

An Administrator's Toolkit: Supporting Teachers in Social Studies Implementation



Niitaomatsto'pi In Blackfoot - how we successfully begin

The document has been prepared by Southern Alberta Professional Development Consortium as a result of a grant from Alberta Education to support social studies implementation.

November 2007

Using an 'Understanding by Design' model, ARPDC established the following beliefs about Curriculum Implementation to guide its' work in facilitating effective staff development. The following summary provides the foundation for professional development planning and delivery by regional consortia.



Alberta **Regional** Consortia

Alberta Regional Professional Development Consortia* Beliefs about Curriculum Implementation

Overarching Understanding

Effective curriculum implementation leads to a change in practice that enhances student learning.

Our pillars:

Effective Collaboration	(process)
Effective Practice	(content)
Effective Adult learning	(context)

Enduring Understandings

We have come to understand:

- Effective curriculum implementation is a shared responsibility for all stakeholders
- Effective curriculum implementation is developmental and contextual
- Effective curriculum implementation must be systemic, systematically planned and sustained.
- Collaboration leads to deeper understanding and shared commitment
- PD is interactive, continuous and reflective
- Effective adult learning is meaningful, purposeful and provided through a variety of learning opportunities for all stakeholders.

Essential Questions

- What strategies lead to change in professional practice for enhanced student learning?
- What are the measures of effective implementation?
- What does shared responsibility of all stakeholders look like?
- What does meaningful and purposeful stakeholder collaboration look like?
- How do you address the developmental and contextual variables of communities to achieve effective implementation?

* ARPDC is comprised of 7 regional consortium across the province including: Northwest Regional Learning Consortium, Edmonton Regional Learning Consortium, Learning Network, Central Alberta Regional Consortium, Calgary Regional Learning Consortium, Alberta PD Consortium and Consortium provincial francophone pour le perfectionnement professionnel. To link to each individual consortium please visit the provincial website at www.arpdc.ab.ca

* ARPDC gratefully acknowledges the involvement of the ATA and Alberta Education in the development of these beliefs

Acknowledgements

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Niitaomatstso’pi (*nee taw’ muts tsoo pee* - with the stress on the second syllable)

The Blackfoot word, meaning “how we successfully begin” captures the essence of the work of curriculum implementation.

The use of Times New Roman font in the document indicates text taken directly from the Alberta Social Studies Program of Studies.

How to Use this Resource

Feature	Page	The Tools
Support for Administrator’s Role as Instructional Leader	4	A discussion of the principal’s roles and responsibilities in supporting curriculum implementation; practical supports for the principal during early stages of the process.
An Overview of Key Program Elements	9	Visual and textual representations of the key elements of the new social studies program.
A Closer Look at Skills and Processes	12	A discussion of four critical skills and processes , including “what is it?” and “what does it look like”. Find out more about how the new program deals with dimensions of thinking, social participation, inquiry, and communication , and how the changes in the new social studies program will impact teaching, learning and assessment .
Understanding and Teacher Needs and Strengths	23	A chart that helps the principal to understand the varied strengths and needs of social studies teachers .
Supporting Teachers through Professional Development and Learning	24	Things to consider when planning professional development for social studies teachers.
Implementation: Challenges and Opportunities	25	How to turn implementation challenges into opportunities for learning .
Tools for Professional Learning	26	Brief PD activities that will help teachers to explore and understand the key elements and processes in the social studies program.
Engaging Teachers in Professional Conversations	29	Conversation starters based on a continuum of teacher experience with a particular element of the program; includes citizenship, multiple perspectives, critical thinking, inquiry, and communication .
Tools for Reflection	Appendices A, B, C	Reflective tools for the administrator and teacher to use to assess readiness and determine PD needs
Key Messages for Parents	Appendix D	Key messages to share with parents to help them understand how the changes to the curriculum will be reflected in the daily life of the classroom
Professional Learning about Citizenship	Appendix E	Sample activities for each topic that could be used during a professional development portion of a staff meeting, or as the basis for ongoing professional learning and reflection. The materials for each topic include background information, participant materials and PPT slides.
Professional Learning about Multiple Perspectives	Appendix F	
Professional Learning about Critical Thinking	Appendix G	
Professional Learning about Inquiry	Appendix H	
Professional Learning about Communication	Appendix I	

