



UNIVERSITY OF ALBERTA  
DEPARTMENT OF  
ELEMENTARY EDUCATION

**EDEL 335 - Section N06**  
**Curriculum & Pedagogy in Elementary School Social Studies**

**Twitter: #EDEL335**

**January 7<sup>th</sup> – March 5<sup>th</sup>, 2019**  
Tuesdays & Thursdays: 10:30am – 12:50pm

**Location:** Education South, Room 402

**\*\*NOTE:** Course Prerequisite or Corequisite: EDEL 305 or 316\*\*

**COURSE WEBSITE:** <http://carla-peck-edel335.pbwiki.com/>

**Instructor:** Dr. Carla Peck  
**Office:** EdS 248  
**Phone:** 780-492-9623  
**Email:** [carla.peck@ualberta.ca](mailto:carla.peck@ualberta.ca)  
**Office Hours:** Feel free to drop by anytime. If it's essential that we meet, please do make an appointment as I might be meeting with someone else when you drop by, or I might be out of the office for a meeting. Email is the best way to contact me for appointments. Please allow time for me to respond to your email.

Please feel free to email or call me with any questions you might have, or if you want to discuss your assignments, ideas, etc.

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*The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Metis, Nakota Sioux, Iroquois, Dene, Ojibway/ Sauteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.*

***Course Rationale and Description:***

Social studies provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. Social Studies helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society. (*Alberta Education, 2005: Program Rationale and Philosophy, Social Studies K-12, p. 1.*)

Greetings, and welcome to EDEL 335! The purpose of this course is to help you develop and articulate your beliefs, understandings and skills in order to plan, teach, and assess Social Studies at the Elementary level. The above quote offers one rationale for Social Studies education. Throughout the course we will enter into an exploration of (1) Past and current theory on the meaning and purpose of Social Studies education, with the view to formulating a knowledgeable and informed rationale for our own practice as Social Studies teachers; (2) What we want Social Studies to look like in our classrooms and to our students, and why; and (3) The various ways in which we can make our vision of Social Studies a reality in our practice. It is my hope that this will be a collaborative process, with each of us contributing to one another's learning.

The course will model the essential understandings and foundational principles inherent in Alberta Education's Program of Studies for Social Studies. Our classes will utilize inquiry-based, constructivist, experiential, collaborative and reflective pedagogies. All of the learning experiences are designed to help you develop the skills and understandings to plan, teach and assess social studies from Kindergarten to Grade Six.

### ***Learning Outcomes & Alberta Teaching Quality Standards:***

This course is part of the Bachelor of Education program that prepares students for Interim Professional Certification by Alberta Education. This course prepares students to meet the following competencies that are part of the Alberta [Teaching Quality Standard](#):

Readings, class activities, and assignments in this course are designed to prepare pre-service teachers for Interim Professional Certification by Alberta Education. Competencies included in the [Alberta Teaching Quality Standard](#) are indicated in the parenthesis following each learning outcome. By the completion of EDEL 335 students should be able to:

- articulate a conception of social studies, including an understanding of the purpose and goals of social studies education (3a; 4c)
- critically and thoughtfully engage with the Alberta Social Studies Program of Studies (POS) (3a,b)
- plan teaching experiences which reflect educationally sound goals, are grounded in the social studies POS, and which use a variety of instructional strategies to engage students critically and thoughtfully with social studies content (1c; 2d; 3a,b; 4b,f)
- design inclusive learning experiences that build an awareness of issues of power and oppression, and which foster equality and respect with regard to human rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms* (1f; 2c; 3a; 4a,b,g)
- use the POS to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences, and contemporary context of First Nations, Métis, and Inuit (1f; 2c,e; 5c,d)
- utilize effective strategies for building a community of inquiry within the social studies classroom (1b; 2a; 3a,b,c; 4f)
- identify, critically evaluate, and build a collection of instructional resources that support the learning experiences of all students, and reflect diversity, equity, inclusion, and First Nations, Métis, and Inuit perspectives (1f; 2c,d,e; 3a; 4a; 5d)
- develop and apply authentic formative and summative assessment strategies in ways that enhance student learning (3c)
- be familiar with strategies for infusing technology throughout teaching and learning experiences (2f; 3a)

**Required texts: Please bring all required materials with you to every class.**

- Case, R., & Clark, P. (Eds.). (2016). *The Anthology of Social Studies: Issues and Strategies for Elementary Teachers*. Vancouver, BC: TC<sup>2</sup>.
- On-line readings as indicated in course outline. (Available on the EDEL course wiki or eClass.)
- Alberta Education *Social Studies Program of Studies, K – 6*. (Available on-line at: <http://education.alberta.ca/teachers/program/socialstudies/programs.aspx>)

### **General Course Expectations**

Success in this course is contingent on *timely completion* of readings and assignments, *active* participation in class, and *regular attendance*. Interaction with your peers and instructor contributes to developing a community of learning and practice, encouraging collaborative, collegial attitudes and habits. Please treat your instructor and all class members in a respectful and dignified manner. Teaching involves a range of professional and pedagogic obligations and responsibilities including being well-prepared, being punctual, and attending class regularly. **Do not schedule appointments that conflict with this course. Attendance will be taken at the beginning of each class day.**

### **Expectations for Attendance and Professionalism**

#### **Attendance**

- **In this course, I expect professional behaviour, similar to how you would interact with a school principal.** Absenteeism should be avoided, but if you absolutely have to miss a class due to illness or other extenuating circumstances, or if you are going to be late, **I expect you to email or call to let me know.**
- Since presence at lectures, participation in classroom discussions and projects, and the completion of assignments are important components of most courses, **students will serve their interests best by regular attendance.** *"Those who choose not to attend must assume whatever risks are involved"* ([Attendance Section](#) of the University of Alberta Calendar)
- Students are responsible for all material distributed and/or discussed during all classes, even ones they've missed. If you do miss a class, contact a classmate to get notes/information that you missed.
- Students who are **repeatedly absent** may receive an email notifying them of the risks associated with absenteeism. Such risks include (but are not limited to): not having materials required to complete assignments, not understanding material that may be on the final exam, performing poorly in the course. The Associate Chair of the Department of Elementary Education will be copied on these emails.

