UNIVERSITY OF CALGARY

AB

EDUC 535.19 Specialization II, Secondary Social Studies
Fall 2024

LAND ACKNOWLEDGEMENT:

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

Class Dates: September 3, 2024, to October 25, 2024

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

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

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 Social Studies Specialization Seminar II is to deepen your understanding of the practical aspects of teaching within the specialization and to connect this practice with specific theoretical concepts. While this second specialization course focuses more on practical knowledge, you will also refine your knowledge of 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 Curriculum and draw on practical classroom observation from the field experience to participate in meaningful discussion and to connect these observations with a vision for your own teaching. The emphasis of the course is on designing for student learning (subject-specific; assessment to strengthen student learning and improve instruction; and designing for inclusion, differentiation, and inquiry).

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

LEARNER OUTCOMES:

In this course, students will:

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 Programs of Study) and *intentions* (learning objectives) across the units in a grade from the Alberta Programs of Study.

3) Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.

COURSE DESIGN AND DELIVERY:

This course will be delivered face-to-face at the Werklund School of Education. There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2l.ucalgary.ca).

RESOURCES:

See Weekly Course Schedule

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
#1 Group Inquiry Presentation	A group will respond with a presentation to an inquiry question that emerges from exploring the front matter of the Alberta Social Studies Program of Study (Alberta Education, 2005).	Group	40%	September 20, 2024
#2 Design a Unit and Assessment Plan	Using the Understanding by Design (Wiggins & McTighe, 2005) and Understanding by Design Framework (McTighe & Wiggins, 2012), students apply theoretical knowledge to the design of a longer-term social studies unit and assessment plan.	Individual	40%	October 18, 2024,
#3 Student-Led Discussion Group-Part One	Part One - Students will lead a group discussion and learning activity on one of five core articles to support their conceptual understanding of social studies. The summary of the group discussion and learning activity will be shared with the class as a group learner artifact. The class will add to the findings through lived experiences.	Individual	5%	Summary of the group learning artifact submitted to the instructor at the end of the selected discussion class. (Part One)
Evolving Conceptual Understanding of Social Studies-Part Two	Part Two - Applying class discussions, course readings, field experiences and other resources, students provide a critical reflection to articulate their evolving vision for social studies teaching, learning, and planning.	Individual	15 %	October 25, 2024 (Part Two)

The final mark for the course will be calculated out of 100%, based on the weighted percentages for the individual and group assessments noted above. The assessment criteria for Learning Tasks are connected to the rubrics.

Date	Topic	Readings and Tasks	Due Dates
Week One **Wednesday, September 4**	**Why are you passionate about social studies?** **What is the Alberta Program of Studies asking of social studies educators?** **What are the essential components of inquiry-based pedagogy in social studies?**	• Connecting and reflecting on our social studies experiences. • Course expectations and overview. • Sign up to lead a discussion group. • Key components of Inquiry-Based Learning. • Visualizing and bringing to life Alberta's planned curriculum. • Developing an inquiry question. **Readings and Resources** • Alberta Education. (2005). *Social studies kindergarten to grade 12: Program rationale and philosophy* (pp. 1-10). Alberta Education. https://education.alberta.ca/media/159594/program-of-studies-k-3.pdf • Crombie, S. (2014, May 26). *What is inquiry-based learning*? [Video]. YouTube. https://www.youtube.com/watch?v=u84ZsS6niPc • First Nations Education Steering Committee. (2007). First Peoples principles of learning. https://www.fnesc.ca/first-peoples-principles-of-learning/ • Pottie, E. Eskasoni elder bringing "two-eyed seeing int the classroom. https://www.cbc.ca/news/canada/nova-scotia/eskasoni-elder-bringing-two-eyed-seeing-into-classroom-1.6388379 • Mackenzie, T. (2016) *Bringing inquiry-based learning into your class: A four-step approach to using a powerful model that increases student agency in learning.* https://www.edutopia.org/article/bringing-inquiry-based-learning-into-your-class-trevor-mackenzie/ • Yard, B. (2021). Two-eyed seeing: Humber's new early childhood initiative aims to change the way we think about land-based paly. https://humber.ca/today/news/two-eyed-seeing	

