EDUC 535.11/.19/.20: Specialization II, K – 12 Social Studies  
Summer 2021

<table>
<thead>
<tr>
<th>Section</th>
<th>Instructor</th>
<th>Time</th>
<th>Location</th>
<th>Email</th>
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</table>
| S01     | Randy Head  | **Zoom Dates:** July 6, July 8, July 13, July 15, July 20, July 22, July 27, July 29  
**Zoom Times:** 1:00 pm – 2:30 pm  
**Zoom links will be posted in D2L** | Online   | randy.head@ucalgary.ca                   |

Class Dates: July 5, 2021 to August 11, 2021

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: Telephone call and/or additional Zoom session for individuals are available by appointment. Optional, strategic class Zoom sessions may be provided based on need.

**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 online (asynchronous) in a D2L environment using Zoom.

REQUIRED RESOURCES
See Weekly Course Schedule

ADDITIONAL READINGS AND RESOURCES
See Weekly Course Schedule

LEARNING TASKS OVERVIEW

<table>
<thead>
<tr>
<th>LEARNING TASK</th>
<th>DESCRIPTION OF LEARNING TASK</th>
<th>GROUP / INDIVIDUAL</th>
<th>WEIGHT</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Group Inquiry Digital Presentation</td>
<td>A group will respond with a digital presentation to an inquiry question that emerges from exploring the front matter of the Alberta Social Studies Program of Study (Alberta Education, 2005).</td>
<td>Group</td>
<td>30%</td>
<td>July 20, 2021</td>
</tr>
<tr>
<td>#2 Evolving Conceptual Understanding of Social Studies</td>
<td>Applying class discussions, course readings, field experiences and other resources, students provide a critical reflection to articulate their evolving vision for social studies teaching and learning.</td>
<td>Individual</td>
<td>30%</td>
<td>August 5, 2021</td>
</tr>
<tr>
<td>#3 Design a Unit and Assessment Plan</td>
<td>Using the Understanding by Design (Wiggins &amp; McTighe, 2005) and Understanding by Design Framework (McTighe &amp; Wiggins, 2012), students apply theoretical knowledge to the design of a longer-term social studies unit and assessment plan.</td>
<td>Individual</td>
<td>40%</td>
<td>August 11, 2021</td>
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DISCUSSION BOARD QUESTIONS

There will be two purposeful compulsory discussion board questions; one at the beginning of the course and one near the end (See Course Outline). Many of the Zoom related activities will build on questions connected to compulsory course readings. Following the Zoom session, the question will be posted in D2L with the option for you to further reflect. Theoretically all readings and discussions prepare you for all learning tasks; however, they specifically prepare you to be successful in Learning Task Two.
## WEEKLY COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Tasks</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Why are you passionate about social studies?</td>
<td>Week 1 Tasks</td>
<td></td>
</tr>
<tr>
<td>July 5 –</td>
<td>What vision for social studies deeply resonates with you?</td>
<td>• View instructor’s welcome.</td>
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<tr>
<td>July 10</td>
<td>Through which lens (vision) were you taught social studies?</td>
<td>• Complete the compulsory discussion board to introduce yourself to your classmates. Your introduction will be built around reflecting on your experiences with inquiry in social studies.</td>
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<td></td>
<td>What are the essential components of inquiry-based pedagogy in social studies?</td>
<td>• Ensure you attend the compulsory Zoom sessions on July 6th and July 8th. See the D2L News Feed for Zoom links, Zoom topics, etc. In addition to the interactive discussions and activities, the first two Zoom sessions will highlight the key components and expectations for the Learning Assessment Tasks.</td>
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<td></td>
<td>Based on your studies and field experiences, through which lens (vision) do you want to teach social studies for students to apply appropriate citizenship education competencies?</td>
<td>• Ensure you have enrolled in a group for Learning Assessment Task 1 by July 8th at 11:59 pm.</td>
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<td></td>
<td>How might activities and performance assessments tasks be different for each vision?</td>
<td>• View Crombie (2014) <em>What is inquiry-based learning?</em></td>
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<td>• Read Mackenzie (2016) <em>Bringing inquiry-based learning into your class: A four-step approach to using a powerful model that increases student agency in learning.</em></td>
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<td>• Begin to collaborate with your group on Learning Assessment Task 1. Information regarding acquiring formative feedback for Learning Assessment Task 1 will be posted in the News Feed and D2L.</td>
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<td>• Review any additional instructional tips for Learning Assessment Task 1, if posted in D2L.</td>
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<td><strong>Required Resources</strong></td>
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<td><strong>Additional Resources</strong></td>
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<td></td>
<td>IGI Global Publisher of Timely Knowledge (2021) APA citation guidelines. <a href="https://www.igi-global.com/publish/contributor-resources/apa-citation-guidelines/">https://www.igi-global.com/publish/contributor-resources/apa-citation-guidelines/</a></td>
<td></td>
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</tbody>
</table>
- Purdue Online Writing Lab College of Liberal Arts (2020). APA formatting and style guide (7th edition). Purdue University. [Link](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

