

**EDUC 535.11 S01: Specialization II Elementary Social Studies
Fall 2021**

Section	Instructor	Time	Location	Email
S01	Dr. Jackie Seidel	M/W/F 9:30 am - 10:50 am	VIRTUAL (Zoom)	jlseidel@ucalgary.ca

Class Dates: September 7 – October 29, 2021: Monday/Wednesday/Friday, VIRTUAL/Zoom. 9:30 am – 10:50 am

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

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

Office Hours: By appointment only

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

Dear EDUC 535 Friends,

I'm looking forward to learning together with you this term. COVID-19 continues to present significant challenges to the global and local communities, and for us individually and with those we love. It will take time to integrate the existential meaning of this into our own lives and experiences including what it means to be teachers and what schools are for. The climate emergency as well as the contemporary geopolitical state of planetary relations are also leaving many humans with a sense of being profoundly unsettled.

Please let me know if you are experiencing significant stress, challenges, or difficulties that are affecting your participation in this course. We will work together to find the best and most healthy path for you. As a community learning together we will frame and shape this course into what we need to be in this time, and it is my intention that we move through our learning together with a sense of joy, curiosity, and friendship, always considering what is in the best interest(s) of children, the communities who love them, and the community of Life including the more-than-human others, now and into the future.

Jackie

COURSE DESCRIPTION:

The intent of the Specialization Seminar II is to deepen your understanding of the practical aspects of teaching within the specialization and to connect this practice with specific theoretical concepts. While this second specialization course focuses more on practical knowledge, you will also refine your knowledge of discourse and theory within the discipline and develop a deeper understanding of ways to enact this theory in a classroom context. You will additionally become familiar with any relevant Ministry documents associated with the Alberta Program of Study and draw on practical classroom observation from the field experience to participate in meaningful discussion and to connect these observations with

a vision for your own teaching. The emphasis of the course is on designing for student learning (subject-specific; assessment to strengthen student learning and improve instruction; and designing for inclusion, differentiation, and inquiry).

LEARNER OUTCOMES:

Over the course of the semester, we will work together to:

- 1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the discipline of Social Studies, and relate this to curriculum planning in the specialization area;
- 2) Identify and critique the *key learning perspectives* (as outlined in the front matter of the Social Studies Program of Study) and *intentions* (learning objectives – attitudes, skills and knowledge) across the ~~units~~ *core concepts and strands* in a grade(s) from the Social Studies and other Alberta Programs of Study;
- 3) Successfully apply theoretical knowledge to the design of a longer-term ~~unit~~ curriculum learning and assessment plan.

COURSE DESIGN AND DELIVERY: This course will be delivered *online*.

REQUIRED RESOURCES:

King, T. (2003). *The truth about stories: A Native narrative*. Toronto, ON: House of Anansi Press Inc. Purchase book *OR* listen for free at: <https://www.cbc.ca/radio/ideas/the-2003-cbc-massey-lectures-the-truth-about-stories-a-native-narrative-1.2946870>

E-book available from the following vendors:

[Amazon Kindle](#) ; [Google Play Books](#) ; [iBooks](#) ; [Kobo](#)

O'Donnell, D. (2018). *Haircuts by children and other evidence for a new social contract*. Toronto, ON: Coach House. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4810144>

ALBERTA EDUCATION DOCUMENTS

Alberta Education. (2020) – Teaching Quality Standard (TQS)

<https://open.alberta.ca/dataset/14d92858-fec0-449b-a9ad-52c05000b4de/resource/afc2aa25-ea83-4d23-a105-d1d45af9ffad/download/edc-teaching-quality-standard-english-2020.pdf>

Alberta Education - Professional Practice Standards/Applying Foundation Knowledge (FNMI)

<https://www.alberta.ca/first-nations-metis-and-inuit-education.aspx>

Alberta Education. (2011). *English as a Second Language Proficiency Benchmarks*. Retrieved from: <http://www.learnalberta.ca/content/eslapb/>

Alberta Education. (2013). *Framework for student learning: Competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit*. (10 pages)

<https://open.alberta.ca/publications/9780778596479>

Alberta Education. (2013). Ministerial order on student learning (#001/2013). (2 pages) Retrieved from:

<https://education.alberta.ca/media/1626588/ministerial-order-on-student-learning.pdf>

Alberta Education. (2005). *Elementary Social Studies Program of Study*. (K-6)

<https://education.alberta.ca/programs-of-study/>

<https://education.alberta.ca/social-studies-k-6/programs-of-study/?searchMode=3>