#### **Professionalism**

- **Email etiquette:** This may seem like an obvious or frivolous skill but it is surprising how easy it is to miscommunicate via email. Remember, it's a good idea to develop these habits now because the parents/guardians of your future students will expect professional correspondence from you. Here's a handy [guide](#) (you can ignore #9 in the list – you don't need to provide proof but I do expect you to let me know if you are going to be absent – see *Attendance* section, above).
- **Disruptive behaviour:** To ensure a positive learning environment for all, please make sure that your actions do not disrupt the instructor or other students in the class.
  - Arrive **on time** and prepared for class. Chronically arriving late is distracting.
  - Follow your instructor's guidelines for the use of digital devices in the classroom. **Cell phones should be on "silent."** **Texting/calling/checking for texts/calls is not permitted during class time.**
  - Listen to the instructor during lectures and other students during discussions. Refrain from off-task conversations that disrupt the learning of yourself and others.

- According to the Code of Student Behaviour, students who are disruptive can be asked to leave (Section 30.3 and 30.4.3[1]): <https://www.ualberta.ca/governance/resources/policies-standards-and-codes-of-conduct/code-of-student-behaviour>
- **ATA Code of Professional Conduct:** In addition to upholding the University of Alberta Code of Student Behaviour, students in the Faculty of Education are expected to conduct themselves according to the Alberta Teachers' Association Code of Professional Conduct (<http://www.teachers.ab.ca/>). While enrolled in the IPT or APT, students are also subject to the guidelines described in the Practicum Intervention Policy (<https://www.ualberta.ca/governance/resources/policies-standards-and-codes-of-conduct/practicum-intervention-policy>). In brief, pre-service teachers:
  - should conduct themselves in a manner that respects the dignity and rights of all persons
  - should treat other students with dignity and respect and be considerate of their learning circumstances.
  - should not undermine the confidence of their classmates in other instructors.
  - should meet with the instructor in private when questioning professional competence, including methods of instruction or grading issues.
  - should act in a manner which maintains the honor and dignity of the profession

***Plagiarism: If you didn't write, invent, create or think it, you'd better cite it.***

It is the student's responsibility to inform her/himself about the penalties that may be imposed if plagiarism is suspected or confirmed. Students should be particularly careful when working in groups, especially if using another group member's ideas. Proper attribution should be noted on the assignment.

***Be proactive: If you're not sure if you've plagiarised, check with someone who can help you before handing in your assignment! "I didn't know" is not an accepted defense for plagiarism.***

- University of Alberta Libraries – Avoiding Plagiarism: <https://www.library.ualberta.ca/tutorials/foundational/avoiding-plagiarism>
- For information on how to properly cite sources: <http://guides.library.ualberta.ca/citing>

***Assignments and Evaluation***

Final grades will be calculated using the **Absolute Grading System** (see details that follow).

Since this is a compressed course, it will feel like you are always working on an assignment. It will feel that way because it will be true. Please ensure you have adequate time to devote to your assignments as extensions will not be possible (except in very extreme circumstances). You will need to stay up to date with assigned readings as these will be directly related to the assignments in this course. Just like driving through a small town – if you blink, the course will be over!

## ***Due Dates and Weighting of Assignments***

***All assignments submitted for evaluation should have been completed by you for this course and not recycled from any other course or source.***

| <b>ASSIGNMENT</b>  | <b>DUE DATE</b>     | <b>WEIGHT</b>          |
|--|---------------------|------------------------|
| <b>1) Developing a Personal Philosophy of Teaching Social Studies</b>  |                     |                        |
| A) Philosophy of Teaching Social Studies   | Tues., January 15   | (Ind.) 10%             |
| B) Reflection on Teaching Philosophy   | Tues., March 5      | (Ind.) 5%              |
| <b>2) Unit Plan Assignment</b>   |                     | 40%                    |
| A) Unit Plan Rationale   | Thurs., January 24  | (Ind. or Group)        |
| B) Assessment Plan   | Tues., February 5   |                        |
| C) 8-10 Mini-Lessons   | Tues., March 5      |                        |
| <b>3) Evaluation of Teaching Resources</b><br>Develop a portfolio of resources for inclusion in your unit plan | Thurs., February 14 | 25%<br>(Ind. or Group) |
| <b>4) Mid-term exam</b>  | Thurs., January 31  | (Ind.) 20%             |
|  |                     |                        |
| <b>TOTAL</b>   |                     | 100%                   |

**Please note:** *Unless otherwise indicated, paper copies of assignments should be submitted at the beginning of class on the due date. Late assignments will only be accepted upon prior approval of the instructor, but will be subject to a penalty of 5% per day late. The instructor may consider an extension if notified within 48 hours of due date.*

### ***Access to Past or Representative Evaluative Course Material***

Representative samples of the major assignment (Unit Plan Assignment) can be found on the EDEL 335 course wiki (link provided above).

### ***Standards for Written Work***

Clear and effective writing is a key part of professional practice. You are expected to demonstrate a sound command of English grammar. While specific marking criteria will be given for each assignment in this course (see eClass site for details), the general criteria for all assignments are as follows:

- Analysis:* development of a coherent, logical, balanced analysis leading to reasoned conclusions;
- Content:* mastery of relevant material and ability to apply material to particular situations;
- Clarity:* precision in identifying key concepts and in developing your position;
- Effort:* indication that there is a conscious, sustained, earnest attempt to achieve a particular direction/outcome;
- Diction:* professional tone and standard language usage.