NOTES:

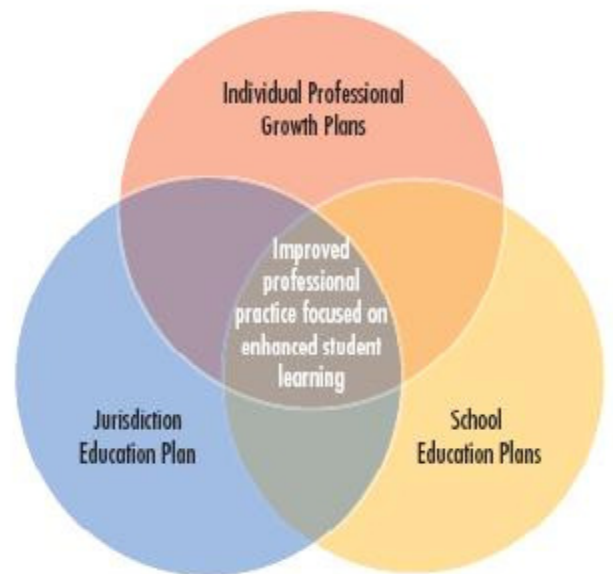
- Blank pages in the document have been placed to facilitate double sided copying.
- Links to various websites are embedded within the electronic version of this document.

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Part One: Setting the Stage

- ❖ Purpose
- ❖ The Role of the Principal in Supporting Curriculum Implementation
- ❖ Supports for Leaders



Teacher Professional Growth Plan goals can be linked to curriculum implementation.

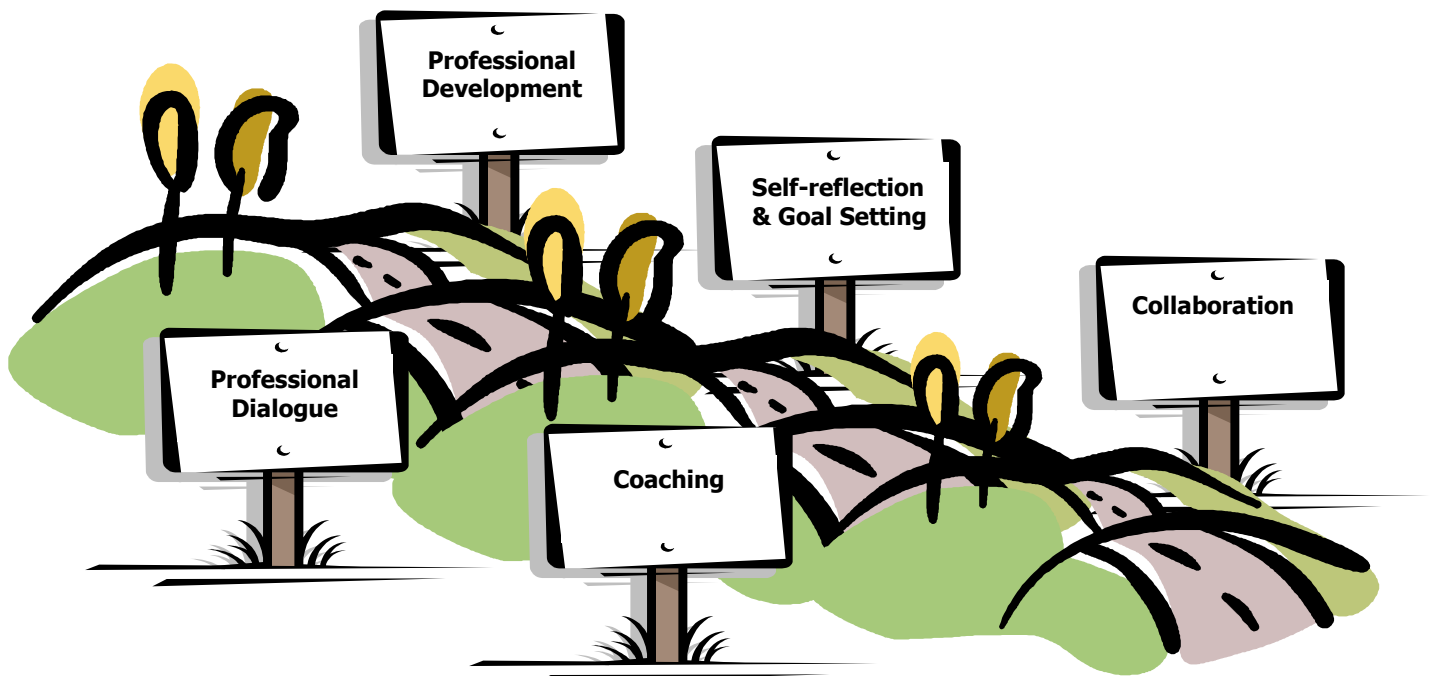
Venn Diagram Source:
Alberta Teachers' Association