Alberta Learning. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction*. (255 pages) Retrieved from: https://education.alberta.ca/media/384968/makingadifference_2010.pdf

Friesen, S. (2009). What did you do in school today? Teaching effectiveness: A framework and rubric. Toronto: Canadian Education Association. (11 pages) Retrieved from: <http://www.galileo.org/cea-2009-wdydist-teaching.pdf>

UNITED NATIONS DOCUMENTS (re Sustainable Development Goals 2030)

UN sustainable development goals 2030

<https://sustainabledevelopment.un.org/?menu=1300>

UN SDG2030 lessons for teachers

<https://en.unesco.org/themes/education/sdgs/material>

Additional recommended resources for planning and assessment:

Leahy, S., Lyon, C., Thompson, M., & William, D. (2005). *Classroom assessment: Minute by minute and day by day* (5 pages) Retrieved from:

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=18772694&site=ehost-live>

McTighe, J. & Associates (2012) *New Professional Development Resources*

<https://jaymctighe.com/resources/>

McTighe, J. & Wiggins, G. (2005). Overview of UbD & the design template. Retrieved from:

<https://jaymctighe.com/wp-content/uploads/2018/06/UbD-White-Paper.pdf>

READINGS AND ADDITIONAL RESOURCES:

**Weekly readings will be selected from the following bibliography. This list includes required readings as well as additional readings that may support you in your assignments, learning and progress throughout your program and specialization. Please note that our reading schedule is subject to change based on classroom participant interest and global events. Further readings may be added by recommendation of students or if published during our course.*

Recommended Chapters, Articles, Video (available through the following links and/or on D2L):

**** NOTE: THE FOLLOWING BOOKS (Battiste, 2013; Harmon, 2004; and Hughs, 2004 in Sears & Wright) ARE ON RESERVE IN THE LIBRARY**

Truth and Reconciliation:

Truth and Reconciliation Commission of Canada (2015). *Calls to Action*.
http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf

First Nations Child & Family Caring Society of Canada (nd). *Spirit Bear's Guide to the Truth and Reconciliation Commission of Canada Calls to Action*.
https://fncaringsociety.com/sites/default/files/child_friendly_calls_to_action_web.pdf

Books and Articles:

Akan, L. (1999). Pimosatamowin Sikaw Kakeequaywin: Walking and talking--a Saulteaux elder's view of native education. *Canadian Journal of Native Education*, 23(1), 16-39. Retrieved from <https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/230304450/fulltextPDF/585F864521DB49A0PQ/1?accountid=9838>

Alterman, E. (2019, February). The decline of historical thinking. *The New Yorker*. Retrieved from: <https://www.newyorker.com/news/news-desk/the-decline-of-historical-thinking>

Austin, N. (2002). Social studies class. *Canadian Social Studies*, 37(1). Retrieved from https://canadian-social-studies-journal.educ.ualberta.ca/content/articles-2000-2010#FTnzingha_poem103

Battiste, M.A. (2013). *Decolonizing education: Nourishing the learning spirit*. Saskatoon SK: Purich Publishing Limited. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=5652479>

**E-book licence permits only three (3) simultaneous online users; per day, a user may print to PDF up to 68 pages*

Block, A. (2007). States of siege: The assault on education. *Journal of the American Association for the Advancement of Curriculum Studies*. Vol. 3 (February 2007). Retrieved from <https://ojs.library.ubc.ca/index.php/jaaacs/article/view/187662>

Brake, J. (2021, July/Aug). "Built on a foundation of white supremacy". *Briarpatch*, 50(4), 14-19. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=151115232&site=ehost-live>

Brown, S.D. & Swope J. (2010). Using image analysis to build reading comprehension. *Canadian Social Studies* (43)1. Retrieved from <https://canadian-social-studies-journal.educ.ualberta.ca/content/articles-2000-2010>