  *Will be posted in D2L and summarized on Discussion Board.*


  [Link](http://www.learnalberta.ca/content/sspp/html/pdf/in_search_of_good_citizens.pdf)


- Scott, David. (2019). *Reconsidering inquiry in the social studies classroom* [PowerPoint]. 
  *Will be posted in D2L.*

### Week 2 Tasks

- **How will I use the Alberta Social Studies Program of Study (Alberta Education, 2005) to enact purposeful teaching and learning, including discipline-based inquiry?**

- **What is the Alberta Education (2021) Draft K-6 curriculum proposing?**

- **Continue to collaborate with your group to complete Learning Assessment Task 1.**

- **Ensure you attend the compulsory Zoom sessions on July 13th and July 15th. See the D2L News Feed for Zoom links, Zoom topics, etc.**

- **Depending on your area of concentration, read either Case and Abbott (2008) *Purposeful teaching in elementary social studies* or Case and Abbott (2008) *Purposeful teaching in secondary social studies.***

- **Explore Alberta Education (2021) Draft K-6 curriculum.**

**The articles above will prepare you for the Zoom activities and discussions.**

- **Read Galileo Educational Network Association (2015). *Chapter 2: Discipline-based inquiry. This article will prepare you for Learning Assessment Task 3.***

**Required Resources**

Week 3 Tasks

- Ensure you attend the compulsory Zoom sessions on July 20th and July 22nd. See News Feed for Zoom links, Zoom topics, etc.

- Read Duhamel (2018) *We are all treaty people, understanding the spirit and intent of the treaties matters to all of us. Treaties and the treaty relationship* and Gani and Scott (2017) *Social studies teachers’ resistance to teaching Francophone perspectives in Alberta.*

The articles above will prepare you for the Zoom activities and discussions.

- Submit Learning Assessment Task 1 by July 20, including documentation of collaboration and formative feedback received.

- Review and begin to work on Learning Assessment Task 2.

- Review any additional instructional tips for Learning Assessment Task 2, if posted in D2L.


Additional Resource


Submit Learning Assessment Task 1 to drop box before 11:59 pm on July 20, 2021
• Read Lawrence, B., Ntelioglou, B.Y., & Milford, T. (2020). It is complicated; learning and teaching is not about “learning styles”.  
• Explore Fanwood (2009) LinkedIn SlideShare: *Using understanding by design to create meaningful units of study*. This resource articulates the essential components of Understanding by Design you will apply in Learning Assessment Task 3.  
• Explore Davis (2005) *Crafting enduring understandings and essential questions* and Wallingford Public Schools (October, 2007) *K-12 enduring understandings and essential questions* to view examples of big ideas, enduring understandings and essential questions.  
• Explore additional resources for performance assessment examples and teaching and learning strategies to apply to Learning Assessment Task 3.  
Required Resources  
• 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*, 11-22.  
  [https://www.canadashistory.ca/explore/settlement-immigration/gakina-gidagwi-igoomin-anishinaabewiyang-we-are-all-treaty-people](https://www.canadashistory.ca/explore/settlement-immigration/gakina-gidagwi-igoomin-anishinaabewiyang-we-are-all-treaty-people)  
  [http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Classroom-Assessment@-Minute-by-Minute,-Day-by-Day.aspx](http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Classroom-Assessment@-Minute-by-Minute,-Day-by-Day.aspx)  
• Read Lawrence, B., Ntelioglou, B.Y., & Milford, T. (2020). It is complicated; learning and teaching is not about “learning styles”. *Frontiers for young minds*. |
| How will I use the Understanding by Design model to create effective units and lesson plans to engage students? |  
| What will my assessment tasks “look like” to promote and provide opportunities for students to show a deep understanding of key program outcomes? |
Learning styles is perhaps one, and believed myths in education.

