

**EDUC 460.20 Specialization I, K – 12 Social Studies
Summer 2024**

Class Dates: July 8 to July 19, 2024

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

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

Office Hours: Available by appointment.

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

COURSE DESCRIPTION:

The intent of the Specialization I course is to introduce students to the concepts, theory, and design planning related to teaching within the specializations of Social Studies. Theory, as connected to an understanding of practical classroom experiences, will particularly inform the course curriculum and will be explored through course readings, analysis of teaching/learning artifacts, and through the design of discipline-based learning and assessment plans. Topics in teaching and learning will include teaching inclusively and addressing the needs of diverse learners, effective integration of technology, and discipline-based inquiry. Assignments will present the opportunity for students to develop an understanding of short-term instructional design and to begin to examine curriculum shifts in the province.

LEARNER OUTCOMES:

Students will be knowledgeable about:

- 1) Developing a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology.
- 2) Exploring and applying introductory theory related to the teaching of the discipline with an emphasis on designing discipline-based tasks and assessment processes and creating an adaptive classroom learning environment to better meet the needs of today's diverse learners.
- 3) Understanding teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.
- 4) Successfully designing short-term learning and assessment plans to deepen understanding of key ideas/concepts within the discipline.

COURSE DESIGN AND DELIVERY:

This course will be delivered face-to-face on campus.

REQUIRED RESOURCES:

See Weekly Course Schedule. The following Leganto link can also be

used: https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/22718879610004336?auth=SAML

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
#1 Emergent Conceptual Understanding of Social Studies	Reflecting on the four purposes for citizenship education and the Alberta Social Studies Program of Studies (2005), students will consider more deeply what curricular vision of social studies will begin to guide their professional practice.	Group	30 %	July 15, 2024
#2 Critical Analysis of a Learning and Assessment Plan	To gain a deeper appreciation of what a well-designed learning and assessment plan looks like, using Wiggins & McTighe's (2012) Understanding by Design Framework and Wiggins & McTighe's (2005) Understanding by Design, students engage in a critical review of an Alberta Education authorized learning and assessment plan (Critical Challenge).	Individual	30%	July 19, 2024
#3 Design a Discipline-Based Inquiry Learning and Assessment Plan	Students design a short-term learning and assessment plan that is illustrative of key aspects of theory introduced in this course.	Individual	40%	July 23, 2024

WEEKLY COURSE SCHEDULE:

Date	Reflective Questions to be Explored Through Activities, Discussions, Learning Tasks, etc.	Readings and Tasks*	Due Dates
Monday, July 8 th	<p>Why does social studies matter? Why do we learn this stuff?</p> <p>What is the Alberta Social Studies Program of Studies (2005) asking of us as educators?</p> <p>How do the differing purposes for teaching social studies shape learning and assessment activities?</p> <p>What approach to citizenship education most resonates with your personal vision for social studies?</p>	<p>* Readings and resources noted in Weekly Tasks are under Readings and Resources and Additional Resources headings.</p> <ul style="list-style-type: none"> Welcome Introduction activity: Why does social studies matter? Why do we learn this stuff? Discussion and activity connected to the reflective questions and readings. Overview of Learning Tasks with focus on preparing for Learning Task 1. Form groups and commence Learning Task 1. <p>Readings and Resources:</p> <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 	