Available in Eric: <https://files.eric.ed.gov/fulltext/EJ916613.pdf>

- California State Department of Education (1998). *10 quick ways to analyze children's books for racism and sexism*. Sacramento: California. Retrieved from <https://link-gale-com.ezproxy.lib.ucalgary.ca/apps/doc/PQDTTB672814928/AHSI?u=ucalgary&sid=bookmark-AHSI&xid=e8008afb>
- <https://link-gale-com.ezproxy.lib.ucalgary.ca/apps/doc/TOMLER082666030/AHSI?u=ucalgary&sid=bookmark-AHSI&xid=890d850f>
- Canadianhistory.ca (n.d.). *Gradual Civilization Act*. Retrieved from: https://www.canadiana.ca/view/oocihm.9_07030/2?r=0&s=1
- Dabashi, H. (2018). When the BBC did fake news. *Aljazeera*. Retrieved from https://www.aljazeera.com/indepth/opinion/bbc-fake-news-181122134554312.html?fbclid=IwAR2vhvIbSmKVNpO8eDNfuKdZ1B7Y1-844xpsG5GgdYuz2_jdVYof9ecUar8
- Davis, W. (2008). The worldwide web of belief and ritual. TED2008. Retrieved from: https://www.ted.com/talks/wade_davis_on_the_worldwide_web_of_belief_and_ritual
- Deer, F. (2008). Aboriginal students and Canadian citizenship education. *The Journal of Educational Thought* (42)1, 69-82. Retrieved from <https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/213795481/fulltextPDF/3CA5340EAFB54E94PQ/1?accountid=9838>
- Derman-Sparks, (2016). *Guide for Selecting Anti-Bias Children's Books*. Retrieved from <https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/>
- Dion, S.D. (2007). Disrupting molded images: Identities, responsibilities and relationships – Teachers and Indigenous subject material. *Teaching Education* (18)4, 329-342. Retrieved from <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/10476210701687625>
- Dion, S.D., & Dion, M.R. (2009). *Braiding histories: Learning from Aboriginal peoples' experiences and perspectives*. Vancouver: UBC Press. Retrieved from <https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/422134>
- Donald, D. (2013). Teachers, aboriginal perspectives and the logic of fort: We need a new story to guide us. *ATA Magazine*, (93)4. Retrieved from <https://www.teachers.ab.ca/News%20Room/ata%20magazine/Volume-93/Number-4/Pages/Teachers-aboriginal-perspectives.aspx>
- Donald, D. (2016). From what does ethical relationality flow? An Indian Act in three artifacts. In J. Seidel & D. W. Jardine (Eds.), *The ecological heart of teaching: Radical tales of refuge and renewal for classrooms and community* (10-16). New York, NY: Peter Lang. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/45157205>
- Duchscher, T. M. (2018). Seeking race: Finding Racism. *Journal of the Canadian Association for Curriculum Studies*, (16)1, 127-142. Retrieved from <https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40360>

- Eisner, E. (1994). The three curriculum that all schools teach. In E. Eisner, *The educational imagination: On the design and evaluation of school programs* (87-107). New York, NY: Maxwell Macmillan International.
PDF available on our D2L shell
- Embrace Race. (2017). *26 children's books to support conversations on race, racism & resistance*. Retrieved from
<https://content.acsa.org/articles/26-children-books-on-race-racism-resistance>
- Engel, J. (2017). Decolonial mapmaking: Reclaiming Indigenous places and knowledge. *Medium*, 4(2). Retrieved from: <https://medium.com/langscape-magazine/decolonial-mapmaking-reclaiming-indigenous-places-and-knowledge-4779b7f8b81c>
- Friesen, S. (2009). *What did you do in school today? Teaching effectiveness: A framework and rubric*. Canadian Education Association. Retrieved from <https://www.edcan.ca/articles/what-did-you-do-in-school-today-teaching-effectiveness-a-framework-and-rubric/>
- George "Tink" Tinker. (2004). The stones shall cry out: Consciousness, rocks, and Indians. *Wicazo Sa Review*, 19(2), 105-125. Retrieved from <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/1409501>
- Gibson, S. (2012). 'Why do we learn this stuff?' Students' views on the purpose of social studies. *Canadian Social Studies* (45)1, 43-58. Retrieved from <https://files.eric.ed.gov/fulltext/EJ972852.pdf>
- Giroux, H. A. & Greene, M. (1996). Educational visions: What are schools for and what should we be doing in the name of education? In J. L. Kincheloe & S. R. Steinberg (Eds), *Thirteen questions: Reframing education's conversation* (295-313). New York, NY: Peter Lang.
PDF available on our D2L shell
- Greene, M. (1982). Education and disarmament. *Teachers College Record*, (84)1, p128-136.
https://maxinegreene.org/uploads/library/education_disarmament.pdf
- Greene, M. (2007). *In search of a pedagogy*. Retrieved from
https://maxinegreene.org/uploads/library/search_p.pdf
- Harmon, K.A. (2004). *You are here: Personal Geographies and other maps of the imagination*. New York: Princeton Architectural Press.
- Horowitz, A. (2013). The animals among us. In A. Horowitz, *On looking: Eleven walks with expert eyes* (pp. 113-138). New York, NY: Scribner.
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- Hughes, A. S. (2004). Getting the idea: An introduction to concept learning and teaching in Social Studies. In A. Sears & I. Wright (Eds.), *Challenges and Prospects for Canadian Social Studies* (pp. 236-246). Vancouver: Pacific Educational Press.
PDF available on our D2L shell
- Hurren, W. (2004). School geography and academic geography: Spaces of possibility for teaching and learning. In I. Wright (Eds.), *Challenges and Prospects for Canadian Social Studies* (118-125). Retrieved from http://www.learnalberta.ca/content/sspp/html/pdf/school_geography_and_academic_geography.pdf