## ***University, Faculty, & Department Policies***

### ***Important Dates***

| <b>Elementary IPT (8 Week condensed): Winter 2019</b> |                     |                            |         |
|---|---------------------|----------------------------|---------|
| <b>On Campus</b>                                      | January 7 – March 5 | <b>Withdraw</b>            | March 1 |
| <b>Add/Delete</b>                                     | January 14          | <b>Last Day of Classes</b> | March 5 |
| <b>50% Withdraw</b>                                   | January 28          |                            |         |

### ***Equity Statement and Inclusive Language Policy***

The Faculty of Education is committed to providing an environment of equality and respect for all people within the university community, and to educating staff and students in developing teaching and learning contexts that are welcoming to all. The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, race, sexual orientation, and ethnic backgrounds.

### ***Code of Student Behaviour and Academic Integrity***

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <https://www.ualberta.ca/governance/resources/policies-standards-and-codes-of-conduct/code-of-student-behaviour>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Additional information regarding academic integrity and plagiarism can be found at:

<https://www.ualberta.ca/current-students/academic-resources/academic-integrity>

### ***Faculty of Education Professional Standards***

Students' performance and behavior in the classroom on campus and while student teaching in the schools are subject to the guidelines laid out in the [Code of Student Behavior](#), the [Practicum Intervention Policy](#), and the [Alberta Teachers' Association Code of Professional Conduct](#). – See [Faculty of Education Professional Standards Section](#) of the Calendar.

### ***Recording in the Classroom or Gymnasium***

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

### ***Student Accessibility Services***

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental and physical health are advised to discuss their needs with Students Accessibility Services, 1-80 Students' Union Building, 492-3381 (phone) or 492-7269 (TTY), <https://www.ualberta.ca/current-students/student-accessibility-services/>.



### *Personal or Academic Difficulties*

Students experiencing academic or personal difficulties may contact Undergraduate Student Services (ED North 1-107, email: [educ.info@ualberta.ca](mailto:educ.info@ualberta.ca), phone: 780-492-3659) for support services.

## DEPARTMENT OF ELEMENTARY EDUCATION GRADING POLICY

In accordance with university policy, instructors in courses offered by the Department of Elementary Education may use the absolute measures system, the distribution system, or a combination of the two for calculating final course letter grades. In the Absolute Grading System, students attain their letter grade on the basis of the absolute raw score total they have earned through completion of the course. Under the absolute measures system, the instructor determines ahead of time how raw scores will be converted to grades. Under the distribution or relative scoring system, the instructor determines the final grade based on the distribution of scores achieved by all of the students in the class. If a distribution system is used, the conversion is at the discretion of the instructor; specific patterns of distribution are not mandated by the university. Under the combination system, the instructor uses a combination of absolute achievement and relative performance in class to determine course letter grades. Instructors are required to announce at the beginning of the course the manner in which the official University grading system is to be implemented in the course.

|    |  |
|----|--|
| A+ | exceptional performance with respect to course learning objectives; exhibits original, creative thinking and demonstrates a capacity to analyze critically and synthesize information. |
| A  | excellent performance combined with strong evidence of critical thinking.  |
| A- | excellent performance with respect to course learning objectives.  |
| B+ | very good achievement of course learning objectives  |
| B  | good to very good achievement of course learning objectives  |
| B- | good achievement of course learning objectives   |
| C+ | satisfactory to good achievement of course learning objectives   |
| C  | satisfactory achievement   |
| C- | acceptable achievement but somewhat less than the normal expectation of course learning objectives   |
| D+ | poor achievement with respect to course learning objectives  |
| D  | <b>minimal pass</b>  |
| F  | unsatisfactory performance and considered a failing grade  |

The following class means and medians were recommended by the University of Alberta General Faculties Council in the 2010-11 academic year. They are presented here for information purposes only:

|               | 3rd Year | 4th Year |
|---------------|----------|----------|
| <b>Mean</b>   | 3.00     | 3.11     |
| <b>Median</b> | B        | B+       |

**DEPARTMENT OF ELEMENTARY EDUCATION  
GRADE CONVERSION FOR UNDERGRADUATE COURSES**

The following charts illustrate how grade conversion has been historically determined within the Department of Elementary Education. Your instructor will use these historical guidelines for grade conversion in this course, in conjunction with the university Grading Policy (see <https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Assessment-and-Grading-Policy.pdf> )

**ABSOLUTE SYSTEM:**

**DISTRIBUTION SYSTEM:**

**300 Level Courses**  
Approximate Number of Students at  
Each Grade Band

**400 Level Courses**  
Approximate Number of  
Students at Each Grade Band

| Descriptor   | Absolute System                 |        | 300 Level Courses              |             |             | 400 Level Courses |                                |             |             |             |
|--------------|---------------------------------|--------|--------------------------------|-------------|-------------|-------------------|--------------------------------|-------------|-------------|-------------|
|              | Absolute Raw Score (comparison) |        | 3 <sup>rd</sup> yr Percentages | 25 Students | 30 Students | 35 Students       | 4 <sup>th</sup> yr Percentages | 25 Students | 30 Students | 35 Students |
| Excellent    | A+                              | 96-100 | 6%                             | 1.5         | 1.8         | 2.1               | 8%                             | 2.0         | 2.4         | 2.8         |
|              | A                               | 92-95  | 9%                             | 2.3         | 2.7         | 3.2               | 12%                            | 3.0         | 3.6         | 4.2         |
|              | A-                              | 87-91  | 14%                            | 3.5         | 4.2         | 4.9               | 17%                            | 4.3         | 5.1         | 6.0         |
| Good         | B+                              | 83-86  | 16%                            | 4.0         | 4.8         | 5.6               | 16%                            | 4.0         | 4.8         | 5.6         |
|              | B                               | 78-82  | 18%                            | 4.5         | 5.4         | 6.3               | 16%                            | 4.0         | 4.8         | 5.6         |
|              | B-                              | 73-77  | 14%                            | 3.5         | 4.2         | 4.9               | 12%                            | 3.0         | 3.6         | 4.2         |
| Satisfactory | C+                              | 69-72  | 9%                             | 2.3         | 2.7         | 3.2               | 7%                             | 1.8         | 2.1         | 2.5         |
|              | C                               | 64-68  | 6%                             | 1.5         | 1.8         | 2.1               | 5%                             | 1.3         | 1.5         | 1.8         |
|              | C-                              | 60-63  | 4%                             | 1.0         | 1.2         | 1.4               | 3%                             | 0.8         | 0.9         | 1.1         |
| Poor         | D+                              | 55-59  | 2%                             | 0.5         | 0.6         | 0.7               | 2%                             | 0.5         | 0.6         | 0.7         |
| Minimal Pass | D                               | 50-54  | 1%                             | 0.3         | 0.3         | 0.4               | 1%                             | 0.3         | 0.3         | 0.4         |
| Failure      | F                               | <50    | 1%                             | 0.3         | 0.3         | 0.4               | 1%                             | 0.3         | 0.3         | 0.4         |
|              |                                 |        | GPA                            | 3.00        | 3.00        | 3.00              | GPA                            | 3.11        | 3.11        | 3.11        |