		<ul style="list-style-type: none"> Clark, P., & Case, R. (2008). Four defining purposes of citizenship education. In R. Case & P. Clark (Eds.), <i>The anthology of social studies: Issues and strategies for elementary teachers</i> (pp. 18-29). Pacific Educational Press. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/22718879640004336?auth=SAML 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 	
Tuesday, July 9th	What are some of the challenges involved in aligning classroom practice with an overarching purpose for why we teach social studies? How can we overcome these challenges?	<ul style="list-style-type: none"> Discussion and activity based on Scott and Abbot (2012) article. In class group work on Learning Task 1. Reading: <ul style="list-style-type: none"> 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 	
Wednesday, July 10th	How can we teach for deeper understanding rather than simple recall? What is critical thinking and how can we ask better questions in the classroom?	<ul style="list-style-type: none"> Activity- Analysis of Projects <p>View the four grade level projects from the Readings and Resources list below. Which purpose of citizenship education outlined by Clark and Case (2008) is each project built around (i.e., personal development, intellectual development, social initiation, or social reform? Based on Case (2005), what elements of critical thinking are present in each activity? How could you initiate further critical thinking for each activity?</p> <ul style="list-style-type: none"> In class group work on Learning Task 1. Readings and Resources: <ul style="list-style-type: none"> Case, R. (2005). Moving critical thinking to the main stage. <i>Education Canada</i>, 45(2), 45–49. https://www.edcan.ca/wp-content/uploads/edcan-2005-v45-n2-case.pdf Four Grade Level Projects: <ul style="list-style-type: none"> Grade 2: Exploring Inuit culture through authentic artifacts project. In Scott, David. (2014, January 24). <i>An introduction to discipline-based inquiry learning</i> [Video]. YouTube. https://www.youtube.com/watch?v=RVhKTMFCgq0 (starts at 2:21) Grade 7 iHistory Projects - Trailer #1. In Bailey, Deirdre. (2014, October 30). <i>Land of milk and honey: The pursuit of the Canadian dream</i> [Blog]. https://connectcharter.ca/grade-7-ihistory-projects-trailer-1/ 	

		<ul style="list-style-type: none"> Grade 9 All my relations: Education for reconciliation project. In Bailey, Deirdre. (2015, March 22). <i>All my relations</i> [Video]. YouTube https://www.youtube.com/watch?v=xrvNO70Tjj8 Grade 11 Creating biographies of local heroes inquiry project. Galileo Education Network. (2020) <i>Nationalism and Canadian Identity</i>.https://galileo.org/classroom-example/canadian-identity-gr11/ <p>Additional Resource:</p> <ul style="list-style-type: none"> The Critical Thinking Consortium (2020). https://tc2.ca/en/creative-collaborative-critical-thinking/resources/professional-library/ 	
Thursday, July 11th	How will I apply the key components of Understanding by Design to critically analyze and create learning and assessment plans?	<ul style="list-style-type: none"> Discussion focused on Understanding by Design. Groups will continue work on Learning Task 1 and will develop “critical friendships” with other groups to receive formative feedback. Overview of Learning Task 2. <p>Review Fanwood (2009) LinkedIn SlideShare <i>Using understanding by design to create meaningful units of study</i> which articulates the essential components of Understanding by Design. These will be applied in Learning Tasks 2 and 3.</p> <p>Readings and Resources:</p> <ul style="list-style-type: none"> Fanwood, Scotch (2009, December 9). <i>Using understanding by design to create meaningful units of study</i>. [LinkedIn SlideShare]. https://www.slideshare.net/jdumaresq/understanding-by-design-the-basics Learn Alberta. (2014, July 1). <i>Summaries of the critical challenges</i>. http://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm?grade=1 McTighe, J. & Wiggins, G. (2012). <i>Understanding by Design Framework</i>. ASCD. https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf Wiggins, G., & McTighe, J. (2005). <i>Understanding by design</i>. Association for Supervision and Curriculum Development. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=13&docID=3002118&tm=1528840475720 	

		<p>Additional Resources:</p> <ul style="list-style-type: none"> • Davis, J.L. (2005). <i>Crafting enduring understandings and essential questions</i>, Region 10 Education Service Center. • <i>UBD in a nutshell</i>. https://jaymctighe.com/wp-content/uploads/2011/04/UbD-in-a-Nutshell.pdf • 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 	
Friday, July 12 th		<ul style="list-style-type: none"> • Groups will finalize work on Learning Task 1- due Monday, July 15th. • A Gallery Walk will afford opportunities to provide formative feedback to other groups, using the rubric as a lens. • Begin work on Learning Task 2. 	
Monday, July 15 th	What does effective teaching look like?	<ul style="list-style-type: none"> • We will celebrate the evidence of learning for Learning Task 1 as each group shares their digital presentation and responds to questions from peers. Any presentations not completed will flow into the beginning of the next class. • Discussion and activity based on readings and resources. • Continue with work on Learning Task 2. <p>Readings and Resources:</p> <ul style="list-style-type: none"> • Friesen, S. (2009). <i>What did you do in school today? Teaching effectiveness: A framework and rubric</i>. Canadian Education Association. https://galileo.org/cea-2009-wdydist-teaching.pdf • 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/ • 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 <p>Additional Resource:</p> <ul style="list-style-type: none"> • Galileo Educational Network. (2016). <i>Rubric for discipline-based and inter-disciplinary inquiry studies</i>. https://galileo.org/rubric.pdf 	<p>Submit Learning Task 1 to the D2L Dropbox before 11:59 pm on July 15th.</p>