- Johnston, A. & Claypool, T. (2010). Incorporating a multi-method assessment model in schools that serve First Nations, Inuit and Métis learners. *Native Studies Review* (19)2, 121-138. Retrieved from <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=65339418&site=ehost-live>
- Johnson, D. H. (2009). The cultivation of children's bodies towards intricate thinking and sensitive behavior. In S. Shapiro (Ed.), *Education and hope in troubled times: Visions of change for our children's world*. New York, NY: Routledge. <https://www.taylorfrancis.com/ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203881859-17/cultivation-children-bodies-toward-intricate-thinking-sensitive-behavior-hanlon-johnson>
- Korten, D. (2019). A 21st century economics for the people of a living earth (version 2). Living Economies Forum. Retrieved from: <https://davidkorten.org/a-21st-century-economics-for-the-people-of-a-living-earth/?fbclid=IwAR3KVAYV67iZK1PdL121F8JcIWZppJR3i52AuOeaAW042fbW814I8Lz7KaM>
- Keddie, A. (2011). Educating for diversity and social justice. In A. Keddie, *Educating for diversity and social justice*, 150-162. New York, NY: Routledge.
Available at:
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=958249>
**E-book Central license permits only one online user at a time; per day, a user may print to PDF up to 47 pages
- Kumashiro, K. (2002). Theories and practices of antioppressive education. In K. Kumashiro, *Troubling education: Queer activism and anti-oppressive pedagogy*, 31-75. New York, NY: Routledge. <http://ebookcentral.proquest.com/lib/ucalgary-ebooks/detail.action?docID=672522>
- Lunch, N. (2019). Cultural preservation and climate justice. *The Ecologist*. Retrieved from: <https://theecologist.org/2019/jul/18/cultural-preservation-and-climate-justice>
- MacDonald, J. (Forthcoming). A poor curriculum in urban space: An atlas for ethical relationality. In T. Strong-Wilson, C. Ehret, D. Lewkowich, S. Chang-Kredl (Eds.), *Provoking Curriculum Encounters: New Engagements with the Curriculum Theory Archive*. New York, NY: Routledge <https://www.taylorfrancis.com/ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780429058110-4/poor-curriculum-urban-spaces-jennifer-macdonald>
- McIntosh, P. (1989). Unpacking the invisible knapsack. *Peace and Freedom Magazine July/August*, 10-12. Retrieved from https://nationalseedproject.org/images/documents/Knapsack_plus_Notes-Peggy_McIntosh.pdf
- Michael Marker (2018): There is no place of nature; there is only the nature of place: animate landscapes as methodology for inquiry in the Coast Salish territory, *International Journal of Qualitative Studies in Education*, DOI: 10.1080/09518398.2018.1430391
<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/09518398.2018.1430391>
- Noddings, N (2007). Curriculum for the 21st century. *Educational Studies in Japan: International Yearbook*, (2) December. 75-81. Retrieved from <https://eric.ed.gov/?id=EJ842882>

O'Donnell, D. (2018). *Haircuts by children and other evidence for a new social contract*. Toronto, ON: Coach House. Retrieved from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4810144>

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OECD (2018). *The future of education and skills: Education 2030*. Retrieved from: [https://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf?fbclid=IwAR3hBe0LcUQgyBUKVu3oscPvrsY-H37gM7ZTcHtON2Elgr_T5UATBCdJV-Q](https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf?fbclid=IwAR3hBe0LcUQgyBUKVu3oscPvrsY-H37gM7ZTcHtON2Elgr_T5UATBCdJV-Q)

Okri, B. (1998). The joys of storytelling III. In B. Okri, *A way of being free*, (109-126). London, UK: Phoenix House. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4753871&ppg=53>