Purpose

This resource has been developed to assist school based administrators in their role of supporting ongoing teacher professional growth as it relates to curriculum implementation. This document is focused on the implementation of the new Social Studies Program of Studies. Specifically, its purpose is to:

- support administrators in their role as instructional leaders
- provide a vision of what the new Social Studies Program of Studies will look like when fully implemented
- provide background information and professional development materials to facilitate effective social studies implementation
- provide a framework for assessment of school progress in implementing and refining the social studies program over time.

This document is not intended to be an evaluative tool. Whether the teachers in your school are preparing for implementation or reviewing progress after one, two, or more years, the contents of this document will support administrator efforts to engage teachers in a dialogue about the multi-year process of implementing the new social studies program.



On the road to successful implementation . . .

The Role of the Principal in Supporting Curriculum Implementation

School principals carry out numerous roles in helping to create quality learning environments for students. During curriculum implementation, the principal's role as instructional leader is highlighted. Principals model a commitment to ongoing professional learning as they seek to understand both the intent and the content of the new program of studies. They consider how to provide quality professional development for teachers and provide leadership through the implementation process. An extensive research base affirms the pivotal role of the school administrator in supporting change.

Administrator's Memo Board

Leadership can be considered the single most important aspect of effective school reform ... as leadership influences virtually every aspect of schooling.

Marzano, 2003

Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn in school.

Leithwood, Louis, Anderson & Whalstrom, 2004

The chance of any reform improving student learning is remote unless district and school leaders agree with its purpose and appreciate what is required to make it work.

Leithwood et al, 2004

Teachers will not take up attractive sounding ideas, albeit based on extensive research, if these are presented as general principles which leave entirely to them the task of translating them into everyday practice. The difficulty of putting research into practice is not the fault of the teacher.

Black & Wiliam, 1998

Leading in a culture of change means creating a culture (not just a structure) of change. It does not mean adopting innovations, one after another; . . . It is no doubt clear by now why there can never be a recipe book or cookbook for change, nor a step-by-step process.

. . . accumulating insights and wisdom across situations and time may turn out to be the most practical thing we can do—more practical than the best step-by-step models.

Fullan, 2001

In order to create a community of learners, school leaders need to model the same processes/qualities we hope to instill in our students such as inquiry, critical thinking, open mindedness and consideration of multiple perspectives. As they adopt the roles of coach and guide, administrators facilitate the growth of a culture of collaborative inquiry in schools.