<p>Tuesday, July 16th</p>	<p>What does a learning and assessment plan look like emphasizing formative assessment strategies to help students be successful in summative assessment tasks?</p> <p>How can I effectively use scaffolding strategies in my teaching?</p> <p>What is effective differentiation?</p>	<ul style="list-style-type: none"> • Discussion and activity based on reflective questions and readings and resources. • Continue with work on Learning Task 2. • Explore further the expectations for Learning Task 3. <p>Readings and Resources:</p> <ul style="list-style-type: none"> • Alberta Assessment Consortium (2020). <i>Assessment in Action</i>. https://aac.ab.ca/grants/assessment-capacity/ • Alberta Learning. (2002). <i>Assessment, evaluation and communication of student learning</i>. https://education.alberta.ca/media/464708/physedd.pdf • Lewis, Beth. (2020, February 11). <i>Scaffolding instruction strategies</i>. https://www.thoughtco.com/scaffolding-instruction-strategies-2081682 • Martinelli, Marlana. (2018, March 21). <i>19 simple accommodations that work</i>. https://www.weareteachers.com/19-simple-student-accommodations-that-work/ • Mulvahill, Elizabeth. (2018, August 31). <i>10 ways to scaffold learning</i>. https://www.weareteachers.com/ways-to-scaffold-learning/ • Wormeli, Rick. (2010, November 13). <i>Assessment and grading in the differentiated Classroom</i>. [Video]. YouTube. https://www.youtube.com/watch?v=rJxFXjfb_B4&feature=youtu.be&list=PLs8CQn-vIjyXXq8d3iJhDa3Pa5MU97AU <p>Additional Resources:</p> <ul style="list-style-type: none"> • [AITSL]. (2017, August 29). <i>Formative assessment in the classroom</i>. [Video]. YouTube https://www.youtube.com/watch?v=9FZR3-l8Y5Y • Alberta Education. (2011). German language and culture: 3-year guide to implementation. <i>Chapter 7 Classroom Assessment</i> (pp. 119-144). https://education.alberta.ca/media/384826/german-language-and-culture-10-3y-20-3y-30-3y-guide-to-implementation.pdf • Alberta Assessment Consortium. (2020). <i>Assessment in Action</i>. https://aac.ab.ca/grants/assessment-capacity/ • [Edutopia]. (2010, July 19). <i>How differentiated instruction and formative assessment work at Forest Lake Elementary</i>. [Video]. YouTube. https://www.youtube.com/watch?v=gFXbuE-2I14 	
---	--	--	--

		<ul style="list-style-type: none"> Fenner, Diane. (2016, December 9). <i>Scaffolding ELA and social studies for ELLs</i>. https://getsupported.net/wp-content/uploads/0-OCMBOCES_Scaffolding_PPT_FINAL.pdf [Measuredprogress]. (2011, January 13). <i>The formative classroom: Real teachers, real students, real progress</i>. [Video]. YouTube. https://www.youtube.com/watch?v=rL54bfmZPzY 	
Wednesday, July 17th	<i>How can we take up the Truth and Reconciliation Commission of Canada: Calls to Action (2015) in meaningful and ethical ways?</i>	<ul style="list-style-type: none"> Discussion and activity centered on the reflective question. <p>In preparation, review Learn Alberta (2015). <i>Guiding voices: A curriculum development tool for inclusion of First Nations, Metis and Inuit perspectives throughout curriculum</i> to help with your lesson planning for Learning Assessment Task 3, and to reflect on how we can take up the TRC’s calls to action in meaningful and ethical ways.</p> <p>Explore the three additional resources to reflect on our call to action related to Indigenous ways of knowing; inclusion of First Nations, Metis and Inuit perspectives throughout social studies curriculum; and supporting reconciliation.</p> <ul style="list-style-type: none"> Continue to work on Learning Tasks 2 and 3 and to receive formative feedback. For Thursday: Be prepared to share a social studies resource to support your classmates. You may complete this individually, in pairs, or in a small group. <p>Readings and Resources:</p> <ul style="list-style-type: none"> 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 Truth and Reconciliation Commission of Canada. (2015). <i>Truth and reconciliation commission of Canada: Calls to action</i>. https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1223287/truth-and-reconciliation-commission-of-canada/1776364/ <p>Additional Resources:</p> <ul style="list-style-type: none"> Alberta Regional Consortia. (2020). <i>Empowering the spirit: educational resources to support reconciliation</i>. http://empoweringthespirit.ca/ 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 	

