

**EDUC 535.11/.19/.20: Specialization II, K – 12 Social Studies
Summer 2020**

Section	Instructor	Time	Location	Email
Course Coordinator:				Course Coordinator Email
S01	Randy Head	Zoom Dates: July 8, July 22, August 6 Zoom Times: 1:00 pm – 2:30 pm Zoom links will be posted in D2L	Online	randy.head@ucalgary.ca

Class Dates: July 6, 2020 to August 12, 2020

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 are available by appointment only.

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

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
#1 Group Inquiry Digital Presentation	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).	Group	40%	July 18, 2020
#2 Design a Unit and Assessment Plan	Using the Understanding by Design (Wiggins & McTighe, 2005) and Understanding by Design Framework (Wiggins & McTighe, 2012), students apply theoretical knowledge to the design of a longer-term social studies unit and assessment plan.	Individual	40%	August 1, 2020
#3 Evolving Conceptual Understanding of Social Studies	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.	Individual	20%	August 12, 2020

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks* <small>Readings and resources noted in Weekly Tasks are found in Readings and Resources and Additional Resources headings.</small>	Due Dates
Week 1 July 6 – July 11	Why are you passionate about social studies? What are the essential components of inquiry-based pedagogy in social studies? What vision of social studies deeply resonates with me?	Week 1 Tasks <ul style="list-style-type: none"> • Read/view instructor’s welcome and general overview and expectations. • Complete the compulsory discussion board post for Week 1 to introduce yourself and meet your classmates. Your response will be built around reflecting on your social studies education and the vision of social studies that resonates with you. • Read Crombie (2014) <i>What is inquiry-based learning?</i> • Read Mackenzie (2016) <i>Bringing inquiry-based learning into your class: A four-step approach to using a powerful model that increases student agency in learning.</i> • Ensure you have enrolled in a group for Learning Assessment Task 1 by July 7th at 11:59 pm. • Ensure you attend the compulsory Zoom session on July 8th. See D2L content section for Zoom link, Zoom topic, including the discussion question/activity. • Begin to collaborate with your group on Learning Assessment Task 1. Opportunities for formative feedback will be discussed and posted in the D2L. • Review any additional instructional tips for Learning Assessment Task 1 posted in D2L. Readings and Resources <ul style="list-style-type: none"> • Alberta Education. (2005). <i>Social studies kindergarten to grade 12: Program rationale and philosophy</i> (pp. 1-10). Alberta Education. https://education.alberta.ca/media/159594/program-of-studies-k-3.pdf • Crombie, S. (2014, May 26). <i>What is inquiry-based learning?</i> [Video]. YouTube. https://www.youtube.com/watch?v=u84ZsS6niPc • Mackenzie, T. (2016) <i>Bringing inquiry-based learning into your class: A four-step approach to using a powerful model that increases student agency in learning.</i> https://www.edutopia.org/article/bringing-inquiry-based-learning-into-your-class-trevor-mackenzie Additional Resources <ul style="list-style-type: none"> • Sears, A. (2004). In search of good citizens: Citizenship education and social studies in Canada. In A. Sears & I. Wright (Eds.), <i>Challenges & prospects for Canadian social studies</i> (pp. 91-106). Pacific Education Press http://www.learnalberta.ca/content/sspp/html/pdf/in_search_of_good_citizens.pdf 	