Alongside the mentoring role, school leaders have a responsibility to ensure effective teaching within the school. Alberta Education [Policy 2.1.5 - Teacher Growth, Supervision and Evaluation](#) provides further clarification of the principal's role in supporting effective instruction. In summary:

- **Teacher professional growth** is a career-long learning process that focuses on the knowledge, skills and attributes (KSAs) identified in the [Teaching Quality Standard](#). Through their [Teacher Professional Growth Plan](#) (TPGP), teachers identify those priorities that will help to enhance their teaching practice. Teachers may choose to include goals related to curriculum implementation within their TPGP. Administrators can support teachers in meeting these goals.
- **Formal supervision and evaluation** of instruction, when required, should always reflect the principles embedded in the Teacher Growth, Supervision and Evaluation policy.

Principal Quality Practice Standard

The [Principal Quality Practice Standard](#) is an Alberta Education document that outlines seven leadership dimensions of the role of a school principal. Two of these dimensions have specific application to the role of principal in supporting curriculum implementation. Although this document currently has only draft status at the time of this writing (June 2007), it is a good point of departure for administrators to use when considering their roles in leading a learning community and providing instructional leadership.

3. Leadership Dimension - Leading a Learning Community

The school principal nurtures and sustains a school culture that values and supports learning.

Descriptors

The school principal:

- a) embodies a personal commitment to learning and promotes life-long learning for all members of the school community
- b) fosters a culture of high expectations for students and staff
- c) facilitates meaningful professional development for staff and promotes continuous learning throughout their careers
- d) engages parents/guardians in all aspects of student learning as appropriate.

4. Leadership Dimension - Providing Instructional Leadership

The school principal ensures that all students have access to quality teaching and have the opportunity to meet the provincial goals of education.

Descriptors

The school principal:

- a) demonstrates an in-depth knowledge of curriculum and pedagogy
- b) implements strategies for addressing standards of student achievement
- c) develops school-wide principles, goals, and strategies for fair and balanced student assessment and evaluation practices
- d) provides effective supervision and evaluation to ensure that all teachers consistently meet the Alberta Teaching Quality Standard
- e) promotes an understanding of diversity and facilitates the inclusion of all students
- f) ensures that students have access to appropriate programming based on individual learning needs
- g) recognizes the potential of new and emerging technologies and their use in supporting learning and teaching
- h) ensures that staff communicate and work effectively with parents/guardians and community agencies
- i) promotes community partnerships and mobilizes resources to enhance student learning.

Principal Quality Standard (Draft)
Alberta Education May 2006

Supports for Leaders

Alberta Education has described the new Social Studies Program of Studies as a level 3 change, indicating a major change in teaching pedagogy or teaching practice. As such, the process of implementation is best approached as a multi-year process. Marzano (2003) highlights the differences among curriculum that is intended (mandated), implemented (taught) and attained (learned). Michael Fullan (2001) suggests that “all successful schools experience ‘implementation dips’ as they move forward.” Ongoing reflection and professional development can support teachers and leaders through this process. The following tools provide practical support and ideas for administrators and teachers as they support social studies implementation at the school level.

Self-reflection Tool for Administrators

Appendix A provides a reflective tool that administrators can use to consider the impact of the teaching and learning context on the curriculum implementation process. Student, teacher, parent/community member and administrator beliefs about teaching and learning, and readiness for change can have a profound effect on the implementation process.

Self-reflection Tools for Teachers

Appendix B provides a sample reflective tool that could be used to help teachers gauge their readiness for implementation and determine professional development needs.

Appendix C provides a sample continuum of descriptors of successful implementation over time. Teachers can use this continuum to set goals for continued professional learning and growth. To further support the ARPDC Beliefs about Curriculum Implementation (see inside front cover) this continuum is based upon the initial conceptualization and framework of ARPDC in developing a continuum for the “Effective Practice” pillar. The continuum in Appendix C was further informed and refined by the levels of Use of an Innovation in a Classroom (Hord et al, 1987) and NSDC’s *Staff Development Standards into Practice: Innovation Configurations* (Roy and Hord, 2003).