		<ul style="list-style-type: none"> First Nations Education Steering Committee. (2007). First Peoples principles of learning. https://www.fnesc.ca/first-peoples-principles-of-learning/ 	
Thursday, July 18th	What social studies resources can I share to support my classmates?	<ul style="list-style-type: none"> Mini presentations to share a social studies resource. Continue to work on Learning Tasks 2 and 3 and to receive formative feedback. 	Share a social studies resource with the class.
Friday, July 19th		<ul style="list-style-type: none"> Continue to work on Learning Tasks 2 and 3 and to receive formative feedback. Networking and farewell! 	Submit Learning Task 2 to the D2L Dropbox before 11:59 pm on July 19th. Submit Learning Task 3 to the D2L Dropbox before 11:59 pm on July 23rd.

CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

LEARNING TASKS AND ASSESSMENT

There are three required Learning Tasks for this course.

1. LEARNING TASK 1: Emergent Conceptual Understanding of Social Studies

DUE: July 15, 2024.

Digital Response to Essential Question:

Which one of the four defining purposes of citizenship education outlined by Clark and Case (2008) do you believe should guide social studies education in Alberta: a) personal development, b) intellectual development, c) social initiation, or d) social reform?

Noting that the Alberta Social Studies Program of Studies (2005) has elements that reflect all four of these purposes for citizenship education, the intent of this assignment is for your group to consider more deeply what curricular vision of social studies will begin to guide your professional practice. Your response may take a number of forms but must include an audio-recorded reflection supported by images and texts. All responses must be persuasive – that is, your group must take a personal stand on the question, and then set out to prove your interpretation using relevant and varied evidence.

- ✓ **All responses must include supporting evidence from the front matter of the Alberta Social Studies Program of Studies (2005):**

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

- ✓ **All responses must include supporting evidence from at least two other sources from the following list:**

Clark, P., & Case, R. (2008). Four defining purposes of citizenship education. In R. Case & P. Clark (Eds.), *The anthology of social studies: Issues and strategies for elementary teachers* (pp. 18-29). Pacific Educational Press. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/22718879640004336?auth=SA ML

Gibson, S. (2012). Why do we learn this stuff? Students' views on the purpose of social studies. *Canadian Social Studies*, 45(1), 43-58. <https://eric.ed.gov/?id=EJ972852>

Scott, D. & Abbot, L. (2012). Trying to make the mission statements of social studies curriculum inhabit my social studies pedagogy and vice versa. *One World in Dialogue Journal*, 2(1), 8-18. <http://bit.ly/2gWKgvt>

- ✓ **In addition, all responses must include two pieces of supporting evidence from class discussions, readings from other courses, observations made during your field experiences or personal experiences.**

Each group must:

- Articulate a clear, insightful and persuasive argument to answer the question and to demonstrate an emerging understanding of concepts and theories related to the teaching of social studies.
- Draw upon relevant evidence to support the argument(s).
- Use an appropriate mode of expression in a way that is sophisticated, clear and accurate.
- Include at least 5 references, as outlined above.
- Use accurate writing and APA 7 citations connected to a reference list.

Your audio-recorded digital presentation **must not exceed 10 minutes**. Further specifics will be discussed in class and/or articulated in D2L. You will also have opportunities to provide formative feedback to other groups and receive formative feedback from other students and the instructor. On Monday, July 15th, we will celebrate the digital responses. Each group will present their digital response to the class and respond to questions from their peers.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

1. Sophistication, clarity and accuracy using relevant images and texts through the mode of expression.
2. Persuasiveness, clarity and insightfulness of the argument in the digital response and expanding on ideas resulting from questions from peers.
3. Application of relevant evidence from Alberta Social Studies Program of Studies (2005) Front Matter and other sources.
4. Evidence of collaboration, equitable division of labor and communication among group members.
5. Accuracy of writing and usage of APA 7 for citations and reference list.