		<ul style="list-style-type: none"> Gibson, S. (2012). "Why do we learn this stuff"? Students' views on the purpose of social studies. <i>Canadian Social Studies</i>, 45(1), 43-58. https://eric.ed.gov/?id=EJ972852 Scott, D. & Abbot, L. (2012). Trying to make the mission statements of social studies curriculum inhabit my social studies pedagogy and vice versa. <i>One World in Dialogue Journal</i>, 2(1), 8-18. http://bit.ly/2gWKgvt Scott, David. (2019). <i>Reconsidering inquiry in the social studies classroom</i> [PowerPoint]. <i>Will be posted in D2L</i> Scott, D. (2014, January 24). <i>An introduction to discipline-based inquiry</i>. [Video]. YouTube https://www.youtube.com/watch?v=RVhKTMFCgq0 	
Week 2 July 12 - July 18	How will I use the Alberta Social Studies Program of Study (Alberta Education, 2005) to enact purposeful teaching, including discipline-based inquiry?	<p>Week 2 Tasks</p> <ul style="list-style-type: none"> Continue to collaborate with your group to complete Learning Assessment Task 1. Opportunities for formative feedback will be discussed and posted in D2L. Submit Learning Assessment Task 1 by July 18th, including documentation of collaboration and formative feedback received. Depending on your area of concentration, read either Case and Abbott (2008) <i>Purposeful teaching in elementary social studies</i> or Case and Abbott (2008) <i>Purposeful teaching in secondary social studies</i>. Complete the compulsory discussion board activity related to this core article to prepare for Learning Assessment Task 3. To prepare for Learning Assessment Task 2, read Galileo Educational Network Association (2015). <i>Chapter 2: Discipline-based inquiry</i>. <p>Readings and Resources</p> <ul style="list-style-type: none"> Case, R. & Abbott, M. (2008) Purposeful teaching in elementary social studies: In R. Case & P. Clark (Eds.), <i>The anthology of social studies: Issues and strategies for elementary teachers</i> (pp. 8-17). Pacific Education Press. <i>Will be posted in D2L</i> Case, R. & Abbott, M. (2008). Purposeful teaching in secondary social studies. In R. Case & P. Clark (Eds.), <i>The anthology of social studies: Issues and strategies for secondary teachers</i> (pp. 41-53). Pacific Education Press. <i>Will be posted in D2L</i> Galileo Educational Network Association (2015). <i>Chapter 2: Discipline-based inquiry: Making it work: 1) Dimension of Disciple-Based Inquiry, 2) A Design for Inquiry, 3) Developing and Working with a Great Idea, 4) Designing Great Tasks, and 5) Working with Programs of Study</i> http://inquiry.galileo.org/ch2/developing-and-working-with-a-great-idea/ <p>Additional Resource</p> <ul style="list-style-type: none"> Scott, D. (2014, January 24). <i>An introduction to discipline-based inquiry</i>. 	Submit Learning Assessment Task 1 to drop box before 11:59 pm on July 18th

		<p>[Video]. YouTube https://www.youtube.com/watch?v=RVhKTMFCgq0</p>	
<p>Week 3</p> <p>July 19 - July 25</p>	<p>How will I use the Understanding by Design model to engage students and ensure a lesson plan is lived in teaching practice?</p> <p>What should assessment tasks “look like” to promote and provide opportunities for students to show a deep understanding of key program outcomes?</p>	<p>Week 3 Tasks</p> <ul style="list-style-type: none"> • Ensure you attend the compulsory Zoom session on July 22nd. See D2L content section for Zoom link, Zoom topic, including the discussion question/activity. • Review and begin to work on Learning Assessment Task 2. • Review any additional instructional tips for Learning Assessment Task 2 posted in D2L. • Read Leahy, S., Lyon, C. Thompson, S. & Williams, D. (2005). <i>Classroom assessment: Minute by minute, day by day</i>. • Read McTighe, J. & Wiggins, G. (2012). <i>Understanding by design framework</i>. • Read McTighe, J. & Wiggins, G. (2005). <i>Understanding by design</i>. • Review Fanwood (2009) LinkedIn SlideShare: <i>Using understanding by design to create meaningful units of study</i>. This resource articulates the essential components of Understanding by Design you will apply in Learning Assessment Task 2 and Learning Assessment Task 3. • Review Davis (2005) <i>Crafting enduring understandings and essential questions</i> and Wallingford Public Schools (October, 2007) <i>K-12 enduring understandings and essential questions</i> 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 2. <p>Readings and Resources</p> <ul style="list-style-type: none"> • McTighe, J. & Wiggins, G. (2012). <i>Understanding by design framework</i>. ASCD. https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf • Wiggins, G., & McTighe, J. (2005). <i>Understanding by design. Chapter 1 Backward Design</i>. 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=1528840475720 • Fanwood, Scotch (2009, December 9). <i>Using understanding by design to create meaningful units of study</i>. [LinkedIn SlideShare]. https://www.slideshare.net/jdumaresq/understanding-by-design-the-basics • Davis, J.L. (2005). <i>Crafting enduring understandings and essential questions</i>, Region 10 Education Service Center. https://www.mresc-learning.org/wp-content/uploads/2016/05/Essential-Question-and-Enduring-Understanding-Tutorial.pdf 	