These are reflective tools and not intended to be used in evaluative contexts. Both Appendix B and Appendix C can be used in a variety of ways, including:

- in individual conversations with teachers
 - teachers consider possible goals related to implementation for inclusion in Teacher Professional Growth Plan
- in small group conversations with and among teachers
 - to determine possible direction for school based professional development
- to gather a snapshot of program implementation at the school level through use of the ‘snowball’ strategy
 - teachers complete the self-reflection individually, and then crumple the paper into a ‘snowball’
 - snowballs are tossed around the room to ensure anonymity
 - responses are tallied to provide a snapshot of collective progress towards implementation

Part Two: Understanding the Program

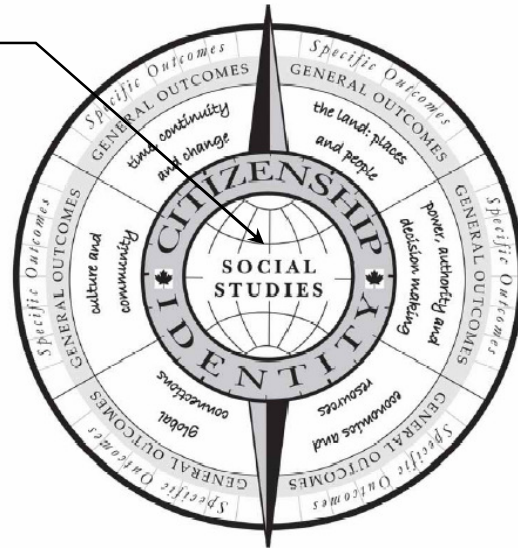
- ❖ An Overview of Key Program Elements
- ❖ A Closer Look at Skills and Processes
- ❖ Implications for Teaching, Learning and Assessment



An Overview of Key Program Elements

The compass icon provides a visual representation of some of the key elements of the Alberta Social Studies Program of Studies. The compass icon and the text on the following pages in Times New Roman font are excerpts from the [Social Studies Kindergarten to Grade 12 Program of Studies](#) (2005).

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...Social studies is integral to the process of enabling students to develop an understanding of who they are, what they want to become and the society in which they want to live.



CORE CONCEPTS OF CITIZENSHIP AND IDENTITY

The dynamic relationship between citizenship and identity forms the basis for skills and learning outcomes in the program of studies.

The goal of social studies is to provide learning opportunities for students to:

- understand the principles underlying a democratic society
- demonstrate a critical understanding of individual and collective rights
- understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national and global levels
- validate and accept differences that contribute to the pluralistic nature of Canada
- respect the dignity and support the equality of all human beings.

Students examine the balance between individual rights and the rights of the community, and the balance between individual and collective identity.

For historical and constitutional reasons, an understanding of Canada requires an understanding of Aboriginal and Francophone perspectives and experiences, and that Aboriginal and Francophone students have particular needs and requirements.

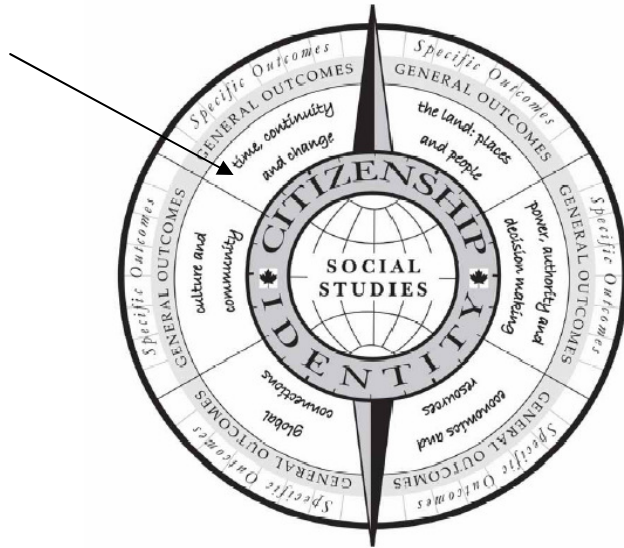
PLURALISM: DIVERSITY AND COHESION

One of the goals of the social studies program is to foster understanding of the roles and contributions of linguistic, cultural and ethnic groups in Canada. Students will learn about themselves in relation to others. Social studies helps students to function as citizens in a society that values diversity and cohesion.