Pare, A. (2014). Map of the lake. In A. Pare, *Lake of two mountains*, (17-20). London ON: Brick Books. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5193801&ppg=21>

Paulnack, K. (2009). We need music to survive. *The Christian Science Monitor*. 28. Retrieved from <https://www.csmonitor.com/Commentary/Opinion/2009/0604/p09s02-coop.html>

Pelletier, D. (2000). Life in residential schools: A response to Shirley Sterling's My Name is Seepetza. *Language and Literacy* (2)2, 1-4. Retrieved from <https://journals.library.ualberta.ca/langandlit/index.php/langandlit/article/view/17642>

Phenix, P. (1975). Transcendence and the curriculum. In W.F. Pinar (Ed.), *Curriculum theorizing: The reconceptualists*, (319-337). Berkeley, CA: McCutchan.
PDF available on our D2L shell

National Council for the Social Studies. (2017). *Powerful, purposeful pedagogy in elementary school social studies*. Retrieved from <https://www.socialstudies.org/positions/powerfulandpurposeful>

Ruitenber, C.W. (2007). Here be dragons: Exploring cartography and educational theory and research. *Complicity: An International Journal of Complexity and Education* (4)1, 7-24.
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=32917385&site=ehost-live>

Rush, E. (2019). Atlas with shifting edges. *Emergence Magazine*. Retrieved from: https://emergencemagazine.org/story/atlas-with-shifting-edges/?fbclid=IwAR1sQmSoqC032g_Ap6bFnrUdlrqsIp-iSw0wx-copCn08Ex84nfE16AGKwg

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*, (2)1, 8-18. Retrieved from <https://ssc.teachers.ab.ca/SiteCollectionDocuments/OneWorldInDialogue/OneWorld%20inDialogue%202012%20v2n1.pdf>

Seidel, J. & Rokne, A. (2011) Picture Books for Engaging Peace and Social Justice with Children. *Diaspora, Indigenous, and Minority Education*, (5:4), 245-259. <http://dx.doi.org/10.1080/15595692.2011.606007>
<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/15595692.2011.606007>

- Seixas, P. (2006). Benchmarks of historical thinking: A framework for assessment in Canada. *Centre for the Study of Historical Consciousness*. Retrieved from http://historicalthinking.ca/sites/default/files/files/docs/Framework_EN.pdf
- Sensory, O. & DiAngelo, R. (2014). Respect differences: Challenging the common guidelines in social justice education. *Democracy and Education*, 22(2), 1-10. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=102636541&site=ehost-live>
- Simpson, L. B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education & Society* (3)3, 1-25. Retrieved from <https://jps.library.utoronto.ca/index.php/des/article/view/22170/17985>
- Tait, L. (2016). Successful assimilation. In J. Seidel & D. W. Jardine (Eds.), *The ecological heart of teaching: Radical tales of refuge and renewal for classrooms and community* (17-18). New York, NY: Peter Lang. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/45157206>
- Thornton, T. F. & Thornton, P. M. (2015). The mutable, the mythical, and the managerial: Raven narratives and the Anthropocene. *Environment and Society: Advances in Research* 6 (pp. 66–86) doi:10.3167/ares.2015.060105 <https://link.gale.com/apps/doc/A431446851/PPES?u=ucalgary&sid=bookmark-PPES&xid=994812e34>
- Turnbull, D. (2000). Masons, tricksters and cartographers: Comparative studies in the sociology of scientific and Indigenous knowledge. In D. Turnbull, *Tricksters and cartographers: maps, science and the state in the making of a modern scientific knowledge* (pp.91-131). London, UK: Taylor & Francis Group. Retrieved from: <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9780203304587-10/tricksters-cartographers-maps-science-state-making-modern-scientific-knowledge-space-david-turnbull>
- Turnbull, D. (2003). From rationality to messiness: Rethinking technoscientific knowledge. In D. Turnbull, *Tricksters and cartographers: maps, science and the state in the making of a modern scientific knowledge* (pp.1-18). London, UK: Taylor & Francis Group. Retrieved from <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9780203304587-7/introduction-rationality-messiness-rethinking-technoscientific-knowledge-david-turnbull>
- UN News (2019, July 9). Global response to poverty and environmental goals ‘not ambitious enough’. Retrieved from: https://news.un.org/en/story/2019/07/1041491?fbclid=IwAR36YpIIdKIs7QIYw8pmqDMzARmLu0_D0LRLzRQdd_e0UQ8khfo19tk2xMs
- Vargas Roncancio, I., Temper, L., Sterlin, J., Smolyar, N. L., Sellers, S., Moore, M., Melgar-Melgar, R., et al. (2019). From the Anthropocene to Mutual Thriving: An Agenda for Higher Education in the Ecozoic. *Sustainability*, 11(12), 3312. MDPI AG. Retrieved from <http://dx.doi.org/10.3390/su11123312> <https://www.mdpi.com/2071-1050/11/12/3312>
- Vaught, S.E. & Castagno, A.E (2008) “I don't think I'm a racist”: Critical Race Theory, teacher attitudes, and structural racism. *Race, Ethnicity and Education*, (11:2), 95-113. DOI: 10.1080/13613320802110217 <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/13613320802110217>