The course outline acts as an agreement between the student and the instructor regarding the details of the course. Circumstances might develop, during a term, where a change to the course outline, as set out in the University Calendar, made sense to all concerned. Such changes shall only occur with fair warning or general class consent. Policy about course outlines can be found in [Course Requirements, Evaluation Procedures and Grading](#) of the University Calendar.



### EDEL 335 Schedule (tentative)

| Date   | Topics  | Readings  | Assignments/Tasks   |
|--|---|---|---|
| Tuesday, January 8                                   | <b>Getting Started</b><br>- What is Social Studies?<br>- What is your relationship to Social Studies?   | <b>In class activities</b>  | <i>Ready for Take-off! The term is going to fly by!</i><br><br>Purchase or gain access to required textbook<br><br>Readings in preparation for the next class |
| Thursday, January 10                                 | <b>What is Social Studies (cont'd)?</b><br>- What are the purposes of Social Studies education?<br>- What are <u>my beliefs</u> about social studies?<br>- What kind of social studies teacher do I want to be? | <b>Read:</b><br>1. Text, Chapters 1, 2, and 3<br><br><b>Review:</b><br>2. A Vision of Powerful Social Studies Teaching and Learning ( <b>wiki</b> )<br>3. Program of Studies Front Matter (pp. 1-12) ( <b>wiki</b> )  | Start Assignment 1A<br><br>Readings in preparation for the next class<br><br>Find a partner to work with for Assignment 2 and Assignment 3                    |
| Tuesday, January 15<br><br><b>DUE: ASSIGNMENT 1A</b> | <b>Planning:</b><br>- Backwards design - What do you mean I have to start at the end?<br>- Big ideas, enduring understandings, outcomes & essential questions   | <b>Read:</b><br>1. Wiggins, G., & McTighe, J. (2005). Backwards Design. In <i>Understanding by design</i> (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development (pp. 13-34) ( <b>wiki</b> )<br>2. Focusing on Big Ideas (K-9). ( <b>wiki</b> )<br>3. Framing Essential Questions ( <b>wiki</b> )<br>4. Text, Chapter 25 | Readings in preparation for the next class<br><br>Work with your partner on Assignment 2A   |
| Thursday, January 17                                 | <b>Assessment:</b><br>- How do I know what students have learned?   | <b>Read:</b><br>1. Text, Chapters 26 and 27<br><b>Visit:</b><br>1. Alberta Assessment Consortium ( <b>wiki</b> )  | Readings in preparation for the next class<br><br>Work with your partner on Assignment 2A   |
| Tuesday, January 22                                  | <b>Developing an assessment plan for your unit</b><br>- Outcomes, Objectives, and Assessment criteria   | <b>Read:</b><br>1. Tomlinson: <i>The bridge between today's lesson and tomorrow's</i> ( <b>wiki</b> )<br><b>Review:</b><br>2. Text, Chapters 26 and 27  | Readings in preparation for the next class<br><br>Work with your partner on Assignment 2A   |

| Date   | Topics   | Readings   | Assignments/Tasks  |
|--|--|--|--|
| <p>Thursday, January 24</p> <p><b>DUE: ASSIGNMENT 2A</b></p> | <p>I've heard of constructivism, but what the heck is it?</p> <p><b>Supporting Critical Inquiry</b></p> <p><b>Focus on Inquiry</b></p>   | <p><b>Read:</b></p> <ol style="list-style-type: none"> <li>Constructivism and Social Constructivism in the Classroom (<b>wiki</b>)</li> <li>Text, Chapters 9 and 10</li> <li>Focus on Inquiry, Chapters 1, 2, and 3 (<b>wiki</b>)</li> </ol>   | <p>Readings in preparation for the next class</p> <p>Work with your partner on Assignment 2B</p>                               |
| <p>Tuesday, January 29</p>                                   | <p><b>Including all learners: Diversity in Social Studies</b></p>  | <p><b>Read:</b></p> <ol style="list-style-type: none"> <li>Text, Chapters 21 and 22</li> <li><a href="http://www.teach4diversity.ca">www.teach4diversity.ca</a> (<b>wiki</b>)</li> </ol> <p><b>Skim:</b></p> <ol style="list-style-type: none"> <li>Here Comes Everyone (<b>wiki</b>)</li> <li>Education is our Buffalo (<b>wiki</b>)</li> </ol>                   | <p>Readings in preparation for the next class</p> <p>Work with your partner on Assignment 2B</p> <p>Study for midterm exam</p> |
| <p>Thursday, January 31</p>                                  | <p><b>MIDTERM EXAM</b></p> <p><b>Resources in Social Studies</b></p> <ul style="list-style-type: none"> <li>How can I be confident that I am using quality resources?</li> <li>Where can I find good quality teaching resources?</li> </ul>                                  | <p><b>Read:</b></p> <ol style="list-style-type: none"> <li>10 Quick Ways... (<b>wiki</b>)</li> <li>Aboriginal Content Validation (<b>wiki</b>)</li> <li>Curriculum Materials (<b>wiki</b>)</li> <li>Critical Evaluation of Websites (<b>wiki</b>)</li> </ol>   | <p>Readings in preparation for the next class</p> <p>Work on Assignment 2B with your partner</p>                               |
| <p>Tuesday, February 5</p> <p><b>DUE: ASSIGNMENT 2B</b></p>  | <p><b>Library Session in preparation for the Resources Evaluation Assignment</b></p>   | <p><b>Read:</b></p> <ol style="list-style-type: none"> <li>Text, Chapters 14, 15, and 16</li> </ol> <p><b>Review:</b></p> <ol style="list-style-type: none"> <li>10 Quick Ways... (<b>wiki</b>)</li> <li>Aboriginal Content Validation (<b>wiki</b>)</li> <li>Curriculum Materials (<b>wiki</b>)</li> <li>Critical Evaluation of Websites (<b>wiki</b>)</li> </ol> | <p>Readings in preparation for the next class</p> <p>Work on Assignment 3 with your partner</p>                                |
| <p>Thursday, February 7</p>                                  | <p><b>Conceptual learning</b></p> <ul style="list-style-type: none"> <li>How do I identify and teach Social Studies concepts?</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>How do I teach students critical thinking skills?</li> </ul> | <p><b>Read:</b></p> <ol style="list-style-type: none"> <li>Hughes: <i>Getting the idea</i> (eClass)</li> <li>Text, Chapter 6</li> <li>Jarolimek: <i>Skills Teaching</i> (eClass)</li> </ol>  | <p>Readings in preparation for the next class</p> <p>Work on Assignment 3 with your partner</p>                                |