		<ul style="list-style-type: none"> • Wallingford Public Schools (October, 2007). <i>K-12 enduring understandings and essential questions</i>. https://www.wallingford.k12.ct.us/uploaded/Curriculum/SOCIAL_STUDIES_K-12/SS_K-12_EUs_%26_EQs.pdf • Leahy, S., Lyon, C. Thompson, S. & Williams, D. (2005). Classroom assessment: Minute by minute, day by day. <i>Educational Leadership</i>, 63(3), 19-24. http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Classroom-Assessment@-Minute-by-Minute,-Day-by-Day.aspx <p>Additional Resources</p> <ul style="list-style-type: none"> • <i>UBD in a nutshell</i>. https://carpentries.github.io/instructor-training/files/papers/wiggins-mctighe-ubd-nutshell.pdf • Galileo Educational Network (2020). <i>Classroom examples</i>. https://galileo.org/classroom-examples/ • Alberta Assessment Consortium. (2013). <i>Classroom materials performance assessments</i>. https://aac.ab.ca/materials/ Username – teachers; Password – master (case sensitive) • The Critical Thinking Consortium (2016). <i>Critical discussions</i>. https://tc2.ca/en/creative-collaborative-critical-thinking/resources/professional-library/ • Learn Alberta (2014). <i>Summaries of critical challenges aligned to various grades in the Alberta social studies program</i>. http://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm?grade=1 • Wormeli, Rick. (2010, November 13). <i>Assessment and grading in the differentiated classroom</i>. [Video]. YouTube. https://www.youtube.com/watch?v=rJxFXjfb_B4&feature=youtu.be&list=PLs8CQn-vIjyXXq8d3iJhDa3Pa5MU97AU 	
<p>Week 4</p> <p>July 26 - August 1</p>	<p>How do we use the principles of historical thinking to bring a lesson to life?</p> <p>What factors deter teachers from engaging students in interpretation?</p>	<p>Week 4 Tasks</p> <ul style="list-style-type: none"> • Continue to work on Learning Assessment Task 2. Opportunities for formative feedback will be discussed and posted in D2L. • View Scott (2019) PowerPoint <i>Historical thinking in practice</i>. • Explore 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 Learning Assessment Task 2 and your future lesson plans for Learning Task 3. • Read Denos (2008) <i>Portals to understanding: Embedding historical thinking in the curriculum</i> and Baron and Levstik (2003) <i>Why don't more history teachers engage students in interpretation?</i> Complete the compulsory discussion board activity related to these core articles to 	<p>Submit Learning Assessment Task 2 to drop box before 11:59 pm on August 1st</p>

		<p>prepare for Learning Assessment Task 3.</p> <ul style="list-style-type: none"> • Submit Learning Assessment Task 2 by August 1st. <p>Required Resources</p> <ul style="list-style-type: none"> • Scott, David. (2019). <i>Historical thinking in practice</i> [PowerPoint] <i>Will be posted in D2L.</i> • Denos, M. (2008). Portals to understanding: Embedding historical thinking in the curriculum. In R. Case & P. Clark (Eds.), <i>The anthology of social studies: Issues and strategies for secondary teachers</i> (pp. 97-107). Pacific Education Press. <i>Will be posted in D2L.</i> • Baron, K. & Levstik, L. (2003). Why don't more history teachers engage students in interpretation? <i>Research and Practice</i>, 67(6), 358-361. https://www.socialstudies.org/publications/socialeducation/october2003/why-dont-more-history-teachers-engage-students-in-interpretation • The Critical Thinking Consortium. Teaching Historical Thinking (2020). https://tc2.ca/en/creative-collaborative-critical-thinking/resources/thinking-about-history/ 	
<p>Week 5</p> <p>August 2 – August 8</p>	<p>How can we avoid teaching indigenous perspectives in ways that are superficial and ultimately seen through Euro-Western lenses?</p> <p>Why are we all treaty people?</p> <p>Why are social studies teachers resistant to teaching Francophone perspectives in Alberta?</p>	<p>Week 5 Tasks</p> <ul style="list-style-type: none"> • Review and begin to work on Learning Assessment Task 3. • Review any additional instructional tips for Learning Assessment Task 3 posted in D2L. • Ensure you attend the compulsory Zoom session on August 6th. See D2L content section for Zoom link, Zoom topic, including the discussion question/activity. • Read Duhamel (2018) <i>We are all treaty people, understanding the spirit and intent of the treaties matters to all of us. Treaties and the treaty relationship</i> and Gani and Scott (2017) <i>Social studies teachers' resistance to teaching Francophone perspectives in Alberta.</i> Complete the compulsory discussion board activity related to these core articles to prepare for Learning Assessment Task 3. <p>Required Resources</p> <ul style="list-style-type: none"> • 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. <i>Treaties and the treaty relationship, Canada's History</i>, 11-22. https://www.canadashistory.ca/explore/settlement-immigration/gakina-gidagwi-igoomin-anishinaabewiyang-we-are-all-treaty-people • Gani, R., & Scott, D. (2017). Social studies teachers' resistance to teaching francophone perspectives in Alberta. <i>International Journal of Historical Learning, Teaching and Research</i>, 15(1), 34-48. 	