Learning Task 1 Rubric

Criteria	Expert	Practitioner	Apprentice	Novice
Mode of expression (10 marks)	The audio-recorded presentation is excellent, sophisticated, very clear and accurate and uses relevant images and text.	The audio-recorded presentation is good, clear and accurate; most images and text are relevant.	The audio-recorded presentation is unclear, and some images and text are not relevant.	The audio-recorded presentation is very vague. Most images and texts are irrelevant.
Persuasive argument (10 marks)	The presentation articulates a very clear, insightful, and persuasive argument demonstrating an emerging understanding of the concepts and theories related to the teaching of social studies. Excellent expansion on questions from peers.	The presentation is clear but not fully persuasive and insightful. Some gaps are evident in the emerging understanding of the concepts and theories related to the teaching of social studies. Good expansion on questions from peers.	The presentation in some areas lacks clarity, insightfulness and persuasion. Significant gaps are evident in the emerging understanding of the concepts and theories related to the teaching of social studies. Responses to peer's questions lacked some detail and clarity.	The presentation is very vague, not insightful or persuasive. Major gaps are evident in the emerging understanding of the concepts and theories related to the teaching of social studies. Responses to peer's questions were not expanded on.
Relevant evidence (10 marks)	The presentation strongly uses relevant evidence from the Alberta Social Studies Program of Studies (2005) Front Matter and from two other sources from the resource list. In addition, the presentation is fully supported by two other sources, including class discussions, readings in other courses, field observations or personal experiences.	The presentation uses relevant evidence from the Alberta Social Studies Program of Studies (2005) Front Matter and from two other sources from the resource list. In addition, the presentation is somewhat supported by two other sources, including class discussions, readings in other courses, field observations or personal experiences.	In the presentation, some areas lack relevant evidence from the Alberta Social Studies Program of Studies (2005) Front Matter and from two other sources from the resource list. The presentation is not fully supported by class discussions, readings from other courses, field observations or personal experiences.	The presentation lacks relevant evidence from the Alberta Social Studies Program of Studies (2005) Front Matter and from two other sources from the resource list. The presentation is not supported by class discussions, readings from other courses, field observations or personal experiences.
Evidence of collaboration, equitable division of labor and communication among group members (5 marks)	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 and APA 7 (5 marks)	Exemplary usage of APA 7 for citations and reference list. The presentation is error free.	Good usage of APA 7 for citations and reference list. The presentation has some errors.	Significant mistakes in the usage of APA 7 for citations and reference list. The presentation has significant errors.	Poor usage of APA 7 for citations and reference list. The presentation has too many errors.

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

DUE: JULY 19, 2024.

Using Wiggins & McTighe's (2012) Understanding by Design Framework and Wiggins & McTighe's (2005) Understanding by Design, in this assignment you will provide a **5-page critical review** of an Alberta Education authorized learning and assessment plan (Critical Challenge) found on the Learn Alberta website (see below). This assignment will help you gain a deeper appreciation of what a well-designed learning and assessment plan looks like within the field of social studies education. You will have the opportunity to discuss your chosen critical challenge and receive formative feedback from other class members.

- Summaries of critical challenges aligned to various grades in the Alberta Social Studies Program: <http://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm?grade=1>
- McTighe, J. & Wiggins, G. (2012). *Understanding by design framework*. ASCD. https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf
- Wiggins, G., & McTighe, J. (2005). *Understanding by design*. Association for Supervision and Curriculum Development. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=13&docID=3002118&tm=1528840475720>
- 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>
- UBD in a Nutshell <https://jaymctighe.com/wp-content/uploads/2011/04/UbD-in-a-Nutshell.pdf>

Specifically, your critical analysis must:

- Using the headings below, fully answer each question.
- Be connected to the Wiggins & McTighe (2012) and Wiggins & McTighe (2005) readings and **at least two** other teaching and learning readings to demonstrate an understanding of effective teaching and learning theory.
- Be double spaced and use a 12-point font.
- Use in-text citations and a reference list based on APA 7.
- Not exceed 5 pages including reference list (excluding cover page).