| Date   | Topics  | Readings  | Assignments/Tasks  |
|--|---|---|--|
| Tuesday, February 12                                     | Teaching Skills & Geographic thinking   | <b>Read:</b><br>1. Text, Chapter 5<br>2. School Geography and Academic Geography (wiki)<br><b>Optional:</b><br>Teachers' beliefs about geography (wiki)       | Readings in preparation for the next class<br><br>Work on Assignment 3 with your partner   |
| Thursday, February 14<br><b>DUE: ASSIGNMENT 3</b>        | The place of history in social studies: Can young students learn to think historically? | <b>Read:</b><br>1. Text, Chapters 4 and 19<br>2. Benchmarks of Historical Thinking (wiki)<br><b>Optional:</b><br>Engaging Students in Learning History (wiki) | Readings in preparation for the next class<br><br>Work with your partner on Assignment 2C. Revise 2A and 2B based on formative feedback.   |
| Monday, February 18 - 22                                 | <b>NO CLASSES: FAMILY DAY &amp; READING WEEK</b>  |   |  |
| Tuesday, February 26                                     | Unit Plan Work Day  | Attendance expected. Half of the class will attend the first 70 minutes and the other half of the class will attend the second 70 minutes.                    | Bring all of the materials you will need to work on your unit plan assignment.<br><br>Readings in preparation for the next class<br><br>Work with your partner on Assignment 2C. Revise 2A and 2B based on formative feedback. |
| Thursday, February 28                                    | Can I teach controversial issues in elementary social studies?                          | <b>Read:</b><br>1. Text, Chapter 23<br>Controversial Issues in the Classroom (wiki)   | Work with your partner on Assignment 2C. Revise 2A and 2B based on formative feedback.<br><br>Readings in preparation for the next class   |
| Tuesday, March 5<br><b>DUE: ASSIGNMENT 1B &amp; 2ABC</b> | Social action in elementary social studies<br><br>Wrap-up                               | <b>Read:</b><br>1. Text, Chapters 13 & 20<br><b>Optional:</b><br><i>Democratic Twittering: Using Social Media in the Social Studies Classroom</i> (wiki)      | Work with your partner on Assignment 2C. Revise 2A and 2B based on formative feedback.   |

GOOD LUCK IN YOUR PRACTICUM!!! 😊

## ASSIGNMENT #1: Developing a Personal Philosophy of Teaching Social Studies

### Individual

Part A: 10%

Part B: 5%

**Part A:** In this 2-3 page (double-spaced) paper, you will describe your *Philosophy of Teaching Social Studies*. This assignment asks you to reflect on the kind of social studies teacher you want to be. Based on your prior experiences with Social Studies, with course readings (and especially Chapters 1-3), and with classroom activities and discussions:

- Describe the goals you will prioritize in your social studies teaching
- Identify where you would place yourself on the “matrix” (see Chapter 3 in the text)
- Explain, in your own words, the two “citizenship orientations” with which you most strongly identify
- Analyze and explain how your chosen goals and citizenship orientations will shape what occurs in your classroom (e.g., classroom set up, assessment, use of resources, and so on)

*Scholarly requirements:* I expect to see references made to relevant course readings – this means using in-text citations and providing a bibliography of works cited. You may also reference other materials as you deem appropriate.

**Assessment:** *Summative*. A mark will be assigned when submitted.

**DUE:** January 15<sup>th</sup>

**Part B:** Close to the end of the course, you will revisit your earlier *Philosophy of Teaching Social Studies* alongside all course experiences to **develop a 1 page double-spaced reflection** that documents **what** has shifted, since the beginning of the course, about your understandings of social studies and the kind of social studies teacher you want to be, and **why** these shifts have occurred.

**Assessment:** *Summative*. A mark will be assigned when submitted.

**DUE:** March 5<sup>th</sup> (submit paper version @ beginning of class with your unit plan assignment)

### Philosophy of Teaching Social Studies Assessment Criteria

Criteria for assessing this particular assignment are below. We will discuss these and any others you raise. I will confirm the final criteria in writing (via email or as a handout) before the assignment due dates.

- Description of ways previous and ongoing experiences have shaped (and are shaping) your current philosophy of teaching Social Studies, especially the goals you’ve prioritized for your social studies teaching
- Demonstration of connections with course readings
- Clear and accurate explanation of selected citizenship orientations
- In-depth analysis and clear explanation of how your goals and selected citizenship orientations will shape what occurs in your classroom
- Careful attention to grammar, punctuation, spelling, referencing, etc.