Warburton, N. (2019). The interoceptive turn. *AEON*. Retrieved from <https://aeon.co/essays/the-interoceptive-turn-is-maturing-as-a-rich-science-of-selfhood>

Zazzera, E. D. (n.d.). First you make the maps. *Laphams Quarterly*. Retrieved from: <https://www.laphamsquarterly.org/roundtable/first-you-make-maps>

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Contemporary Pedagogical Challenges in Social Studies	Learning Task descriptions are provided in detail in the section called “Learning Task 1”	Individual or Group	30%	October 1, 2021
Curriculum Learning (Unit) and Assessment Plan	Learning Task descriptions are provided in detail in the section called “Learning Task 2”	Individual	40%	October 20, 2021
Design Your Own Learning Adventure	Learning Task descriptions are provided in detail in the section called “Learning Task 3”	Individual or Group	30%	October 29, 2021

WEEKLY COURSE SCHEDULE:

**** PLEASE NOTE – THE ASSIGNMENT DEADLINES AND 1ST TWO WEEKS’ SCHEDULE ARE OUTLINED BELOW. THE WEEKS FOLLOWING WILL BE DETERMINED AS THE COURSE UNFOLDS.**

Date	Topic	Readings and Tasks	Due Dates
Sept 8-10	<ul style="list-style-type: none"> • Introductions and getting to know one another • Discussion of course outline and assignments • Truth and Reconciliation 	Truth and Reconciliation Commission of Canada (2015). <i>Calls to Action</i> . http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf First Nations Child & Family Caring Society of Canada (nd). <i>Spirit Bear’s Guide to the Truth and Reconciliation Commission of Canada Calls to Action</i> .	

		https://fncaringsociety.com/sites/default/files/child_friendly_calls_to_action_web.pdf	
Sept 13-17	TBA	<p>Davis, W. (2008). The worldwide web of belief and ritual. TED2008. https://www.ted.com/talks/wade_davis_on_the_worldwide_web_of_belief_and_ritual</p> <p>Gradual Civilization Act (Canadianhistory.ca) https://canadianhistory.ca/natives/native-activism/1850s-1914/gradual-civilization-act?fbclid=IwAR0ane_Uo0MsM8NB4W8HGrbKXWBSYGdFMYbw2g4sq11Sj0Y6ZPzjMGXYuHo</p> <p>First You Make the Maps https://www.laphamsquarterly.org/roundtable/first-you-make-maps</p>	
Sept 20-24	TBA		
Sept 27-Oct 1	TBA		DUE – Learning Task #1 (October 1 st)
Oct 4-8	TBA		
Oct 11-15	TBA		
Oct 18-22	TBA		DUE – Learning Task #2 (October 20)
Oct 25-29	TBA		DUE – Learning Task #3 (October 29)

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

There are THREE required Learning Tasks for this course.

1. LEARNING TASK 1: *Teaching and Learning Challenges – Informed by Social Studies Literature (individual or group)*

DUE: October 1st

(Leading the class seminar may be done on Oct 1st or Oct. 4th. A sign-up sheet will be provided. Handout is due October 1st regardless of your presentation date).

Learning outcomes include:

- a) To engage personally and creatively with issues and challenges that may arise when preparing for teaching or during teaching (choose something from your last field experience)
- b) To consider the parameters, nature and challenges of critical and creative responses to issues that arise in Social Studies teaching and learning
- c) To learn about contemporary Social Studies research and professional literature from each other and together AND to consider (and practice) how engaging the research/professional literature of the field might support our teaching and learning environments
- d) To practice engaging in *research-informed* professional conversations
- e) To learn about assessment of children's learning while designing assessment for our own learning.
- f) To support preparations for the curriculum learning and assessment plans.

