • Alberta Education. (2005). <i>Social studies Kindergarten to grade 12: Program rationale and philosophy</i>, 1-10. https://education.alberta.ca/media/159594/program-of-studies-k-3.pdf • Alberta Education. (2020). <i>Teaching quality standard</i>. https://open.alberta.ca/dataset/4596e0e5-bcad-4e93-a1fb-dad8e2b800d6/resource/75e96af5-8fad-4807-b99a-f12e26d15d9f/download/edc-alberta-education-teaching-quality-standard-2018-01-17.pdf • Alberta Regional Consortia. (2020). <i>Empowering the spirit: Educational resources to support reconciliation</i>. https://empoweringthespirit.ca/ • Assembly of First Nations. (n.d.). <i>Languages and culture</i>. https://www.afn.ca/policy-sectors/languages-and-culture/ • College of Alberta School Superintendents. (n.d.). <i>Language</i>. [Video]. YouTube. https://cass.ab.ca/indigenous-education/language/ • Heinemann Publishing. (2017, May 31). <i>Your pedagogy might be more aligned with colonialism than you realize</i>. https://medium.com/@heinemann/your-pedagogy-might-be-more-aligned-with-colonialism-than-you-realize-1ae7ac6459ff • Hughes, C. (2021, May 3). <i>Decolonising the curriculum</i>. https://www.cois.org/about-cis/news/post/~board/perspectives-blog/post/decolonising-the-curriculum • Indigenous Corporate Training Inc. (2019, February 19). <i>Working effectively with Indigenous peoples blog</i>. https://www.ictinc.ca/blog/why-is-it-important-to-protect-revitalize-indigenous-languages • Indigenous Corporate Training Inc. (2019, February 19). <i>Working effectively with Indigenous peoples blog</i>. https://www.ictinc.ca/blog/why-is-it-important-to-protect-revitalize-indigenous-languages • Learn Alberta (2015). <i>Guiding voices: A curriculum development tool for inclusion of First Nations, Metis and Inuit perspectives throughout curriculum</i>. http://www.learnalberta.ca/content/fnmigv/index.html • Storyhive. (2019, November 29). <i>Voices on the rise: Indigenous language revitalization in Alberta Episode 1</i>. [Video]. YouTube. https://www.youtube.com/watch?v=-dtEujiPUE0 	
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- Storyhive. (2019, November 29). *Voices on the rise: Indigenous language revitalization in Alberta Episode 2*. [Video]. YouTube. <https://www.youtube.com/watch?v=g0UH1lhBnNk>
- Storyhive. (2019, November 29). *Voices on the rise: Indigenous language revitalization in Alberta Episode 3*. [Video]. YouTube. <https://www.youtube.com/watch?v=YZgJ8TZ0Zs0>
- TEDx Talks. (2017, October 30). *Canada needs thriving Indigenous languages*, [Video]. YouTube. <https://www.youtube.com/watch?v=ljBjUbVWmbQ>
- Truth and Reconciliation Commission of Canada (2015). *Truth and reconciliation commission of Canada: Calls to action* <https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1223287/truth-and-reconciliation-commission-of-canada/1776364/>
- UVic. (2018, November 16). *Five ideas to support Indigenous language revitalization in Canada*. [Video]. YouTube. <https://www.youtube.com/watch?v=I8Zf-Id0SQ4>

Additional Resources

- Alberta Teacher's Association. (2018). *Indigenous ways of knowing: Walking in our footsteps*. <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*. https://fncaringsociety.com/sites/default/files/38335_child_friendly_chrt_ctas_v7f.pdf
- Galley, V. (2016, June 1). *Revitalizing Indigenous languages is key to reconciliation*. <https://policyoptions.irpp.org/magazines/june-2016/revitalizing-indigenous-languages-is-key-to-reconciliation/>
- Global Oneness Project. (n.d.). *Lesson Plan: The importance of Indigenous language revitalization*. <https://www.globalonenessproject.org/lessons/importantce-indigenous-language-revitalization>
- Government of Canada. (2019, June 28). *Indigenous languages legislation*. <https://www.canada.ca/en/canadian-heritage/campaigns/celebrate-indigenous-languages/legislation.html>