Studies performed by scientists to a student's learning style

- 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


Additional Resources


  Username – teachers; Password – master (case sensitive)


- Wormeli, Rick. (2010, November 13). Assessment and grading in the differentiated classroom. [Video]. YouTube. https://www.youtube.com/watch?v=rJxFXiB_B4&feature=youtu.be&list=PLs8CQn-vJyXXq8d3iJhDa3Pa5MU97AU


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<tr>
<th>Week 4</th>
<th>July 25 – July 31</th>
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<tbody>
<tr>
<td><strong>What factors deter teachers from engaging students in interpretation?</strong></td>
<td><strong>Week 4 Tasks</strong></td>
</tr>
<tr>
<td>How will you use the principles of historical thinking to bring a lesson to life?</td>
<td>• Ensure you attend the compulsory Zoom sessions on July 27th and July 29th. See D2L News Feed for Zoom links, Zoom topics, etc.</td>
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<td>• <strong>All students must</strong> read Baron and Levstik (2003) <em>Why don't more history teachers engage students in interpretation?</em></td>
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<td>• <strong>In addition, if in the secondary stream read</strong> Denos (2008) <em>Portals to understanding: Embedding historical thinking in the curriculum.</em></td>
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<td></td>
<td>• <strong>If in the primary or elementary streams read</strong> Heyking (2004) <em>Historical thinking in the elementary years: A review of current research and Fielding (2005) Engaging students in learning history.</em></td>
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<td></td>
<td>The articles above will prepare you for the Zoom activities and discussions.</td>
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<td></td>
<td>• Continue to work on Learning Assessment Task 2. Opportunities for formative feedback will be posted in D2L.</td>
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<td></td>
<td>• View Scott (2019) PowerPoint <em>Historical thinking in practice.</em></td>
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<td>• Explore the historical thinking videos within The Critical Thinking Consortium: Teaching Historical Thinking (2020) website. Consider ways you may apply one or more of the historical thinking dimensions to your future lesson plans for Learning Assessment Task 3.</td>
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<td><strong>Required Resources</strong></td>
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<tr>
<td>Week 5</td>
<td>Week 5 Tasks</td>
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| August 1 – August 7 | How will you approach teaching for change and multicultural curriculum reform?  
How will you address teaching societal inequalities to create paths for healing, reconciliation and justice?  
What is your social studies mission statement?  
Submit Learning Assessment Task 2 by August 5th.  
Continue to work on Learning Assessment Task 3.  
Complete 2nd compulsory discussion board question related to your mission statement regarding how you will address teaching societal inequalities and creating paths for healing, reconciliation, and justice.  
Read Banks (2011) Approaches to multicultural reform.  
Explore Schawartz (2020) 15 classroom resources for discussing racism, policing, and protest.  
Read Framing brave conversations about race and ethnicity.  

**Submit Learning Assessment Task 2 to drop box before 11:59 pm on August 5, 2021**

**Required Resources**


- Schawartz, Sarah (2020, June 2). 15 classroom resources for discussing racism, policing, and protest.  