Part 1: Choose and describe (in a descriptive paragraph) a challenge or issue that you experienced or witnessed during your field experiences. Choose at least 3 readings related to this challenge. Start with the course reading list, but if what you need is not there, consult with the instructor, the research librarians, or search recent research journals yourself (the instructor can provide suggestions). We will share our chosen topics during class by, and there will be time to discuss possible readings. Consider how addressing or navigating (or solving) your challenge or issue might be informed or inspired by the literature you have chosen.

Part 2: 15 minute seminar style presentation on September October 1 or 4th. Time allotted depends on how many presentations we will have. Prepare a concise 2-3 page handout for the class. The handout should minimally include a paragraph description of the challenge/issue, questions this raises for you, the three (or more) professional resources that may assist in facing this challenge or framing it in a new way, and suggestions (can be bullet points) for answering your questions (could be about practice, planning, lesson or curriculum planning design, assessment etc.). Directly link these suggestions to the literature with citations and make clear links to how the literature helps us understand the issue, problem or question.

Part 3: Self-Assessment Reflection (due the class following your presentation – October 4 or 6th). Not more than 300 words.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

In accordance with good assessment practices, The Teaching and Learning Challenges assignment will be graded by self-assessment *in consultation with the instructor*. We will design the assessment criteria together during the second week of class, with an eye/mind towards what it is like to design learning and assessment activities for, *and with*, children.

Along with your presentation and handout, please also compose a short reflective assessment essay of not more than 300 words. Each person will hand in their own reflective essay (if you worked in a group). 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 assessment for diverse learners (e.g. What is good work and how do we know? What information do we gain as teachers about student *learning* from student's work and how do we use this information to plan for their day-to-day learning and growth? What kinds of documentation might we use to share with parents, children and administration? How do we engage children in assessment of their own work? How might we actually design assessment in collaboration *with children*, etc.). Engaging in designing assessment together will support you in your curriculum learning planning in this course and others, in your field experiences, and in imagining the possibilities of collaborative assessment design with children.

2. LEARNING TASK 2: Curriculum Learning and Assessment Plan (individual)

DUE: October 20

For this assignment, you will design a curriculum learning plan, illustrative of key aspects of theory introduced in the course. Examples of possible themes/topics will be shared, and time will be given to discuss work-in-process during class.

1. Designing a curriculum plan for learning and an assessment to support deep understanding of a key disciplinary concept and/or competency(s).
 2. Include a rationale for the learning plan, as supported by theory and discipline.
 3. Discussion of practicalities of enacting this learning and assessment plan: fitting it into a larger context/concept, integration of effective formative assessment strategies for scaffolding and adapting to the needs of diverse learners.
- A. Plan Title, Subject Area, and Topic** – *The theme or topic of your curriculum learning plan.* This should be developed in consultation with your instructor and should be clearly and specifically titled.
- B. Reference to Alberta Education Curriculum or standards**, as it applies to your Social Studies (and can be interdisciplinary). Identify how and where your learning plan fits within the Alberta Program(s) of Study.
- C. Grade Level(s)** – *Can be a single grade or multi-grade classroom scenario.*
- D. Curriculum Plan Rationale** – *Provide a paragraph explanation.* This rationale should clearly explain WHY this topic/theme is important (as if you were explaining it to children, children's adults, or school administration). It must be connected to the Program of Study and the TQS. We will SHARE our draft rationales in class at a date to be determined. This is one of the MOST important parts of your plan.
- E. Learning Outcomes** – describe the learning outcomes for the overall curriculum plan (longer term). In your

“lesson” plan ideas, describe the shorter-term learning outcomes or goals that build student understanding and scaffolding. We will discuss in class what “lesson” plan ideas can look like for this project.

- F. Key Instructional Practices** – Details about the main practices and processes for teaching and learning. How are students going to learn the content? How will you know? How will you differentiate? Will the students work as a whole class, in groups, or individually (why, when and how)? How will you scaffold activities? Provide a list of possible resources and materials. How will these be used? These questions are a starting point only. We will discuss more in class and directly tie them to your particular chosen topics.
- G. List of Sources** – All sources consulted in preparation of the curriculum plan should be listed. Note: multiple sources are expected. Reference list must be in APA.
- H. List of Materials** – Create a list of materials and resources that are available to the children and the teacher(s). *THIS SHOULD BE THE FIRST STEP OF YOUR PLANNING! Once you know what is available to you and the children, you will be able to shape the learning plan around resources.*
- J. Learner Differentiation/Explanation of how the curriculum plan addresses diverse students’ needs**
Demonstrate how your plan addresses the interests and needs of diverse learners. Refer to the TQS and align your explanation with the Standards. How does your plan support children’s autonomy and self-determination in their own learning and becoming?
- K. Creativity and Innovation** Detail how your curriculum plan will include a variety of learning and teaching practices and processes. Consider how your plans might be interdisciplinary and include media and technologies (the technology you use might not be what first comes to mind when we hear the term ‘technology’).