		<ul style="list-style-type: none"> • Law Lessons. (2021, March 1). <i>Curriculum, BC social studies lesson plans grade 4</i>. https://lawlessons.ca/curriculum/grade-4/impact-colonization-first-peoples-bc • McSheffrey, E. (2022, February 8). <i>Researchers in B.C. could help save one of the world's most complex Indigenous languages</i>. https://globalnews.ca/news/8604620/bc-researchers-revitalizing-indigenous-language/ • Stone, R. V. (2021, September 14). <i>Decolonising your subject discipline: Where to begin</i>. https://www.socialsciencespace.com/2021/09/decolonizing-your-subject-discipline-where-to-begin/ 	
Wednesday, July 12th	<p>How can we teach for deeper understanding rather than simple recall?</p> <p>What does effective teaching look like?</p> <p>What is critical thinking and how can we promote critical thinking in social studies classrooms?</p>	<ul style="list-style-type: none"> • The discussion and activity will guide reflection on purpose driven social studies teaching and how we can promote critical thinking in social studies classrooms. • Continue with group work on Learning Assessment Task 1. <p>Reading and Resources</p> <ul style="list-style-type: none"> • Case, R. (2005). Moving critical thinking to the main stage. <i>Education Canada</i>, 45(2), 45–49. https://www.edcan.ca/wp-content/uploads/edcan-2005-v45-n2-case.pdf • Clark, P., & Case, R. (2008). Four defining purposes of citizenship education. In R. Case & P. Clark (Eds.), <i>The anthology of social studies: Issues and strategies for elementary teachers</i>, 18-29. <i>Will be posted in D2L.</i> <p>Activity</p> <ul style="list-style-type: none"> • View the projects from the list below. Which purpose of citizenship education outlined by Clark and Case (2008) is each project built around (i.e., personal development, intellectual development, social initiation, or social reform? Based on Case (2005), 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). <i>An introduction to discipline-based inquiry learning</i>. [Video]. YouTube. https://www.youtube.com/watch?v=RVhKTMFCgq0 (Starts at 2:21) 	

		<ul style="list-style-type: none"> Grade 9 All my relations: Education for reconciliation project. In Bailey, Deirdre. (2015, March 22). <i>All my relations</i>. [Video]. YouTube. https://www.youtube.com/watch?v=xrvNO70Tjj8 Grade 11 Creating biographies of local heroes inquiry project. Galileo Education Network. (2020) <i>Nationalism and Canadian Identity</i>. https://galileo.org/classroom-example/canadian-identity-gr11/ <p>Additional Resource</p> <ul style="list-style-type: none"> The Critical Thinking Consortium (2020). https://tc2.ca/en/creative-collaborative-critical-thinking/resources/professional-library/ 	
Thursday, July 13th	Why is purpose driven formative assessment important?	<ul style="list-style-type: none"> Groups will continue work on Learning Assessment Task 1 and will develop “critical friendships” with other groups to receive formative feedback. <p>Readings and Resources</p> <ul style="list-style-type: none"> AITSL. (2017, August 29). <i>Formative assessment in the classroom</i>. [Video]. YouTube. https://www.youtube.com/watch?v=9FZR3-18Y5Y Alberta Assessment Consortium. (2020). <i>Assessment in Action</i>. https://aac.ab.ca/grants/assessment-capacity/ Edutopia. (2010, July 19). <i>How differentiated instruction and formative assessment work at Forest Lake Elementary</i>. [Video]. YouTube. https://www.youtube.com/watch?v=gFXbuE-21I4 Measuredprogress. (2011, January 13). <i>The formative classroom: Real teachers, real students, real progress</i>. [Video]. YouTube. https://www.youtube.com/watch?v=rL54bfmZPzY 	
Friday, July 14th		<ul style="list-style-type: none"> 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. 	
Monday, July 17th	How will I apply the key components of Understanding by Design to critically analyze and create learning and assessment plans?	<ul style="list-style-type: none"> We will celebrate the evidence of learning for Learning Task 1 as each group shares their digital presentation and responds to questions from peers. Any presentations not completed will flow into the beginning of the next class. 	Submit Learning Assessment Task 1 to the dropbox before 11:59 pm on July 17th