  [https://www.cultofpedagogy.com/white-students-multicultural-ed/](https://www.cultofpedagogy.com/white-students-multicultural-ed/)

- Framing brave conversations about race and ethnicity.  
  [https://drive.google.com/file/d/1ws6347w8BWvXQzPcgWL0XAj5aOcajUJD/view](https://drive.google.com/file/d/1ws6347w8BWvXQzPcgWL0XAj5aOcajUJD/view)

  [https://www.edutopia.org/blog/preparing-cultural-diversity-resources-teachers](https://www.edutopia.org/blog/preparing-cultural-diversity-resources-teachers)
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<thead>
<tr>
<th>Week 6</th>
<th>Week 6 Tasks</th>
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</table>
| August 8 – August 11 | • Ensure you have completed the 2nd compulsory discussion board question related to your mission statement regarding how you will address teaching societal inequalities and creating paths for healing, reconciliation, and justice.  
• Opportunity will be provided to share resources with your classmates.  
• Continue to work on Learning Assessment Task 3.  
• Submit Learning Assessment Task 3 by August 11th. |

**Submit Learning Assessment Task 3 to drop box before 11:59 pm on August 11, 2021**

**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 ASSESSMENTS

There are three required Learning Tasks for this course.

1. Learning Task 1: Inquiry Digital Presentation
   Due: July 20, 2021

A group of three-four students will respond with a digital 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 tasks.

The group presentation must include:

✓ An overarching question of inquiry.
✓ A rationale explaining the choice to investigate the inquiry question.
✓ A reflection of each group 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 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 digital 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.
## Learning Task 1 Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of inquiry question and rationale for the meaningfulness to pre-service teachers. (5%)</td>
<td><strong>Expert - 4</strong>&lt;br&gt;The inquiry question is excellent and very clear. There is a full rationale of its meaningfulness to pre-service teachers. <strong>Practitioner - 3</strong>&lt;br&gt;The inquiry question is good and clear. There is supporting rationale of its meaningfulness to pre-service teachers. <strong>Apprentice - 2</strong>&lt;br&gt;The inquiry question is somewhat unclear and needs refinement. The rationale of its meaningfulness to pre-service teachers is vague. <strong>Novice - 1</strong>&lt;br&gt;The inquiry question is unclear. The rationale of its meaningfulness to pre-service teachers is absent and/or very vague.</td>
</tr>
<tr>
<td>Reflection of each group member’s experiences and observations related to the inquiry. (10%)</td>
<td><strong>Expert - 4</strong>&lt;br&gt;The experiences and observations related to the inquiry are clearly articulated and supported with specific details. <strong>Practitioner - 3</strong>&lt;br&gt;The experiences and observations related to the inquiry are clear but not fully supported with specific details. <strong>Apprentice - 2</strong>&lt;br&gt;The experiences and observations related to the inquiry are unclear and lacks specific detail. <strong>Novice - 1</strong>&lt;br&gt;The experiences and observations related to the inquiry are very vague or missing.</td>
</tr>
<tr>
<td>Effectiveness of visuals and supporting text connecting all sections of the inquiry. (10%)</td>
<td><strong>Expert - 4</strong>&lt;br&gt;The visuals and supporting text are clear, relevant and engaging, effectively depicting the issue(s) raised in the inquiry. The visuals and texts are strongly connected to all sections of the inquiry. <strong>Practitioner - 3</strong>&lt;br&gt;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. <strong>Apprentice - 2</strong>&lt;br&gt;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. <strong>Novice - 1</strong>&lt;br&gt;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.</td>
</tr>
<tr>
<td>Synthesis of the three most significant insights gained from research related to the inquiry question and connected to scholarly articles. (25%)</td>
<td><strong>Expert - 4</strong>&lt;br&gt;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. <strong>Practitioner - 3</strong>&lt;br&gt;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. <strong>Apprentice - 2</strong>&lt;br&gt;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. <strong>Novice - 1</strong>&lt;br&gt;The findings are very vague or missing and are not supported by scholarly articles.</td>
</tr>
<tr>
<td>Three questions resulting from the inquiry that still need to be addressed. (10%)</td>
<td><strong>Expert - 4</strong>&lt;br&gt;The questions are clearly articulated in an exemplary manner, describing what still needs to be addressed. <strong>Practitioner - 3</strong>&lt;br&gt;The questions are clearly articulated in a very good manner, describing what still needs to be addressed. <strong>Apprentice - 2</strong>&lt;br&gt;The questions are unclear and do not fully describe what still needs to be addressed. <strong>Novice - 1</strong>&lt;br&gt;The questions are very vague or missing and do not describe what still needs to be addressed.</td>
</tr>
<tr>
<td>Creation of an original resource (learner artifact) to help pre-service teachers address the issue in their teaching. (15%)</td>
<td><strong>Expert - 4</strong>&lt;br&gt;The artifact is exemplary, original, practical and meaningful for pre-service teachers. The artifact is strongly connected to the issues of inquiry. <strong>Practitioner - 3</strong>&lt;br&gt;The artifact is good and practical for pre-service teachers. The artifact is connected to the issues of inquiry. <strong>Apprentice - 2</strong>&lt;br&gt;The artifact is not fully practical for pre-service teachers with few connections to the issues of inquiry. <strong>Novice - 1</strong>&lt;br&gt;The artifact is not practical for pre-service teachers and is not connected to the issues of inquiry.</td>
</tr>
<tr>
<td>Description of how formative feedback was applied to improve the inquiry and digital presentation. (5%)</td>
<td><strong>Expert - 4</strong>&lt;br&gt;The description is exemplary and detailed. <strong>Practitioner - 3</strong>&lt;br&gt;The description is good but lacks some details. <strong>Apprentice - 2</strong>&lt;br&gt;The description is weak in most areas. <strong>Novice - 1</strong>&lt;br&gt;The description is extremely vague or missing.</td>
</tr>
<tr>
<td>Documented evidence of collaboration, equitable division of labor and communication among group members. (10%)</td>
<td><strong>Expert - 4</strong>&lt;br&gt;The evidence of collaboration, equitable division of labor and communication among group members is exemplary. <strong>Practitioner - 3</strong>&lt;br&gt;The evidence of collaboration, equitable division of labor and communication among group members is good. <strong>Apprentice - 2</strong>&lt;br&gt;The evidence of collaboration, equitable division of labor and communication among group members is weak. <strong>Novice - 1</strong>&lt;br&gt;The evidence of collaboration, equitable division of labor and communication among group members is not provided.</td>
</tr>
<tr>
<td>Accurate writing, citations and reference list, APA 7 format. (10%)</td>
<td><strong>Expert - 4</strong>&lt;br&gt;Exemplary usage of APA 7 for citations and reference list. The response is error-free. <strong>Practitioner - 3</strong>&lt;br&gt;Good usage of APA 7 for citations and reference list. The response has few errors. <strong>Apprentice - 2</strong>&lt;br&gt;Significant mistakes in the usage of APA 7 for citations and reference list. The response has significant errors. <strong>Novice - 1</strong>&lt;br&gt;Poor usage of APA 7 for citations and reference list. The response has too many errors.</td>
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2. **LEARNING TASK 2: EVOLVING CONCEPTUAL UNDERSTANDING OF SOCIAL STUDIES**  
**DUE: AUGUST 5, 2021**

After reading and discussing the core articles in the Course Outline by Case and Abbott (2008), Duhamel (2018), Gani and Scott (2017), Baron and Levstik (2003), and Denos (2008), or Heyking (2004) /Fielding (2005), you will provide a multimodal response to the following question:

**What are the three most significant ways your vision for social studies has evolved?**

Your response must include visual (images) and textual elements, which can take a number of forms. For example, (a) a conventional academic essay, (b) a Socratic dialogue between you and a colleague, (c) an illustrated story, (d) an animation, (e) a short video, (f) podcast, etc.

**Your written 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 three experiences and two other class readings, discussions or resources.
- Effectively connect visuals (images) and texts to persuade, analyze and reflect.
- Use accurate writing and APA 7 citations connected to a reference list.