Part Two: Understanding the Program

STRANDS OF SOCIAL STUDIES

Learning related to the core concepts of citizenship and identity is achieved through focused content at each grade level. The six strands of social studies reflect the interdisciplinary nature of social studies. The strands are interrelated and constitute the basis for the learning outcomes in the program of studies.



Time, Continuity and Change

Considering multiple perspectives on history, and contemporary issues within their historical context, enables students to understand and appreciate the social, cultural and political dimensions of the past, make meaning of the present and make decisions for the future.

The Land: Places and People

Students will examine the impact of physical geography on the social, political, environmental and economic organization of societies. This examination also affects students' understanding of perspectives and issues as they consider how connections to the land influence their sense of place.

Power, Authority and Decision Making

Examining the concepts of power, authority and decision making from multiple perspectives helps students consider how these concepts impact individuals, relationships, communities and nations... This examination develops a student's understanding of the individual's capacity in decision-making processes and promotes active and responsible citizenship.

Economics and Resources

Exploring multiple perspectives on the use, distribution and management of resources and wealth contributes to students' understanding of the effects that economics and resources have on the quality of life around the world... Students will also critically consider the social and environmental implications of resource use and technological change.

Global Connections

Critically examining multiple perspectives and connections among local, national and global issues develops students' understanding of citizenship and identity and the interdependent or conflicting nature of individuals, communities, societies and nations. Exploring this interdependence broadens students' global consciousness and empathy with world conditions.

Culture and Community

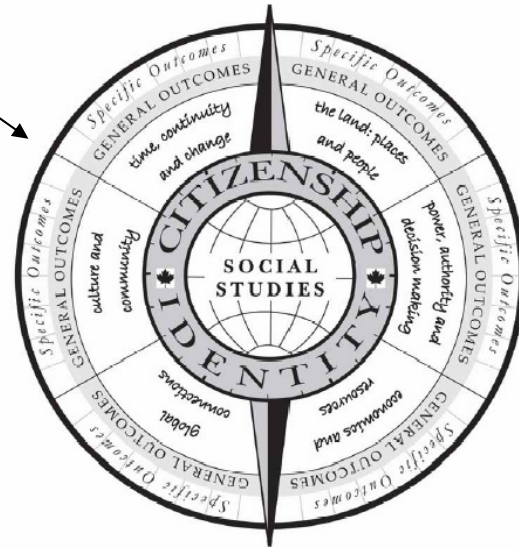
Exploring culture and community allows students to examine shared values and their own sense of belonging, beliefs, traditions and languages. This promotes students' development of citizenship and identity and understanding of multiple perspectives, issues and change.

For a multimedia presentation highlighting the core concepts of citizenship and identity and the strands of social studies, visit:

<http://www.onlineguide.learnalberta.ca/content-og/ssccso/index.html>

GENERAL AND SPECIFIC OUTCOMES

The general and specific outcomes provide an organizational structure for assessment of student progress in the social studies program. These outcomes follow the progression of learning that occurs at each grade level.



General Outcomes

General outcomes identify what students are expected to know and be able to do upon completion of a grade/course.

Specific Outcomes

Specific outcomes identify explicit components of values and attitudes, knowledge and understanding, and skills and processes that are contained within each general outcome within each grade/course. Specific outcomes are building blocks that enable students to achieve general outcomes for each grade/course.