		<ul style="list-style-type: none"> • Various forms of representations will be used to describe the key components of Understanding by Design. • Explore further the expectations for Learning Assessment Task 2. <p>Readings and Resources</p> <ul style="list-style-type: none"> • Fanwood, Scotch. (2009, December 9). <i>Using understanding by design to create meaningful units of study</i>. [LinkedIn SlideShare]. https://www.slideshare.net/jdumaresq/understanding-by-design-the-basics • Learn Alberta. (2014, July 1). <i>Summaries of the critical challenges</i>. http://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm?grade=1 • McTighe, J. & Wiggins, G. (2012). <i>Understanding by Design Framework</i>. https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf • <i>UBD in a nutshell</i>. https://jaymctighe.com/wp-content/uploads/2011/04/UbD-in-a-Nutshell.pdf • Wallingford Public Schools. (2007, October). <i>K-12 enduring understandings and essential questions</i>. https://www.wallingford.k12.ct.us/uploaded/Curriculum/SOCIAL_STUDIES_K-12/SS_K-12_EUs_%26_EQs.pdf • Wiggins, G., & McTighe, J. (2005). <i>Understanding by design</i>. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=13&docID=3002118&tm=1528840475720 	
Tuesday, July 18th	<p>What are the First Peoples Principles of Learning?</p> <p>What does effective teaching look like?</p> <p>How can I effectively use scaffolding strategies in my teaching?</p> <p>What is effective differentiation?</p>	<ul style="list-style-type: none"> • Continue with Learning Assessment Task 1 presentations, if needed. • Begin or continue with work on Learning Assessment Task 2. • Explore further the expectations for Learning Assessment Task 3. <p>Readings and Resources</p> <ul style="list-style-type: none"> • Friesen, S. (2009). <i>What did you do in school today? Teaching effectiveness: A framework and rubric</i>. https://galileo.org/cea-2009-wdydist-teaching.pdf 	

		<ul style="list-style-type: none"> Galileo Educational Network Association (2015). <i>Chapter 2: Discipline-based inquiry: Making it work: 1) Dimension of Disciple-Based Inquiry, 2) A Design for Inquiry, 3) Developing and Working with a Great Idea, 4) Designing Great Tasks, and 5) Working with Programs of Study</i> https://inquiry.galileo.org/ch2/developing-and-working-with-a-great-idea/ Lewis, Beth. (2020, February 11). <i>Scaffolding instruction strategies</i>. https://www.thoughtco.com/scaffolding-instruction-strategies-2081682 Martinelli, Marlana. (2018, March 21). <i>19 simple accommodations that work</i>. https://www.weareteachers.com/19-simple-student-accommodations-that-work/ Mulvahill, Elizabeth. (2018, August 31). <i>10 ways to scaffold learning</i>. https://www.weareteachers.com/ways-to-scaffold-learning/ Scott, D. (2014, January 24). <i>An Introduction to discipline-based inquiry</i>. [Video]. YouTube. https://www.youtube.com/watch?v=RVhKTMFCgq0 Scott, David. (2019). <i>Reconsidering inquiry in the social studies classroom</i>. [PowerPoint]. Will be posted in D2L Wormeli, Rick. (2010, November 13). <i>Assessment and grading in the differentiated Classroom</i>. [Video]. YouTube. https://www.youtube.com/watch?v=rJxFXjfb_B4&feature=youtu.be&list=PLs8CQn-vIjyXXq8d3iJhDa3Pa5MU97AU <p>Additional Resources</p> <ul style="list-style-type: none"> Fenner, Diane. (2016, December 9). <i>Scaffolding ELA and social studies for ELLs</i>. https://supported.com/wp-content/uploads/0-OCMBOCES_Scaffolding_PPT_FINAL.pdf Galileo Educational Network. (2016). <i>Rubric for discipline-based and inter-disciplinary inquiry studies</i>. https://galileo.org/rubric.pdf 	
Wednesday, July 19th	What resources would you like to share from your evolving and growing toolbox?	<ul style="list-style-type: none"> Continue to work on Learning Assessment Tasks 2 and 3 and to receive formative feedback. 	

Thursday, July 20th		<ul style="list-style-type: none"> Continue to work on Learning Assessment Tasks 2 and 3 and to receive formative feedback. 	Submit Learning Assessment Task 2 to the dropbox before 11:59 pm on July 20th.
Friday, July 21st		<ul style="list-style-type: none"> Continue to work on Learning Assessment Task 3 and to receive formative feedback. Networking and farewell! 	Submit Learning Assessment Task 3 to the dropbox before 11:59 pm on July 24th.