		Additional Resources • Highlights of the draft social studies design blueprint (Dec 2021) and the draft K-6 curriculum (March 2021). Learn Alberta. https://www.alberta.ca/curriculum-social-studies.aspx • Thomas, R. (20017) [Video].YouTube. Etuaptmumk: Two Eye Seeing https://www.youtube.com/watch?v=bA9EwcFbVfg	
Week Two **Wednesday, September 11**	**What vision of social studies deeply resonates with you?** **Through which vision do you want to teach social studies to apply appropriate citizenship competencies?** **How will you use the Alberta Social Studies Program of Study (Alberta Education, 2005) to enact purposeful teaching?**	• Citizenship Education Matrix - Reflecting on where you currently stand and where your social studies teacher(s) stood. • Sharing of inquiry questions and work to receive feedback. • Learning Assessment Task One group work continued. • **First student-led discussion** on *Purposeful teaching in elementary social studies* article. Please read and come prepared to discuss: Case, R. & Abbott, M. (2008). Purposeful teaching in elementary social studies. In R. Case & P. Clark (Eds.), *The anthology of social studies: Issues and strategies for elementary teachers* (pp. 8-17). https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/23105355920004336?auth=SAML **Additional Resources** • Clarke, P. & Case, R. (2008). Four defining purposes of citizenship education. In R. Case & P. Clark (Eds.), *The anthology of social studies: Issues and strategies for secondary teachers* (pp. 41-53). https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/23105355940004336?auth=SAML • 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. (2014, January 24). An introduction to discipline-based inquiry. [Video]. YouTube https://www.youtube.com/watch?v=RVhKTMFCgq0 • Scott, D, (2019). Reconsidering inquiry in the social studies classroom [PowerPoint]. **Power point is posted in D2L**	

		• 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. https://ssc.teachers.ab.ca/SiteCollectionDocuments/OneWorldIn Dialogue/OneWorld%20inDialogue%202012%20v2n1.pdf • Sears, A. (2004). In search of good citizens: Citizenship education and social studies in Canada. In A. Sears & I. Wright (Eds.), *Challenges & prospects for Canadian social studies* (pp. 91-106). https://www.learnalberta.ca/content/sspp/html/pdf/in_search_of_good_citizens.pdf	
Week Three **Wednesday, September 18**	**Why are social studies teachers resistant to teaching Francophone perspectives in Alberta?** **How can students be critical friends to provide feedback and learn together?**	• Learning Assessment Task One group work continued. • Formative feedback from critical friends on Learning Assessment Task One. • **Second student- led discussion** *on Social Studies Teachers' Resistance to Teaching Francophone Perspectives in Alberta* article. Please read and come prepared to discuss: Gani, R., & Scott, D. (2017). Social studies teachers' resistance to teaching Francophone perspectives In Alberta. *International Journal of Historical Learning, Teaching and Research, 15*(1), 34-48. https://www.history.org.uk/secondary/resource/9330/social-studies-teachers-resistance-to-teaching-fr	**Submit Learning Assessment Task One to the Drop Box by 11:59 pm on September 20, 2024.**
Week Four **Wednesday, September 25**	**What are the critical components of the Understanding by Design (UBD) Model and how will you use the model to ensure a lesson planned is lived in teaching practice?**	• Presentation of Learning Assessment Task One Group Inquiry to class. • Reviewing the tenets and key stages of UBD Framework. • Expectations for Learning Assessment Task Two. **Readings and Resources** • Alberta Assessment Consortium. (2013). *Classroom materials performance assessments*. https://aac.ab.ca/materials/ Username – teachers; Password – master (case sensitive) • Davis, J.L. (2005). *Crafting enduring understandings and essential questions*, Region 10 Education Service Center. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCAL G_INST/citation/23105356040004336?auth=SAML	

How should assessment tasks be designed to promote and provide opportunities for students to show deeper understanding?	• Fanwood, Scotch (2009, December 9). *Using understanding by design to create meaningful units of study*. [LinkedIn SlideShare]. https://www.slideshare.net/jdumaresq/understanding-by-design-the-basics	
	• Galileo Educational Network (2020)*. Classroom examples*. https://galileo.org/classroom-examples/	
	• Galileo Educational Network Association (2015). *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 https://inquiry.galileo.org/ch2/developing-and-working-with-a-great-idea/	
	• Leahy, S., Lyon, C. Thompson, S. & Williams, D. (2011). Classroom assessment: Minute by minute, day by day. https://pdo.ascd.org/LMSCourses/PD11OC101M/media/FA_M03_Reading_02_Classroom-Assessment.pdf	
	• McTighe, J. & Wiggins, G. (2012). Understanding by design framework. ASCD. https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf	
	• Scott, D. & Bailey, D. (2021). Reframing inquiry in education: Designing for a living curriculum. In D. Scott & J. Lock (Eds.), *Teacher as Designer: Design Thinking for Educational Change* (pp. 23-39). Springer. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2759020&site=ehost-live&ebv=EB&ppid=pp__C3_BE_C3_BF23	
	• *UBD in a nutshell*. https://jaymctighe.com/wp-content/uploads/2011/04/UbD-in-a-Nutshell.pdf	
	• Wallingford Public Schools (October 2007). *K-12 enduring understandings and essential questions*. https://www.wallingford.k12.ct.us/uploaded/Curriculum/SOCIAL_STUDIES_K-12/SS_K-12_EUs_&_EQs.pdf	
	• Wiggins, G., & McTighe, J. (2005). *Understanding by design. Chapter 1 Backward Design.* Association for Supervision and Curriculum Development*. (pp.13-34) https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-	