**Criteria for Assessment of Learning Task 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 three experiences and two other class readings, discussions or resources.
3. Effective connection of visuals (images) and texts to persuade, analyze and reflect.
4. Accuracy of writing and usage of APA 7 for citations and reference list.
### Learning Task 2 Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Significant Improvement Needed</th>
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<tbody>
<tr>
<td>Critical reflection and analysis of the question using four core course articles. (10 marks)</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>The multimodal response to the question does not demonstrate satisfactory reflection. The majority of the critical analysis is unclear and vague. Significant evidence from the core course articles is not connected or is missing.</td>
</tr>
<tr>
<td>Critical reflection and analysis of the question through connections with field experiences and two other class readings, discussions or resources. (10 marks)</td>
<td>The response demonstrated a deep critical reflection through connections with three experiences and two other class readings, discussions or resources.</td>
<td>The response demonstrated a good critical reflection through connections with three experiences and two other class readings, discussions or resources.</td>
<td>The response demonstrated a basic critical reflection through connections with some experiences and two other class readings, discussions or resources.</td>
<td>The response needs significant improvement and is not connected with experiences and two other class readings, discussions or resources.</td>
</tr>
<tr>
<td>Effective connection of visuals (images) and texts to persuade, analyze and reflect. (6 marks)</td>
<td>All visuals (images) and texts are strongly connected to persuade, analyze and reflect.</td>
<td>Most visuals (images) and texts are connected to persuade, analyze and reflect.</td>
<td>Some visuals (images) and texts are connected but do not fully persuade, analyze and reflect.</td>
<td>Visuals (images) and texts are not connected to persuade, analyze and reflect.</td>
</tr>
<tr>
<td>Accuracy of writing and usage of APA 7 for citations and reference list. (4 marks)</td>
<td>Exemplary usage of APA 7 for citations and reference list. The response is error-free.</td>
<td>Good usage of APA 7 for citations and reference list. The response has few errors.</td>
<td>Significant mistakes in the usage of APA 7 for citations and reference list. The response has significant errors.</td>
<td>Poor usage of APA 7 for citations and reference list. The response has too many errors.</td>
</tr>
</tbody>
</table>
3. **Learning Task 3: Design a Unit and Assessment Plan**
   Due: August 11, 2021

In this assignment 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 Task 3: 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 leave students with 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 you will connect 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 Task 3: 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 to show deep understanding addressing the essential question guiding the unit. 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/or parents (depending on the grade level), clearly describing the expectations (criteria) for the performance task.
Page 3 of Learning Task 3: 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 Task 3: 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 Task 3

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.
## Learning Task 3 Rubric*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connectedness of unit title, grade level, big idea and enduring understanding to Alberta Social Studies Program of Study (Alberta Education, 2005). (2 marks)</td>
<td>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).</td>
</tr>
<tr>
<td>Articulation of how the unit plan reflects the student’s vision for social studies. (4 marks)</td>
<td>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).</td>
</tr>
<tr>
<td>Relevance of the essential question. (2 marks)</td>
<td>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.</td>
</tr>
<tr>
<td>Connectedness of learning outcomes from the Alberta Social Studies Program of Study (Alberta Education, 2005) to the unit plan and lesson plans. (2 marks)</td>
<td>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.</td>
</tr>
<tr>
<td>Connectedness of performance assessment task to the learning outcomes and essential question as acceptable evidence of learning. (10 marks)</td>
<td>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.</td>
</tr>
<tr>
<td>Connectedness of criteria section and excellent section of the assessment rubric to the summative performance assessment task. (10 marks)</td>
<td>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.</td>
</tr>
<tr>
<td>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)</td>
<td>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.</td>
</tr>
</tbody>
</table>

*Other sections of the rubric will be posted in D2L.*
THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

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

- The Importance of Attendance and Participation in Every Class

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- Engagement in Class Discussion and Inquiry

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

EXPECTATIONS FOR WRITING

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

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor prior to the due date. Students may be required to provide written documentation of extenuating circumstances (e.g., statutory declaration, doctor’s note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence. A penalty of 5% per day may apply for unexcused late submissions of assignments.

ISSUES WITH GROUP TASKS

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

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

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

**Academic Accommodation**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

**Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

**Attendance/ Prolonged Absence**

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

https://www.ucalgary.ca/pubs/calendar/current/n-1.html
The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors’ office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

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

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.