***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 17, 2023

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 of:**

- Alberta Education. (2005). *Social studies Kindergarten to grade 12: Program rationale and philosophy, 1-10*. <http://education.alberta.ca/media/456082/sockto3.pdf>

✓ **All responses must include supporting evidence from the:**

- Truth and Reconciliation Commission of Canada. (2015). *Truth and reconciliation commission of Canada: Calls to action*. <https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1223287/truth-and-reconciliation-commission-of-canada/1776364/>

✓ **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.*
- 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>

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

- Acevedo, B. (2020, July 10). *Ideas for decolonising the curriculum in teaching and learning: A personal reflection*. <https://aru.ac.uk/blogs/decolonising-the-curriculum>
- Alberta Regional Consortia. (2020). *Empowering the spirit: educational resources to support reconciliation*. <https://empoweringthespirit.ca/>

- Assembly of First Nations. (n.d.). *Languages and culture*. <https://www.afn.ca/policy-sectors/languages-and-culture/>
- College of Alberta School Superintendents. (n.d.). *Language*. [Video]. YouTube. <https://cass.ab.ca/indigenous-education/language/>
- Heinemann Publishing. (2017, May 31). Your pedagogy might be more aligned with colonialism than you realize. <https://medium.com/@heinemann/your-pedagogy-might-be-more-aligned-with-colonialism-than-you-realize-1ae7ac6459ff>
- Hughes, C. (2021, May 3). *Decolonising the curriculum*. <https://www.cois.org/about-cis/news/post/~board/perspectives-blog/post/decolonising-the-curriculum>
- Indigenous Corporate Training Inc. (2019, February 19). *Working effectively with Indigenous Peoples blog*. <https://www.ictinc.ca/blog/why-is-it-important-to-protect-revitalize-indigenous-languages>
- Learn Alberta (2015). *Guiding voices: A curriculum development tool for inclusion of First Nations, Metis and Inuit perspectives throughout curriculum*. <http://www.learnalberta.ca/content/fnmigv/index.html>
- Storyhive. (2019, November 29). *Voices on the rise: Indigenous language revitalization in Alberta Episode 1*. [Video]. YouTube. <https://www.youtube.com/watch?v=-dtEujiPUE0>
- Storyhive. (2019, November 29). *Voices on the rise: Indigenous language revitalization in Alberta Episode 2*. [Video]. YouTube. <https://www.youtube.com/watch?v=g0UH1IhBnNk>
- Storyhive. (2019, November 29). *Voices on the rise: Indigenous language revitalization in Alberta Episode 3*. [Video]. YouTube. <https://www.youtube.com/watch?v=YZgJ8TZ0Zs0>
- TEDx Talks. (2017, October 30). *Canada needs thriving Indigenous languages*. [Video]. YouTube. <https://www.youtube.com/watch?v=ljBjUbVWmbQ>
- UVic. (2018, November 16). *Five ideas to support Indigenous language revitalization in Canada*. [Video]. YouTube. <https://www.youtube.com/watch?v=I8Zf-Id0SQ4>

- ✓ **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 question 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/or 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 17th, 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.
3. Application of relevant evidence from Alberta Social Studies Program of Study (2005) Front Matter, Truth and Reconciliation Commission of Canada: Calls to Action (2015) and other required sources.
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

Criteria	Expert	Practitioner	Apprentice	Novice
Mode of expression (10 marks)	The audio-recorded presentation is excellent, sophisticated, very clear and accurate and uses relevant images and text.	The audio-recorded presentation is good, clear and accurate; most images and text are relevant.	The audio-recorded presentation is unclear, and some images and text are not relevant.	The audio-recorded presentation is very vague. Most images and texts are irrelevant.
Presentation: Persuasive argument(s) and questions from peers (10 marks)	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.	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.	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.	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.
Relevant evidence (10 marks)	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.	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.	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.	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.
Evidence of collaboration, equitable division of labor and communication among group members (5 marks)	Evidence of collaboration, equitable division of labor and communication among group members is exemplary.	Evidence of collaboration, equitable division of labor and communication among group members is good.	Evidence of collaboration, equitable division of labor and communication among group members is weak.	Evidence of collaboration, equitable division of labor and communication among group members is not provided.
Accurate writing and APA 7 (5 marks)	Exemplary usage of APA 7 for citations and reference list. The presentation is error free.	Good usage of APA 7 for citations and reference list. The presentation has some errors.	Significant mistakes in the usage of APA 7 for citations and reference list. The presentation has significant errors.	Poor usage of APA 7 for citations and reference list. The presentation has too many errors.