ebooks/reader.action?ppg=13&docID=3002118&tm=152884047
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Additional Resources

- [AITSL]. (2017, August 29). *Formative assessment in the classroom.* [Video]. YouTube https://www.youtube.com/watch?v=9FZR3-l8Y5Y

- [Edutopia]. (2010, July 19). *How differentiated instruction and formative assessment work at Forest Lake Elementary.* [Video]. YouTube. https://www.youtube.com/watch?v=gFXbuE-21I4

- Fenner, Diane. (2016, December 9). *Scaffolding ELA and social studies for ELLs*. https://supported.com/wp-content/uploads/0-OCMBOCES_Scaffolding_PPT_FINAL.pdf

- Learn Alberta (2014). *Summaries of critical challenges aligned to various grades in the Alberta social studies program*. https://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm?grade=1

- Lewis, Beth. (2020, February 11). *Scaffolding instruction strategies*. https://www.thoughtco.com/scaffolding-instruction-strategies-2081682

- Martinelli, Marlana. (2018, March 21). *19 simple student accommodations that work*. https://www.weareteachers.com/19-simple-student-accommodations-that-work/

- [Measuredprogress]. (2011, January 13). *The formative classroom: Real teachers, real students, real process.* [Video]. YouTube. https://www.youtube.com/watch?v=rL54bfmZPzY

- Mulvahill, Elizabeth. (2021, July 9). *15 ways to scaffold learning*. https://www.weareteachers.com/ways-to-scaffold-learning/

- The Critical Thinking Consortium (2016). *Critical discussions*. https://tc2.ca/en/creative-collaborative-critical-thinking/resources/professional-library/

- Wormeli, Rick. (2010, November 30). *Assessment and grading in the differentiated Classroom*. [Video]. YouTube. https://www.youtube.com/watch?v=rJxFXjfB_B4&feature=youtu.be&list=PLs8CQn-vIjyXXq8d3iJhDa3Pa5MU97AU

Week Five **Wednesday, October 2**	**How can we use historical thinking to bring a lesson to life?**	• Continue with work on Learning Assessment Task Two. • **Third student-led discussion** *on Engaging students in learning history* article. Please read and come prepared to discuss: Fielding (2005) Engaging students in learning history. *Canadian Social Studies*, 39(2). https://files.eric.ed.gov/fulltext/EJ1073994.pdf **Readings and Resources** • Scott, David. (2019). *Historical thinking in practice* [PowerPoint] **Posted in D2L** • The Critical Thinking Consortium. Teaching Historical Thinking (2020). https://tc2.ca/en/creative-collaborative-critical-thinking/resources/thinking-about-history/ **Additional Resource** • Heyking, A. (2004). Historical thinking in the elementary years: A review of current research. Canadian Social Studies, 39(1). https://files.eric.ed.gov/fulltext/EJ1073974.pdf	
Week Six **Wednesday, October 9**	**How do we approach teaching for change and multicultural curriculum reform?** **How do we address in our teaching societal inequalities to create paths to healing, reconciliation and justice?**	• Creating a mission statement articulating how you will address teaching societal inequalities to create paths for healing, reconciliation and justice. • **Fourth student-led discussion** on *Why white students need multicultural and social justice education* article. Please read and come prepared to discuss: Eakins, Sheldon. (2020, June 7). Why white students need multicultural and social justice education. https://www.cultofpedagogy.com/white-students-multicultural-ed/ **Additional Resources** • Banks. James. (2006). Approaches to multicultural cultural reform. in Race culture and education: The selected works of John Banks. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9780203088586-28/approaches-multicultural-curriculum-reform-james-banks	