1. Background

- What is the name of your critical challenge and the grade level? Why did you choose this critical challenge? How is it connected to a purpose of social studies education explored in Clark, P., & Case, R. (2008) Four defining purposes of citizenship education?

2. Big Idea and Enduring Understanding

- In viewing the learning outcomes (under the outcomes tab), what big idea and enduring understanding do you think this critical challenge was trying to get across? To what extent do you believe students would have understood this big idea and enduring understanding by the end of the lesson?

3. Essential Questions

- What was the critical/essential question(s) that guided this plan? To what extent was this question thought provoking, likely to spark discussion and debate and apply knowledge in ways that show understanding rather than simple recall?

4. Knowledge and Skills

- What key knowledge and skills from the Alberta Social Studies Program were present in this study?
- To what extent did the learning sequence effectively help students more deeply understand the key knowledge and skills?

5. Assessment Evidence

- Through what evidence were students asked to demonstrate achievement of the desired outcomes?
- To what extent were students given opportunities to receive formative feedback (i.e., were students given opportunities to reflect upon and self-assess their learning)?
- How would you adjust the forms of assessment?

6. Differentiation

- Based on your understanding of inclusive practices, what learning activities could be adapted or removed to ensure a positive learning experience for all students?

7. Recommendations

- Using the WHERETO model outline below, what three recommendations would you make to strengthen the overall design of the learning and assessment plan? Ensure your recommendations are supported by theoretical readings.
 - ✓ **W**= help the students know **where** the unit is going and **what** is expected. Help the teacher know where the students are coming from (prior knowledge, interests).
 - ✓ **H** = **hook** all students and hold their interest.
 - ✓ **E** = **equip** students and help them experience the key ideas and explore the issues.
 - ✓ **R** = provide opportunities to **rethink** and **revise** their understandings and work.
 - ✓ **E** = allow students to **evaluate** their work and its implications.
 - ✓ **T** = **tailored (personalized)** to the different needs, interests and abilities of learners.
 - ✓ **O** = **organized** to maximize initial and sustained engagement as well as effective learning.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

1. Critical analysis of learning plan (Critical Challenge) using focus questions.
2. Connections to Wiggins & McTighe (2012) and Wiggins & McTighe (2005) and two other scholarly readings.
3. Recommendations to strengthen the learning plan based on WHERETO, using theoretical readings.
4. Presentation of ideas.
5. Accuracy of writing and usage of APA 7 for citations and reference list.

Learning Task 2 Rubric

Criteria	Expert	Practitioner	Apprentice	Novice
Critical analysis of learning plan (Critical Challenge) using focus questions (25 marks)	All questions are addressed in a thorough, detailed and well-supported critical analysis of the lesson plan.	All questions are addressed in a descriptive assessment of the lesson plan but may lack some supporting evidence.	Some questions are addressed in a descriptive assessment of the lesson plan but may lack significant supporting evidence.	Components of questions are missing, incomplete or addressed in a cursory and superficial manner.
Connections to Wiggins & McTighe (2012) and Wiggins & McTighe (2005) and two other scholarly readings (25 marks)	Multiple and ongoing connections to readings. These connections are effective and well explained.	Some connections to the readings are made. These connections are explained.	A few connections to the readings. These connections are not well explained.	Connections to the readings are missing or incomplete and not explained.
Three recommendations to strengthen the learning plan based on WHERETO, using theoretical readings (30 marks)	Recommendations to strengthen the lesson plan are well-articulated and very clear and strongly supported by theoretical readings.	Recommendations to strengthen the lesson plan are clear and supported by some theoretical readings.	Recommendations to strengthen the lesson plan are unclear and lack connections to theoretical readings.	Recommendations are vague or missing and are not connected to theoretical readings.
Presentation of ideas (10 marks)	Critical review is double-spaced with appropriate headings in a 12-point font. The writing style is fluid and very clear.	Critical review is double-spaced with headings in a 12-point font. The writing style is clear.	Critical review has many formatting errors. The writing style is unclear.	Critical review has too many formatting errors. The writing style is very vague.
Accurate Writing and APA7 (10 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 some 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.

3. LEARNING TASK 3: Design a Discipline-Based Inquiry Learning and Assessment Plan DUE: JULY 23, 2024

In this final assignment you will design a short-term learning and assessment plan illustrating key aspects of theory introduced in this course. The three-period lesson plans must show evidence of being connected to a larger unit of study. Your learning and assessment plan will be submitted using a lesson plan template adapted from Wiggins and McTighe (1998). The template will be provided.