2. LEARNING TASK 2: Critical Analysis of a Learning and Assessment Plan (Pairs)

DUE: July 20, 2023

Using the First Peoples Principles of Learning, McTighe & Wiggins (2012) Understanding by Design Framework and Wiggins & McTighe (2005) Understanding by Design, in this task you will provide a **critical review** of an Alberta Education authorized learning and assessment plan (Critical Challenge) found on the Learn Alberta website (see link below). You will have the opportunity to 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>
- First Nations Education Steering Committee. (2007). First Peoples principles of learning. <https://www.fnesc.ca/first-peoples-principles-of-learning/>
- McTighe, J. & Wiggins, G. (2012). *Understanding by design framework*. ASCD. https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf
- Wiggins, G., & McTighe, J. (2005). *Understanding by design*. Association for Supervision and Curriculum Development. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=13&docID=3002118&tm=1528840475720>
- *UBD in a nutshell*. <https://carpentries.github.io/instructor-training/files/papers/wiggins-mctighe-ubd-nutshell.pdf>

How will you submit the critical analysis?

- A template will be provided by the instructor. You must complete all sections of the template and support with McTighe & Wiggins (2012) and Wiggins & McTighe (2005) and other teaching and learning readings to demonstrate an understanding of effective teaching and learning theory. The template will provide directions in these areas. Follow the directions in the template closely.
- You will determine how the Critical Challenge may have been written through a colonial lens and will determine how students might apply the First Peoples Principles of Learning.
- 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. Follow the directions in the template closely.

The template will be built on the following headings and questions:

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 / First Peoples Principles of Learning

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

8. Recommendations

- Using the WHERETO model outline below, what four recommendations would you make to strengthen the overall design of the learning and assessment plan? **Ensure each recommendation is supported with teaching and learning readings. (Your instructor will guide you with this expectation)**
 - ✓ **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

1. Connections to the First Peoples Principles of Learning, McTighe & Wiggins (2012) and Wiggins & McTighe (2005) and other teaching and learning readings.
2. Four recommendations to strengthen the learning plan based on the WHERETO model. Each recommendation is supported by teaching and learning readings.
3. Accuracy of writing and usage of APA 7 for citations and reference list.

Learning Assessment Task 2 Rubric

Criteria	Expert	Practitioner	Apprentice	Novice
Connections to the First Peoples Principles of Learning, McTighe & Wiggins (2012) and Wiggins & McTighe (2005) and other teaching and learning readings (10%)	Multiple and ongoing connections to readings. These connections are effective and well-explained.	Some connections to the readings are made. These connections are explained.	A few connections to the readings. These connections are not well explained.	Connections to the readings are missing or incomplete and not explained.
Four recommendations to strengthen the learning plan based on the WHERETO model, supported by teaching and learning readings. (5%)	Recommendations to strengthen the lesson plan are well-articulated and very clear and strongly supported by teaching and learning readings.	Recommendations to strengthen the lesson plan are clear and supported by some teaching and learning readings.	Recommendations to strengthen the lesson plan are unclear and lack connections to teaching and learning readings.	Recommendations are vague or missing and are not connected to teaching and learning readings.
Presentation of ideas, accurate writing and APA7 (5%)	All sections of the template are completed. The writing style is very clear and concise. Exemplary usage of APA 7 for citations and reference list.	All sections of the template are completed. The writing style is clear. The response has some errors. Good usage of APA 7 for citations and reference list.	Some portions of the template are incomplete. The writing style is unclear. The response has significant errors. Significant mistakes in the usage of APA 7 for citations and reference list.	Major sections of the template are incomplete. The writing style is very vague. The response has too many errors. Poor usage of APA 7 for citations and reference list.

3. LEARNING TASK 3: Design a Discipline-Based Inquiry Learning and Assessment Plan

DUE: July 24, 2023

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 by the instructor.**

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 (build on) 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 must 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.

Learning Assessment Task 3 Rubric

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

The full rubric will be 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>

LATE SUBMISSIONS

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

ISSUES WITH GROUP TASKS

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

GRADING

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

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.