		• Davis, Matt. (2016, September 8) Preparing for cultural diversity: Resources for teachers. https://www.edutopia.org/blog/preparing-cultural-diversity-resources-teachers • Framing brave conversations about race and ethnicity. https://www.cps.edu/sites/equity/#:~:text=In%20conversations%20about%20race%20and,deeply%20personal%20and%20oftentimes%20emotional. • Schawartz, Sarah (2020, June 2). 15 classroom resources for discussing racism, policing, and protest. https://www.edweek.org/teaching-learning/15-classroom-resources-for-discussing-racism-policing-and-protest/2020/06 • Your ATA Library. (2020) Featured Books. https://teachers-ab.libguides.com/antiracism • Your ATA Library. (2020). Lesson plans https://teachers-ab.libguides.com/c.php?g=717443&p=5120546	
Week Seven **Wednesday, October 16**	**How can we avoid teaching Indigenous perspectives in ways that are superficial and ultimately seen through Euro-Western lenses?** **Why are we all treaty people?**	• Formative feedback for Learning Assessment Task Two through critical friendships. • **Fifth student-led discussion** on *Gakina Gidagwi'igoomin Anishinaabewiyang: We are all Treaty People, understanding the spirit and intent of the Treaties matters to all of us* article**.** Please read and come prepared to discuss: Duhamel, K. (2018). Gakina Gidagwi'igoomin Anishinaabewiyang: We are all Treaty people, understanding the spirit and intent of the Treaties matters to all of us. Treaties and the Treaty relationship, *Canada's History Society*, 11-15 https://www.canadashistory.ca/CNHS/media/CNHS/cnhs-media/PDFs%20and%20Powerpoints/EN/CHDig2018Treaties.pdf **Additional Resources** • Alberta Regional Consortia. (2020). *Empowering the spirit: educational resources to support reconciliation.* https://empoweringthespirit.ca/ • 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	**Submit Learning Assessment Task Two to the Drop Box by 11:59 pm on October 18, 2024.**

| | | • Donald, D. (2009). Forts, curriculum, and indigenous métissage: Imagining decolonization of Aboriginal Canadian relations in educational contexts. *The Journal of the Manitoba First Nations Education Resource Centre*, 2(1), 1-24. https://mfnerc.org/wp-content/uploads/2022/10/004_Donald.pdf

 • Learn Alberta (2015). *Guiding voices*: *A curriculum development tool for inclusion of First Nations, Metis and Inuit perspectives throughout curriculum*. https://www.learnalberta.ca/content/fnmigv/index.html

 • Truth and Reconciliation Commission of Canada. (2022). *Truth and reconciliation commission of Canada*. https://web.archive.org/web/20200505161532/http://trc.ca/about-us/trc-findings.html | |
| **Week Eight**

 Wednesday, October 23 | **What resources will I share with my peers?**

 How has my vision of social studies been challenged, altered, or changed?

 Why is social studies teaching worth the effort? | • Sharing of resources for your Teacher Toolbox.

 • Formative feedback for Learning Assessment Task Three through critical friendships.

 • Connecting effort to vision. | **Submit Learning Assessment Task Three to the Drop Box by 11:59 pm on October 25, 2024** |

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.

GENERATIVE AI:
Course participants are invited to use artificial intelligence tools, including generative AI, to gather information, review concepts, and/or to help produce assignments. However, (1) it is the student's responsibility to inform the instructor *in writing* of the intention to use such technology *in advance* of its use; (2) the student is ultimately accountable for the work they submit; and (3) any content generated or supported by an artificial intelligence tool must be cited appropriately. Misuse of these tools will be considered academic misconduct and will be treated as such.

LEARNING TASKS AND ASSESSMENTS

There are three required Learning Tasks for this course.

1. **Learning Assessment Task 1: Group Inquiry Presentation**
    Due: September 20, 2024

A group of learners will respond with a presentation to an inquiry question that emerges from exploring the front matter of the Alberta Social Studies Program of Study (Alberta Education, 2005). As part of the process, the group must choose a concept or element within the program front matter with which they have limited familiarity. The inquiry could include, for example, the teaching of Indigenous or Francophone perspectives, critical thinking, historical thinking, controversial issues, etc. Essential components and characteristics of inquiry-based pedagogy in social studies will be explored as you complete the various readings and learning assessment tasks.