Specifically, you will,

1. Connect the lesson plans to a unit title, grade level, big idea, enduring understanding and essential question.
2. Determine the specific outcomes from the Alberta Social Studies Program of Studies (2005) addressed in the lessons. (See rubric for expectations).
3. Connect and describe how the lesson plans are connected to an authentic summative assessment performance task for the unit.
4. Outline in clear, student-friendly language what students will understand, experience and appreciate from engaging in the activities associated with the lesson plans.
5. Determine what to accept as evidence of learning for the lesson plans and how formative assessment strategies will be used.
6. Determine how personalization/differentiation, appropriate resources and technology will be used to attend to the needs of all learners.
7. Determine what materials, resources and technology you will use. Links must be provided.
8. Determine how you will activate prior knowledge and engage students and how the lesson connects to other lessons.
9. Articulate the learning activity sequence outlining the steps being taken by the students and teacher.
10. Determine effective conclusions (summary activities) for the lessons.
11. Use annotations in track changes to explain how your decisions in the learning sequence is based on theory and research.

The three-day lesson plans should not exceed six pages and must show evidence of being connected to a larger unit of study.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

1. Connection of unit and lesson plans through learning outcomes to the Alberta Social Studies Program of Studies (2005).
2. Clarity and connections of activities to unit title, grade level, big idea, enduring understanding and essential question.
3. Connection of lesson activities to the summative assessment performance task.
4. Effective articulation of formative feedback loops.
5. Design of an engaging learning sequence incorporating personalization/differentiation, appropriate resources and technology.
6. Annotations throughout the learning sequence justifying decisions based on theory and research.

Learning Task 3 Rubric

Criteria	Expert
Connection of unit and lesson plans through learning outcomes to Alberta Social Studies Program of Studies (2005) (10 marks)	The lesson plans are very clear and specifically and directly connected to the Alberta Social Studies Program of Studies (2005). The learning outcomes address all three domains of the social studies program (i.e., knowledge, skills and values). What students need to be able to do, know and appreciate are clearly stated and connected to the overall unit and the Alberta Social Studies Program of Studies (2005).
Clarity and connections of activities to unit title, grade level, big idea, enduring understanding and essential question (10 marks)	The lesson plans clearly and succinctly articulate how the activities are connected to the big idea, enduring understanding and essential question of a larger unit. The essential question guiding the unit is clear and answerable by all students at this grade level. It is thought provoking and intellectually engaging, and likely to spark discussion and debate. The question cannot be effectively answered by recall alone.
Connection of lesson activities to the summative assessment performance task (20 marks)	The lesson activities and outcomes are strongly linked to the summative assessment performance task. The activities prepare students to be successful in the task. The task requires students to apply knowledge in ways that show deep understanding.
Effective formative feedback loops (15 marks)	A wide range of ongoing formative assessment loops is woven into the plan to strengthen student understanding and inform instructional decision-making.
Design of an engaging learning sequence incorporating personalization/differentiation, appropriate resources and technology (25 marks)	The design of the learning experiences creates an engaging learner-centred environment where all students through personalization/differentiation, appropriate resources and technology are extremely well prepared with the requisite knowledge and skill development to offer a sophisticated response to the performance task. The skillfully designed learning plan focuses students' attention on issues and problems that are central to social studies, connected to students' lives and the world outside of school.
Annotations justifying decisions based on theory and research (20 marks)	Annotations justifying how the plan was clearly informed by theory and research are thoughtful and sophisticated. The annotated learning and assessment plan is written clearly and stands as a superior error-free example.

The full rubric will be posted in D2L.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

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

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

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

- *Engagement in Class Discussion and Inquiry*

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

EXPECTATIONS FOR WRITING

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

ORIGINAL WORK

Please note that all assignments are expected to be the original work of the student and students are not to employ text generation software (for example, ChatGPT).

LATE SUBMISSIONS

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

ISSUES WITH GROUP TASKS

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

GRADING

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

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

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf. Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

Academic Misconduct

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

Attendance/ Prolonged Absence

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

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

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

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than

their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

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

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

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

Werklund SU Representative is TBA, educrep@su.ucalgary.ca.