OUTCOMES RELATED TO VALUES AND ATTITUDES

The goal of social studies is to foster the development of values and attitudes that enable students to participate actively and responsibly as citizens in a changing and pluralistic society. Attitudes are an expression of values and beliefs about an issue or topic.

The focus on values and attitudes has implications for instruction and assessment. See the [Online Guide to Implementation](#) for a discussion on assessment related to values and attitudes outcomes.

OUTCOMES RELATED TO KNOWLEDGE AND UNDERSTANDING

Outcomes related to knowledge and understanding are fundamental to informed decision making. Knowledge and understanding involve the breadth and depth of information, concepts, evidence, ideas and opinions.

The acquisition of knowledge is not an end unto itself. Instruction and assessment must reflect this belief.

OUTCOMES RELATED TO SKILLS AND PROCESSES

The specific outcomes for skills and processes provide opportunities for students to apply their learning to relevant situations and to develop, practise and maintain essential skills as their learning evolves within a grade/course and from grade to grade/course to course.

The skills and process outcomes play a pivotal role in the program of studies as it is through the skills and the processes that students are able to work with the content of social studies. The various categories of skills and process outcomes are discussed in great detail in the following section of the document.

A Closer Look at the Skills and Processes Outcomes

Dimensions of Thinking

What is it?

In social studies, students acquire and develop thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts. The following dimensions of thinking have been identified as key components in social studies learning:

Critical Thinking

Critical thinking is a process of inquiry, analysis and evaluation resulting in a reasoned judgment.

Creative Thinking

Creative thinking occurs when students identify unique connections among ideas and suggest insightful approaches to social studies questions and issues.

Benchmark Skills and Processes

Benchmark skills and processes identify outcomes to be achieved by the end of grades 3, 6, 9 and 12. Outcomes at each grade level help students move towards successful attainment of these benchmarks.

Grade 3	evaluate ideas and information from different points of view
Grade 6	assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion
Grade 9	determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue
30-1	evaluate ideas and information from multiple sources
30-2	analyze ideas and information from multiple sources

Historical Thinking

Historical thinking is a process whereby students are challenged to rethink assumptions about the past and to reimagine both the present and the future.

Benchmark Skills and Processes

Grade 3	correctly apply terms related to time, including past, present, future
Grade 6	use primary sources to interpret historical events and issues
Grade 9	analyze selected issues and problems from the past, placing people and events in a context of time and place
30-1	analyze multiple historical and contemporary perspectives within and across cultures
30-2	understand diverse historical and contemporary perspectives within and across cultures

Geographic Thinking

Geographic thinking involves the exploration of “environmental and societal issues using a range of geographic information.”

Benchmark Skills and Processes

Grade 3	create and use a simple map to locate communities studied in the world
Grade 6	construct and interpret various types of maps to broaden understanding of topics being studied (i.e., historical, physical, political maps)
Grade 9	interpret thematic maps to analyze economic and political issues
30-1	analyze the impact of physical and human geography on history
30-2	analyze the ways in which physical and human geographic features influence world events

Dimensions of Thinking (continued)	
Decision Making and Problem Solving	
Decision making involves “the ability to make timely and appropriate decisions by identifying the need for a decision, then weighing the advantages, disadvantages and consequences of various alternatives.”	
Benchmark Skills and Processes	
Grade 3	apply new ideas and strategies to contribute to decision making and problem solving
Grade 6	propose and apply new ideas, strategies and options to contribute to decision making and problem solving, supported with facts and reasons
Grade 9	take appropriate action and initiative, when required, in decision making and problem solving scenarios
30-1	demonstrate leadership in groups to achieve consensus, solve problems, formulate positions, and take action , if appropriate, on important issues
30-2	demonstrate skills needed to reach consensus, solve problems and formulate positions
Metacognition	
Metacognition “involves critical self-awareness, conscious reflection, analysis, monitoring and reinvention.”	
What do Dimensions of Thinking look like?	
What will teachers be doing?	What will students be doing?
Teachers: <ul style="list-style-type: none"> • organize instruction around the big ideas of the curriculum • ask thought-provoking and open-ended questions • accept multiple plausible answers rather than one ‘correct’ response • encourage students to make reasoned judgements based on established criteria • design assessments that focus on process as well as product 	Students: <ul style="list-style-type: none"> • make reasoned judgements based on criteria • critically examine sources of information • consider multiple perspectives on accounts of historical and current events • students participate in designing questions, criteria
What tools are available?	
See Appendix G for professional development materials on the topic of critical thinking.	