		<p>https://www.history.org.uk/secondary/resource/9330/social-studies-teachers-resistance-toteaching-fr</p> <p>Additional Resources</p> <ul style="list-style-type: none"> • Donald, D. (2009). Forts, curriculum, and indigenous métissage: Imagining decolonization of Aboriginal Canadian relations in educational contexts. <i>First Nations Perspectives</i>, 2(1), 1-24. https://www.mfnerc.org/wp-content/uploads/2012/11/004_Donald.pdf • Truth and Reconciliation Commission of Canada. (2015). <i>Truth and reconciliation commission of Canada: Calls to action</i>. http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf • Alberta Teacher's Association. (2018). <i>Indigenous ways of knowing: Walking in our footsteps</i>. https://www.teachers.ab.ca/For%20Members/Professional%20Development/IndigenousEducationandWalkingTogether/Pages/WalkingTogether.aspx • Learn Alberta (2015). <i>Guiding voices: A curriculum development tool for inclusion of First Nations, Metis and Inuit perspectives throughout curriculum</i>. http://www.learnalberta.ca/content/fnmigv/index.html • Alberta Regional Consortia. (2020). <i>Empowering the spirit: educational resources to support reconciliation</i>. http://empoweringthespirit.ca/ 	
<p>Week 6</p> <p>August 9 - August 12</p>	<p>How has my vision of social studies been challenged or changed?</p>	<p>Week 6 Tasks</p> <ul style="list-style-type: none"> • Complete and submit Learning Assessment Task 3. • Opportunities for formative feedback will be discussed and posted in D2L. • Opportunity will be provided to share resources with your classmates. 	<p>Submit Learning Assessment Task 3 to drop box before 11:59 pm on August 12th</p>

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: Group Inquiry Digital Presentation* Due: July 18, 2020

A group of three-four learners 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 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

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 pre-service 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 pre-service teachers is vague.	The inquiry question is unclear. The rationale of its meaningfulness to pre-service 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 issue(s) 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 very 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 pre-service 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.

* Further details for Learning Task 1 will be provided by the instructor.

2. Learning Task 2: Design a Unit and Assessment Plan*

Due: August 1, 2020

In this assignment you will use the Understanding by Design (Wiggins & McTighe, 2005) and Understanding by Design Framework (Wiggins & McTighe, 2012) to design a four-page unit and assessment plan for learning and teaching to apply aspects of the theory explored in the course. Your unit will cover 5-6 periods of class time.

Page 1 of Learning 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 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 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 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 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.

Page 4 of Learning 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 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.

Learning and Assessment Task 2 Rubric.

Other sections of the rubric will be discussed and posted in D2L.

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.

* Further details for Learning Task 2 will be provided by the instructor.

3. LEARNING ASSESSMENT TASK 3: EVOLVING CONCEPTUAL UNDERSTANDING OF SOCIAL STUDIES*
DUE: AUGUST 12, 2020

The purpose of this assignment is to prompt a thoughtful and critical reflection on the insights gained by participating in the course. After reading and discussing the core articles in the Course Outline by Case and Abbott (2008), Denos (2008), Baron and Levstik (2003), Gani and Scott (2017) and Duhamel (2018), you will provide a multimodal response to the following question:

What are the three 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 a number of forms. For example, (a) a conventional academic essay with accompanying images, (b) a Socratic dialogue between you and a colleague with accompanying images, (c) an illustrated story, (d) an animation, (e) a short video, 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 and your related discussion posts to these articles.
- ✓ Demonstrate critical reflection through connections with field experiences and two other class readings or resources.
- ✓ Effectively connect visuals and texts to persuade, analysis and reflect.
- ✓ Use accurate writing and APA 7 citations connected to a reference list.

Criteria for Assessment of Learning Task 3

1. Critical reflection and analysis of the question using four core course articles and your discussion posts.
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.

Learning and Assessment Task 3 Rubric.

Criteria	Excellent	Good	Satisfactory	Significant Improvement Needed
Critical reflection and analysis of the question using four core course articles and your related discussion posts. (8 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 and are explicitly connected your discussion posts.	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 and are connected to your discussion posts.	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 with limited connections to your discussion posts.	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. The response needs significant improvement to demonstrate an understanding of the concepts and theories in the core articles. There are no connections to your discussion posts.
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. (4 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.

* Further details for Learning Task 3 will be provided by the instructor.

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

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

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

Academic Accommodation

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

Academic Misconduct

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

Attendance/ Prolonged Absence

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

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

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

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

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the 2019 – 2020 academic year is Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

Werklund SU Representative is Naomi Shaw, educrep@su.ucalgary.ca.