The group presentation must include:

- ✓ An overarching question of inquiry.
- ✓ A rationale explaining the choice to investigate the inquiry question.
- ✓ Each member's experiences and observations related to the inquiry.
- ✓ A mixture of visuals and text effectively connecting all sections of the inquiry.
- ✓ A synthesis of the three most significant insights gained from research using scholarly articles related to the question.
- ✓ The creation of an original resource (learner artifact) to help pre-service teachers address the issue in their teaching.
- ✓ Three questions that remain resulting from the inquiry.
- ✓ How formative feedback was applied to improve the inquiry and digital presentation.
- ✓ Evidence of collaboration, equitable division of labor and communication among group members.
- ✓ Citations explicitly connected to a reference list using APA 7.

Criteria for Assessment of Learning Assessment Task 1

1. Quality of inquiry question and rationale for the meaningfulness to pre-service teachers.
2. Reflection of each group member's experiences and observations related to the inquiry.
3. Effectiveness of visuals and supporting text connecting all sections of the inquiry.
4. Clarity of synthesizing the three most important findings gained through research and connection to scholarly articles.
5. Questions resulting from the inquiry that still need to be addressed.
6. Creation of an original, practical, and meaningful resource (learner artifact) to help pre-service teachers address the issue in their teaching.
7. Application of formative feedback to improve the inquiry and presentation.
8. Documented evidence of collaboration, equitable division of labor and communication among group members.
9. Accuracy of writing and usage of APA 7 for citations and reference list.

Grading: See Rubric

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Learning Assessment Task 1 Rubric

Criteria	Performance Levels			
	Expert - 4	**Practitioner - 3**	**Apprentice - 2**	**Novice - 1**
Quality of inquiry question and rationale for the meaningfulness to pre-service teachers (5 %)	The inquiry question is excellent and very clear. There is a full rationale of its meaningfulness to preservice teachers.	The inquiry question is good and clear. There is supporting rationale of its meaningfulness to pre-service teachers.	The inquiry question is somewhat unclear and needs refinement. The rationale of its meaningfulness to preservice teachers is vague.	The inquiry question is unclear. The rationale of its meaningfulness to preservice teachers is absent and/or very vague.
Reflection of each group member's experiences and observations related to the inquiry. (10%)	The experiences and observations related to the inquiry are clearly articulated and supported with specific details.	The experiences and observations related to the inquiry are clear but not fully supported with specific details.	The experiences and observations related to the inquiry are unclear and lacks specific detail.	The experiences and observations related to the inquiry are very vague or missing.
Effectiveness of visuals and supporting text connecting all sections of the inquiry. (10%)	The visuals and supporting text are clear, relevant and engaging, effectively depicting the issues raised in the inquiry. The visuals and texts are strongly connected to all sections of the inquiry.	The visuals and supporting text are clear, depicting the issues raised in the inquiry. The visuals and texts are connected to all sections of the inquiry.	The visuals and supporting text are somewhat unclear and do not fully depict the issues raised in the inquiry. Some visuals and texts are not connected to all sections of the inquiry.	The visuals and supporting text are unclear, very vague or missing and do not depict the issues raised in the inquiry. The visuals and texts are not connected to all sections of the inquiry.
Synthesis of the three most significant insights gained from research related to the inquiry question and connected to scholarly articles. (25%)	The findings are effectively articulated in an exemplary manner, describing what was learnt by engaging in the inquiry. All findings are superbly supported by scholarly articles.	The findings are clear and articulated in a good manner, describing what was learnt by engaging in the inquiry. The findings are generally supported by scholarly articles.	Some of the findings are unclear and lacking details about what was learnt by engaging in the inquiry. Some findings are not supported by scholarly articles.	The findings are very vague or missing and are not supported by scholarly articles.
Three questions resulting from the inquiry that still need to be addressed. (10%)	The questions are clearly articulated in an exemplary manner, describing what still needs to be addressed.	The questions are clearly articulated in a good manner, describing what still needs to be addressed.	The questions are unclear and do not fully describe what still needs to be addressed.	The questions are very vague or missing and do not describe what still needs to be addressed.
Creation of an original resource (learner artifact) to help preservice teachers address the issue in their teaching. (15%)	The artifact is exemplary, original, practical and meaningful for pre-service teachers. The artifact is strongly connected to the issues of inquiry.	The artifact is good and practical for pre-service teachers. The artifact is connected to the issues of inquiry.	The artifact is not fully practical for pre-service teachers with few connections to the issues of the inquiry.	The artifact is not practical for pre-service teachers and is not connected to the issues of inquiry.
Description of how formative feedback was applied to improve the inquiry and digital presentation. (5%)	The description is exemplary and detailed.	The description is good but lacks some details.	The description is weak in most areas.	The description is extremely vague or missing.
Documented evidence of collaboration, equitable division of labor and communication among group members (10%)	The evidence of collaboration, equitable division of labor and communication among group members is exemplary.	The evidence of collaboration, equitable division of labor and communication among group members is good.	The evidence of collaboration, equitable division of labor and communication among group members is weak.	The evidence of collaboration, equitable division of labor and communication among group members is not provided.
Accurate writing, citations and reference list, APA 7 format (10%)	Exemplary usage of APA 7 for citations and reference list. The response is error-free.	Good usage of APA 7 for citations and reference list. The response has few errors.	Significant mistakes in the usage of APA 7 for citations and reference list. The response has significant errors.	Poor usage of APA 7 for citations and reference list. The response has too many errors.