### Reflection Assessment Criteria

- Specific and detailed descriptions of WHAT has and has not shifted during the unfolding of the course
- Specific and detailed descriptions of WHY these shifts have / have not occurred
- Careful attention to grammar, punctuation, spelling, referencing, etc.

**ASSIGNMENT #2: Unit Plan**  
**Groups of two**  
**Value: 40%**

This assignment has been broken down into 3 smaller (and hopefully more manageable!) pieces. The work on the unit plan assignment is cumulative. That is, each part builds on the next.

**Part A:** Unit Plan Rationale. This work precedes the development of your unit plan (3 pages single-spaced).

**A template will be provided for you, to complete the following:**

- a) Select a grade for the unit plan that you will work on throughout the course
- b) Describe the central or “big” ideas for the grade you have chosen
- c) Begin to cluster learning outcomes from the Program of Studies, to form a cohesive unit of study
- d) Identify the “enduring understandings” for your unit (these are based on the big ideas and learning outcomes you “clustered” in c, above)
- e) Identify ONE “essential question” which will guide students’ inquiries during the unit
- f) Explain how your proposed unit is consistent with the principles and goals of the Front Matter of the Social Studies Program of Studies (total for parts a – f: 3 pages)

**Assessment:** *Formative*. No mark assigned when initially submitted. Students are required to resubmit with final assignment (Part C). **Pass in a revised copy and the original** when you pass in the full assignment. Will be reassessed and graded in conjunction with unit plan.

**Part A Due:** January 24 (submit paper version @ beginning of class)

**Part B:** DRAFT Assessment Plan (approximately 1 – 3 pages)

**A template will be provided for you, to complete the following:**

You are required to develop an **assessment plan** for your unit. Remember, in the “Backwards Design” approach to planning, assessment is thought of first and is used as a planning tool. Come up with **assessment indicators (acceptable evidence that students have achieved the learning outcome)** and **assessment tasks (assignments and activities that you will have students do to provide that evidence to you) along with criteria for assessment** for each of the outcomes and enduring understandings you have selected for your unit. Following the principles of backwards design (Wiggins & McTighe, 2005), assessment is foregrounded and considered before learning activities/experiences are planned. Assessment indicators and tasks must be connected to learning outcomes clustered in Part A. They must be specific. (“I will assess with a rubric” or, “I will check to see if their homework is done” are unsatisfactory responses!) You do not need to create rubrics for this assignment **BUT** you do need to indicate the kind of **criteria** you are going to use to assess student work.

**Assessment:** *Formative*. No mark assigned when initially submitted. Students are required to resubmit DRAFT with final assignment (Part C). Will be graded as a part of the unit plan overview/map.

**Part B Due:** February 5<sup>th</sup> (submit paper version @ beginning of class)

**Part C:** Unit Plan Overview (page length varies)

**A template will be provided for you, to complete the following:**

Individuals and/or pairs are required to create a unit composed of 8 – 10 “mini-lessons.” This should be a complete unit. The unit should have a clear beginning, middle and end and lessons should be linked to one another. You are required to include the following components in each lesson:

- i) lesson objectives (based on learning outcomes from POS)
- ii) learning experiences/activities
- iii) resources
- iv) assessment strategies and criteria for evaluation – to be included in each lesson!

Individually or as a pair, prepare an overview of a social studies unit consisting of 8 to 10 mini-lessons. The unit must promote critical thoughtfulness of the topic under study. You may include an additional (or 11<sup>th</sup>) lesson for student presentations or other assessment, but the previous lesson must synthesize the major ideas of the unit. (In other words, the unit can end with the method you chose to evaluate your students, but the lesson **before** the evaluation must successfully bring the unit to a close.) Like a good story, movie or lesson plan, a good unit plan has a clear beginning, middle and end. Your unit overview should also demonstrate this.

**In the unit plan overview, you must:**

- incorporate at least **two** of the teaching approaches we have explored during the term: concept teaching, teaching skills, historical thinking, etc.). **Label the lessons that you feel incorporate these teaching approaches.**
- include several of the teaching ideas or activities (jigsaw, “placemat”, using maps, using primary sources, etc.) that we have explored throughout the term.
- include a minimum of 1 to 3 technology related outcomes (indicated by a ► in the POS).

**Remember that you will have already done much of this in the earlier assignments.** You may find that you want to “tweak” your assessment ideas and resources based on the feedback you receive but the good news is that you won’t need to start from scratch!

**Note: The final product that you will submit should include:**

1. Unit Plan Rationale Statement (Part A) – Original & Revised
2. Assessment Plan (Part B) – Original & Revised
3. 8 – 10 mini lessons (Part C), as described above

**Assessment:** *Summative*. A mark will be assigned when submitted.

**Parts ABC Due:** March 5<sup>th</sup> (submit paper version @ beginning of class)

**Note: If you complete this assignment as a pair, both students in a group will receive the same mark.** You should endeavour to work cooperatively, and strive to resolve any issues that may arise during group work. This is a real situation, in that teachers are often asked to work together on special projects, so it’s vital that you begin this practice now. If you are unable to resolve your issues, please see me immediately.

**Each** person is responsible for the finished product and therefore **EACH PERSON** in the group has a responsibility to ensure that the project is complete, and that no errors have occurred. **Each person** has a responsibility to check the project for spelling and grammar mistakes, overall cohesiveness of the project,

proper citing of resources and that no plagiarism has occurred. **Once you put your name on a project, you are responsible for its contents. Remember to do your part.**

### Unit Plan Overview Assessment Criteria

It is my intent to discuss assessment criteria for this course with you. However, I realize that it is important to have a baseline or place to start, so these are some of the criteria that will be used to assess this particular assignment. We will discuss these and any others you raise and I will confirm the final criteria in writing (via email or as a handout) before the assignment is due.