***** CONSIDER the ways that your curriculum learning plan may be reproducing the structures of oppression including racism, colonialism, ableism, gender violence, and violence against the Lifeworld (the biodiversity of life that supports our being and becoming). Note these (even if only for yourself). This is our struggle as teachers. We have inherited a schooling system and schooling culture that remains deeply entrenched in these oppressive systems and reproduces them despite our desire to do it otherwise. Many of these practices and structures are invisible or taken for granted. Noticing this in our own personal and collective practices, actions, and thinking is the first step of working together to untangle ourselves and heal our relations and world(s).**

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

In collaboration with your peers and instructor, we will develop the assessment criteria based on the five key themes:

	Emergent	Satisfactory	Good	Outstanding
Build and deepen understanding Help develop strong learning tasks that focus students on issues, questions and problems central to the discipline.				
Informed by disciplinary knowledge/Programs of Study Makings meaningful connections to ways of thinking about the discipline,				

and in alignment with the Programs of Study in your disciplinary area.				
Authentic and engaged learning Learning is meaningful and relevant to students and to the broader community, and that are of real concern and central to the discipline.				
Holistic, non-violent assessment Assessment of learning provides a comprehensive and holistic picture of student learning and competencies.				
Differentiated learning Addresses the diversity and range of students' needs (must include three ways in which your plan addresses the diverse needs of students, one of which must include ELL strategies or integration).				

2. LEARNING TASK 3: Design your own learning adventure (individual or group)
Due: October 29th, 2021

You may design your own learning project for this final Social Studies assignment. Ideas will be discussed in class during the first week. You may choose to tie this assignment directly into Learning Task #1 (as part 1 and 2 of the same assignment). The process for informing the instructor of your assignment choice will be discussed and completed in class or on D2L.

In the spirit of adult learning theories, particularly autonomy and self-determination theory (we will discuss in class), create your own learning task. The purpose of this is for us to feel, for ourselves, what learning in this way feels like so that we may create experiences like this for children. In consultation with the instructor, and in reflecting what you are learning in other courses (including Interdisciplinary and Assessment), design learning goals and outcomes for yourself. Assessment will be collaboratively designed through an iterative process. The purpose (learning outcome) of this assignment is to engage with your own learning and design process (to explore how outcomes are met and 'measured', and to learn from other's process, in order to thoughtfully apply this in your own future classrooms). An additional purpose is for you to have the opportunity to explore and inquire into something that matters to you and is related to the discipline of Social Studies and to becoming a teacher.

Examples:

- Follow up on something that you were working on in your SS course last year or in your Field Experience... something that you are still thinking about... that is calling out for you to respond or think and learn more about it.
- Participate in the Pam Palmater's Reconciliation Book club (online)

- <https://www.youtube.com/watch?v=JsGNYGbWYC8>
- Pedagogical engagement with contemporary politics in Alberta or Canada or globally. (e.g. The Alberta government's draft curriculum).
- Write an article or book review for submission to an academic or teaching journal.
- Write a book review of a book (academic, teaching resource, or children's resource) that supports Social Studies teaching.
- Create an arts-based response to a children's resource (i.e. picture book, film) related to a Program of Studies outcome.
- Create a social engagement/learning project to implement in Werklund or on U of C campus.
- Visit a place that would be appropriate for a Social Studies (or Interdisciplinary) field trip and plan a field trip in alignment with SS Program of Study learning outcomes

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

You will be designing the assessment criteria in relation to your project and your own learning.

- Articulate a clear, insightful and persuasive argument
- Draw upon relevant evidence from the readings to support the argument
- Demonstrate an emerging understanding of concepts and theories related to the teaching of the discipline
- Use an appropriate mode of expression in a way that is sophisticated, clear and accurate.
- Include at least 2 peer-reviewed references and cited in APA 6

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. PLEASE ARRIVE TO OUR VIRTUAL CLASSROOM ON TIME AND LEAVE YOUR CAMERA ON IF POSSIBLE (we will discuss this in our first class). As a member of a professional 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 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 Kyle Corry,
esa@ucalgary.ca.

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