2. **Learning Assessment Task 2: Design a Unit and Assessment Plan***
   Due: October 18, 2024

In this learning assessment task, you will use the Understanding by Design (Wiggins & McTighe, 2005) and Understanding by Design Framework (McTighe &, Wiggins, 2012) to design a five-page unit and assessment plan for learning and teaching to apply aspects of the theory explored in the course. Your unit will cover 5 periods of class time.

Page 1 of Learning Assessment Task 2: Identifying the Desired Result and Connection to Vision

✓ *Unit Title, Grade Level, Big Idea, Enduring Understanding and Connection to Personal Vision and Program of Study*

Clearly articulate the context of the unit within the Alberta Social Studies Program of Study (Alberta Education, 2005), including the unit title, grade level, big idea and enduring understanding the unit seeks to lead students through the curricular engagement. How does this unit reflect your vision for social studies education? Connect your vision to the key ideas from the Alberta Social Studies Program of Study (Alberta Education, 2005) front matter the unit engages.

✓ *Relevance of Essential Question*

Clearly articulate an essential question guiding the unit of study. The essential question should be thought provoking and intellectually engaging to initiate discussion and debate. The question should clearly stimulate higher-order thinking and cannot be effectively answered by recall alone.

✓ *Connection of Grade Level Learning Outcomes from the Alberta Social Studies Program of Study to the Unit Plan and Lesson Plans*

Outline the learning outcomes for the overall unit and connect them to the specific lessons. The learning outcomes must clearly define what the students should know, be able to do and appreciate by the end of the unit and lessons. The unit must identify and address at least one outcome from each domain within the Alberta Social Studies Program of Study (Alberta Education, 2005) related to knowledge and understanding, skills and processes and values and attitudes.

Page 2 of Learning Assessment Task 2: Determine Acceptable Evidence, Part 1

✓ *Summative Performance Assessment Task*

Provide a clearly articulated summative assessment performance task that requires students to apply what you want them to learn in ways that show deep understanding. How will you know they understand what it is you are trying to teach them? Ensure the knowledge, skills and values learning outcomes are strongly linked to the performance task.

This page will be the document you will give to students and parents, clearly describing the expectations (criteria) for the performance task.

Page 3 of Learning Assessment Task 2: Determine Acceptable Evidence, Part 2

✓ *Criteria Section and Excellent Section of Summative Performance Assessment Task Rubric*

Using the principles for effective rubrics, create the criteria for the rubric you will use to assess the summative assessment performance task and articulate the descriptors for the Excellent category. What will you accept as specific evidence that students understand what was taught to them? Ensure the expectations (criteria) in the performance task fully align with the criteria in the rubric.

Pages 4 and 5 of Learning Assessment Task 2: Learning Plan Instructional Sequence

✓ *Annotated Table*

Submit an annotated table showing the instructional sequence and procedures you will use to engage students with the essential question in the unit. Connect each lesson to the learning outcomes for the unit and state the goal for each lesson. Show the formative-assessment feedback loops. How will students engage in metacognition? How will you address differentiation? For example, students with special needs, English-as-a second-language learners, gifted students, students who excel at group work or independent work. How will you purposefully use technology? Note and cite the materials and resources you will need and provide links to the resources. The instructional sequence should be scaffolded to prepare students for the performance task.