#### **Unit Plan Topic**

Expressed as an essential question; will engage students

#### **Rationale**

Clearly explains purpose and value of the unit. All areas of rationale (as identified in the assignment description) are included. Appropriate provincial learning objectives are identified. Unit plan reflects and is consistent with rationale.

#### **Enduring Understandings**

Clearly stated, comprehensive (do they provide adequate direction for the unit?) and worthwhile. Refer to what students will learn rather than what they will do. Related to prescribed learning outcomes identified in rationale.

#### **Lesson Objectives**

Together, they would attain unit goals. All objectives are relevant to attainment of unit goals and outcomes from the POS. Specify the intended outcome rather than the activity. Clearly stated, worthwhile. Appropriate for age/grade of student.

#### **Teaching Approaches & Activities (Learning experiences)**

Would achieve unit objectives and unit goals. Clearly described. Varied and stimulating. Use a variety of teaching approaches such as: historical thinking, concept teaching, etc. Lesson plans include various student activities intended to engage them in a thoughtful and critical manner. Focus on higher-order learning (e.g., Bloom's Taxonomy, Multiple Intelligences). Integrates various forms of technology in meaningful ways.

#### **Resources**

Included in each lesson. Students encounter a variety of resources, apart from their text. Appropriate to activities, student age/development, lesson objectives and unit goals.

#### **Development of Unit**

Opening lesson is motivating and establishes unit purposes. Sequence of activities is logical (prerequisite understandings and skills are taught at the appropriate times). Lesson plans are grounded in the principles of constructivist teaching, Backwards Design, Powerful Social Studies and incorporate the needs and learning styles of diverse learners. Final lesson effectively provides closure to the unit.

#### **Assessment**

A specific assessment strategy is included in each lesson. Assessment strategies measure and are directly related to lesson objectives. Provides sufficient information to accurately judge student achievement of objectives. Uses appropriate criteria to provide the grounds for judging quality. Supports learning. Provides valid indication of learning. Varied. Some attempt made to include students in the assessment process.

#### **Overall**

Does the unit show evidence of understanding of EDEL 335 course content? In what ways were course ideas synthesized, extended or applied? Overall cohesiveness of unit, professionalism, use of correct referencing procedures.



## **ASSIGNMENT #3: Evaluation of teaching resources Groups of Two (Same groups as for Assignment 2)**

**DUE: February 14<sup>th</sup> @ beginning of class**

**Value: 25%**

Individually or in pairs (same pairs as for assignment 2), students will investigate and evaluate relevant resources for the unit of study they are developing.

This assignment will be completed digitally, meaning you will create a digital version and send me a link or a file. Possible formats you can use include: Google Docs, Google Sites, Google Slides, [LiveBinders](#), PPT, Emaze, Prezi, Slideshare, or another platform that you are familiar with.

While page guidelines are included below, these are meant to provide some guidance for how much text you need to write/produce – it may look different on a digital site when compared to a “traditional” paper assignment. Note that these guidelines *do not include* the required attachments – these will be extra.

*Project Components:*

**A. Introductory Material** – The assignment should include an introductory page identifying your unit’s essential question and the Prescribed Learning Outcomes from the Alberta Education Social Studies Program of Studies that your group has chosen. You should explain how the selected **resources** will help students attain the particular **outcomes** your group has selected and **engage with/respond to the essential question** you’ve developed. **Maximum of 2 pages single-spaced.**

**B. Resources** – Individuals must include 5 of the resources listed below. Students working in pairs must include 8 resources. Resources marked with an \* are required. Except for the teachers’ guide resource, all resources should be ones that elementary students would use.

1. **\*Student (text) book segment** – readability, layout, visual appeal, inclusion of key information, appropriateness of activities. Include a copy of the textbook segment.
2. **Teachers’ guide** (you can use any of these: Portion of AB On-line guide, portion of teachers’ guide from a publisher, **or** school district supplementary material, etc.) – description, assessment of usefulness of suggested teaching and assessment strategies. Include URL or a copy of the section reviewed.
3. **\*Piece of children’s literature** – description, explanation of why it is appropriate to the unit. Include an excerpt from the selected resource.
4. **Software or Web 2.0 resource** – explanation of what it is and why it is appropriate to the unit. Include a link to the software/Web 2.0 site.
5. **Data document** (map, chart, graph, etc.) – explanation of what it is and why it is appropriate to the unit. Include a copy of the document.
6. **Visual document** (drawing, photograph, painting, etc.) – explanation of what it is and why it is appropriate to the unit. Include a copy of the document.
7. **Video, CD-Rom or Music**– provide a description and an explanation of why it is appropriate to the unit. Include if possible, if not, indicate where it can be located.
8. **Website** – provide a description and an explanation of why it is appropriate to the unit. Include the URL for the website.
9. **Field Trip** – arrangements for booking, description of site, aims of the organization, activities at the site, materials provided by the organization (a copy should be available for other students to examine), an explanation of why the suggested trip would be appropriate for your unit. Include any

promotional information available (e.g., brochure, or a URL to the location's website). ***You should make every effort to visit the site prior to including it in your resource package. Can be a virtual field trip!***

- 10. Guest speaker** – arrangements for booking, purpose and focus of the presentation, speaker's perspective on the topic, explanation of why the speaker is appropriate to the unit. Include contact information. **Can be a virtual guest speaker!**

In addition to the specific information required for each resource, also include the following:

- Full bibliographic information (title, author, page numbers, etc.)
- **Specific** teaching suggestions (how you would use the resource)..... continued on next page.....
- You should also include a **critical evaluation** of each resource (in an analytic sense, not a negative one), referring to the readings we have done on how to assess resources. For instance, even though it may be appropriate to use for the topic and specific outcomes from the Program of Studies your group has selected, it may still have weaknesses and omissions that teachers need to be aware of. These will be important to highlight (even in a brief way). **I expect you to reference course readings pertaining to evaluating resources in this section.**

**Suggested format** – This isn't written in stone – be creative – and professional!!

- Title page
- Introductory pages – identify essential question and include your learning outcomes cluster. How will the resources help students attain these outcomes and answer the essential question?
- Resource pages – you need to select 5 or 8 resources as explained above. Use a separate page for each resource. Please set up each page as follows:
  - Title of resource at top of page
  - Full bibliographic information for resource (use APA style)
  - Critique of resource – Write a paragraph (or so) evaluating the resource. Apply some/all the resource evaluation criteria we've discussed in class/in the readings. Don't forget to cite your sources.
  - Include all specific information requested in assignment description.
  - Specific teaching suggestions – how would you use the resource? Be as specific as possible. Saying you'd "use it in group work", or "for research" is **not** specific enough.
- Ensure that you reference your material correctly. **Avoid plagiarism.** Check if you are not sure.
- Include a bibliography at the end, listing any course readings you've cited throughout the project.