Criteria for Assessment of Learning Assessment Task 2

1. Connectedness of unit title, grade level, big idea and enduring understanding to Alberta Social Studies Program of Study (Alberta Education, 2005).
2. Articulation of how the unit plan reflects the student's vision for social studies.
3. Relevance of essential question.
4. Connectedness of learning outcomes from the Alberta Social Studies Program of Study (Alberta Education, 2005) to the unit plan and lesson plans.
5. Connectedness of performance assessment task to the learning outcomes and essential question as acceptable evidence of learning.
6. Connectedness of criteria section and excellent section of the assessment rubric to the summative performance assessment task.
7. Detailed annotated table of the learning plan instructional sequence addressing student engagement, learning outcomes and goals, formative feedback loops, differentiation, metacognition, technology and resources.

Grading: See Rubric

Learning Assessment Task 2 Rubric

Criteria	Excellent
Connectedness of unit title, grade level, big idea and enduring understanding to Alberta Social Studies Program of Study (Alberta Education, 2005). **(2 marks)**	Identifies the unit title and grade level along with the big idea and enduring understanding. These offer very clear and succinctly articulated insights students will remember and can apply to their lives and are fully connected to the Alberta Social Studies Program of Study (Alberta Education, 2005).
Articulation of how the unit plan reflects the student's vision for social studies. **(4 marks)**	A very clear and sophisticated response on how the unit reflects a vision for social studies and is connected to the front matter of the Alberta Social Studies Program of Study (Alberta Education, 2005).
Relevance of the essential question **(2 marks)**	The essential question guiding the unit is thought-provoking and intellectually engaging. It will initiate discussion and debate. The question clearly stimulates higher-order thinking. The question cannot be effectively answered by recall alone.
Connectedness of learning outcomes from the Alberta Social Studies Program of Study (Alberta Education, 2005) to the unit plan and lesson plans. **(2 marks)**	Learning outcomes for unit and lesson plans clearly define a range of knowledge/understandings, skills/processes, and values/attitudes that are directly linked to the grade level and the Alberta Social Studies Program of Study (Alberta Education, 2005). What students need to be able to do and know at the end of the unit are explicitly stated.
Connectedness of performance assessment task to the learning outcomes and essential question as acceptable evidence of learning. **(10 marks)**	The desired knowledge/skills/values are strongly linked to the performance task and essential question requiring students to apply knowledge in ways that show deep understanding. The description of the task is exceptional, detailed and explicitly clear for students to understand what they must demonstrate to show evidence of learning.
Connectedness of criteria section and excellent section of the assessment rubric to the summative performance assessment task. **(10 marks)**	The criteria section and excellent section show mastery of the principles of rubric design. Students clearly understand what they must achieve to receive the grade associated with the excellent category in the performance task. The language is explicit and exceptionally clear and fully connected to the performance task.
Detailed annotated table of the learning plan instructional sequence addressing student engagement, learning outcomes and goals, formative feedback loops, differentiation, metacognition, technology and resources. **(10 marks)**	The table is annotated and very detailed showing instructional procedures to engage students with the essential question in the unit. Each lesson is explicitly connected to a learning outcome(s) with a stated goal. The table clearly articulates formative assessment feedback loops to strengthen students' understanding and inform instructional decision-making. The table articulates how differentiation will be addressed, how students will think about their thinking and how technology will be effectively used. Resources are specifically noted, cited and linked throughout the instructional sequence. Lessons are explicitly sequenced and connected to prepare students for the performance task.

* The full rubric will be posted in D2L

3. Learning Assessment Task 3, Part 1: Student Led-Discussion Group

To support the development of your conceptual understanding of social studies, you will sign up to lead a group discussion on one of five key articles (see Course Outline for student-led discussion dates). The summary of the discussion will be shared with the class as a learner artifact. The artifact can be the form of your choice.

Criteria for Learning Assessment Task 3, Part 1

For this learning assessment task, you must:

- ✓ Submit three questions through email to the instructor two days before the day of the discussion. The questions should promote critical thinking and move the group beyond the mere "facts" of the article. Consider ways to get your group to reflect on their experiences as a student and student teacher. **One question must be related to the implications for future learning and teaching. All questions must be connected to the article.** The discussion will be approximately 30 minutes.
- ✓ Develop and use a learning activity to engage your group in discussion. Let your instructor know through email the activity two days before the discussion.
- ✓ Lead the group to summarize your discussion and create a learner artifact to present the findings of the discussion and learning activity to class. The summary presentation will be approximately 15 minutes. The class will add to your findings through their lived experiences.
- ✓ Submit a digital photo of the summary learning artifact through email to the instructor at the end of the class.

Grading Criteria:

- Learners will receive 5/5 if all criteria are met to lead the discussion.
- Learners will receive 3/5 if certain criteria elements are not fully met.
- Learners will receive 0/5 for no completed work.

Learning Assessment Task 3, Part 2: Evolving Conceptual Understanding of Social Studies

Due: October 24, 2024

The purpose of this learning assessment task is to prompt a thoughtful and critical reflection on the insights gained by participating in the course. After reading and discussing the 5 core articles in the Course Outline by Case and Abbott (2008), Gani and Scott (2017), Fielding (2005), Eakins (2020) and Duhamel (2018), you will provide a multimodal response to the following question:

What are the two most significant ways your vision for social studies teaching and learning has changed or has been challenged?

Your response must include visual and textual elements, which can take several forms. For example: (a) an academic essay with accompanying images, (b) a Socratic dialogue between you and a colleague with accompanying images, (c) an illustrated story, (d) an animation, or (e) a short video, etc. Please check with your instructor if you are unsure about the modality you would like to use.

Your response must:

- ✓ Be persuasive and insightful demonstrating a personal stand and reflection.
- ✓ Be supported using relevant and varied evidence.
- ✓ Demonstrate critical analysis through connections with four core course articles.
- ✓ Demonstrate critical reflection through connections with field experiences and two other class readings or resources.
- ✓ Effectively connect visuals and texts to persuade, analyze and reflect.
- ✓ Use accurate writing and APA 7 citations connected to a reference list.

Criteria for Learning Assessment Task 3, Part 2

1. Critical reflection and analysis of the question using four core course articles.
2. Critical reflection and analysis of the question through connections with field experiences and two other class readings or resources.
3. Effective connection of visuals and texts to persuade, analyze and reflect.
4. Accuracy of writing and usage of APA 7 for citations and reference list.

Grading: See Rubric

Learning Assessment Task 3, Part 2 Rubric

Criteria	Excellent	Good	Satisfactory	Significant Improvement Needed
Critical reflection and analysis of the question using four core course articles. **(4 marks)**	The multimodal response to the question shows deep reflection and critical analysis. The response is very clear, insightful and persuasive and uses relevant evidence from the core course articles. The response demonstrates a sophisticated understanding of the concepts and theories in the core articles.	The multimodal response to the question shows good reflection and critical analysis. The response is clear, occasionally insightful and persuasive and uses evidence from the core course articles. The response demonstrates a good understanding of the concepts and theories in the core articles.	The multimodal response to the question shows satisfactory reflection and critical analysis. The response is not fully clear, insightful and persuasive, lacking some evidence from the core course articles. The response demonstrates a basic understanding of the concepts and theories in the core articles.	The multimodal response to the question does not demonstrate satisfactory reflection. Most of the critical analysis is unclear and vague. Significant evidence from the core course articles is not connected or is missing. The response needs significant improvement to demonstrate an understanding of the concepts and theories in the core articles.
Critical reflection and analysis of the question through connections with field experiences and two other class readings or resources. **(6 marks)**	The response demonstrated a deep critical reflection through connections with field experiences and two other class readings or resources.	The response demonstrated a good critical reflection through connections with field experiences and two other class readings or resources.	The response demonstrated a basic critical reflection through connections with field experiences and two other class readings or resources.	The response needs significant improvement and is not connected with field experiences and two other class readings or resources.
Effective connection of visuals and texts to persuade, analyze and reflect. **(3 marks)**	The visuals and texts are strongly connected to persuade, analyze and reflect.	Most visuals and texts are connected to persuade, analyze and connect.	Some visuals and texts are connected to persuade, analyze and connect.	Visuals and texts are not connected to persuade, analyze and connect.
Accuracy of writing and usage of APA 7 for citations and reference list. **(2 marks)**	Exemplary usage of APA 7 for citations and reference list. The response is error-free.	Good usage of APA 7 for citations and reference list. The response has few errors.	Significant mistakes in the usage of APA 7 for citations and reference list. The response has significant errors.	Poor usage of APA 7 for citations and reference list. The response has too many errors.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: http://www.ucalgary.ca/pubs/calendar/current/e-2.html

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date.** 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. A penalty may occur if assignments are late. https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1

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: https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1

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

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

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

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

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

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

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

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students

with Disabilities: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf

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

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

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

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

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

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

Sexual and Gender-Based Violence Policy
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy

Other Important Information

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

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

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit https://www.ucalgary.ca/registrar/registration/course-outlines

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

Werklund SU Representative is Tracy Dinh, educrep@su.ucalgary.ca.