### **Part B: Resource Assignment Assessment Criteria**

It is my intent to discuss assessment criteria for this course with you. However, I realize that it is important to have a baseline or place to start, so these are some of the criteria that will be used to assess this particular assignment. We will discuss these and any others you raise and I will confirm the final criteria in writing (via email or as a handout) before the assignment is due.

- Is all the information provided?
- Are the resources suitable for attainment of the learning outcomes for the grade selected?
- Is there a clear and reasonable explanation of how the resources are appropriate to the selected learning outcomes?

*Continued on next page...*

- Are they suitable for students at the grade level indicated?
- Are suggested teaching approaches clearly described and worthwhile?
- Is a thoughtful critique of each resource provided?
- Is the finished product cohesive, polished and of professional quality?
- Are course readings referenced?

**Note: If you complete this assignment as a pair, both students in a group will receive the same mark.** You should endeavour to work cooperatively, and strive to resolve any issues that may arise during group work. This is a real situation, in that teachers are often asked to work together on special projects, so it's vital that you begin this practice now. If you are unable to resolve your issues, please see me immediately.

**Each person is responsible for the finished product and therefore EACH PERSON in the group has a responsibility to ensure that the project is complete, and that no errors have occurred. Each person has a responsibility to check the project for spelling and grammar mistakes, overall cohesiveness of the project, proper citing of resources and that no plagiarism has occurred. Once you put your name on a project, you are responsible for its contents. Remember to do your part.**

#### **ASSESSMENT #4: Midterm Exam Individual**

**DATE:** January 31<sup>st</sup>

**Value:** 20%

The midterm will be written in class during the first half of the class on the date indicated. After a short break, the class will continue.

### Developing Professional Conduct – Connections To The ATA Code Of Professional Conduct

| <b>Selected Statements from the ATA Code of Professional Conduct</b>   | <b>Pre-service Teachers in a Professional Program</b>   |
|--|---|
| <p>The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.</p> | <p>Pre-service teachers should conduct themselves in a manner that respects the dignity and rights of all persons, including the instructor, without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• respecting other students' ideas and ways of representing their ideas.</li> <li>• using inclusive language</li> <li>• willing to do group work with a variety of other students.</li> <li>• developing a sense of respect for diverse children and their families.</li> </ul> |
| <p>The teacher treats pupils with dignity and respect and is considerate of their circumstances.</p>   | <p>Pre-service teachers should treat other students with dignity and respect and be considerate of their learning circumstances.</p>  |

|   |   |
|---|---|
| <p>The teacher does not undermine the confidence of pupils in other teachers.</p> <p>The teacher criticizes the professional competence or professional reputation of another teacher only in confidence to proper officials and after the other teacher has been informed of the criticism</p> | <p>For example:</p> <ul style="list-style-type: none"> <li>respecting other students’ rights to an optimal learning environment (planning to arrive on time, remaining for the entire class, and being attentive).</li> </ul> <p>Pre-service teachers do not undermine the confidence of their classmates in other instructors.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>making or repeating unprofessional comments about instructors.</li> </ul> <p>Pre-service teachers, if criticizing the professional competence or professional reputation of an instructor, should follow proper procedures.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>meeting with the instructor to discuss the difficulty in private – making the best effort to resolve any difficulty at this first stage.</li> <li>asking yourself “What was my responsibility in regard to this difficulty?” and “How can my difficulty be resolved so I can get the most out of my education program?”</li> <li>meeting with the Associate Chair of the department if you cannot resolve the issue with the instructor.</li> </ul> |
|---|---|

|  |  |
|--|--|
| <p>The teacher, when making a report on the professional performance of another teacher, does so in good faith and, prior to submitting the report, provides the teacher with a copy of the report.</p> <p>The teacher acts in a manner which maintains the honor and dignity of the profession.</p> | <p>Pre-service teachers, when reporting on the professional performance of other students or an instructor should do so in good faith.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>meeting with the students or instructor to discuss the professional performance issue.</li> <li>providing constructive feedback.</li> <li>providing adequate time for change to occur.</li> <li>sending a signed copy of any letter to the students or instructor in question.</li> </ul> <p>Pre-service teachers should act in a manner which maintains the honor and dignity of the profession.</p> <ul style="list-style-type: none"> <li>Develop a commitment to self-improvement.</li> </ul> <p><b>Improving yourself academically.</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>being willing to know and consider new ideas.</li> <li>being willing to engage your mind in thinking about your courses.</li> <li>developing the discipline needed for self-directed learning.</li> <li>meeting the standards for scholarship in all courses.</li> </ul> <p><b>Improving your social skills.</b></p> <p>For example:</p> |
|--|--|

- being willing to work with diverse people.
- being accountable during group assignments.

**Improving your sense of responsibility.**

For example:

- always being willing to credit other people for their work (plagiarism issues).
- accepting responsibility for completing assignments on time.
- being responsible for the choices you make when no one is watching – e.g., written comments on course evaluations.

**Respect for teaching profession.**

For example:

- seeing yourself as a practicing professional in the field of education and acting accordingly.
- developing a sense of pride and respect for the teaching profession.
- promoting the teaching profession within the university community and to society.