Part Two: Understanding the Program

Social Participation as a Democratic Practice

What is it?

Social participation skills enable students to develop effective relationships with others, to work in cooperative ways toward common goals and to collaborate with others for the well-being of their communities.

Benchmark Skills and Processes

cooperation, conflict resolution and consensus building

Grade 3	demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate
Grade 6	demonstrate the skills of compromise in order to reach group consensus
Grade 9	demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably
30-1	demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
30-2	demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences

age appropriate behaviour for social involvement

Grade 3	participate in projects that improve or meet the particular needs of their school or community
Grade 6	demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed
Grade 9	develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within their community
30-1	demonstrate leadership by engaging in actions that enhance personal and community well-being
30-2	demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community

What does Social Participation look like?

What will teachers be doing?

Teachers:

- organize classroom to encourage collaboration
- provide opportunities for social action
- develop age appropriate behaviour for social involvement as responsible citizens contributing to their community
- use class meetings to problem solve conflicts and disagreements, and to discuss issues involving diversity and perspectives

What will students be doing?

Students:

- paraphrase another point of view
- able and willing to express opinion
- appreciate/respect point of view of others while engaged in discussion
- work collaboratively with others to complete a group task
- participate in activities that make the school/community/world a better place
- initiate social action projects

What tools are available?

See Appendix E for professional development materials on the topic of citizenship.

Research for Deliberative Inquiry

What is it?

Purposeful deliberation and critical reflection are essential skills and processes for democratic citizenship and problem solving. In social studies, the research process develops learners who are independent, self-motivated problem solvers and co-creators of knowledge.

Benchmark Skills and Processes

Research for deliberative inquiry

Grade 3	make connections between cause-and-effect relationships from information gathered from varied sources
Grade 6	determine reliability of information, filtering for point of view and bias
Grade 9	reflect on changes of perspective or opinion based on information gathered and research conducted
30-1	develop, express and defend an informed position on an issue
30-2	develop and express an informed position on an issue

What does Research for Deliberative Inquiry look like?

What will teachers be doing?

Teachers:

- challenge students to think and question rather than to provide answers and solutions
- involve students throughout the process
- facilitate learning
- focus on the process of inquiry rather than on the content or final product
- develop questions/encourage students to develop questions which require students to reflect on evidence and formulate a conclusion
- encourage students to employ a variety of perspectives in developing understandings of information
- encourage students to share their personal learnings

What will students be doing?

Students:

- ask questions based on personal information needs
- appreciate and understand the value of a 'why' question
- be aware of what the process goals are for the inquiry, not just the content or product
- evaluate sources of information
- use a variety of collection tools (graphic organizers) to collect information
- reflect on their learning relative to the inquiry process
- revise their own inquiry into an issue in developmentally appropriate ways

What tools are available?

See Appendix H for professional development materials on the topic of inquiry.

Part Two: Understanding the Program

Communication

What is it?

Communication skills enable students to comprehend, interpret and express information and ideas clearly and purposefully.

Oral, Written and Visual Literacy

Through the language arts, human beings communicate thoughts, feelings, experiences, information and opinions and learn to understand themselves and others.

Benchmark Skills and Processes

Grade 3	organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration
Grade 6	express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates
Grade 9	communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
30-1	communicate effectively to express a point of view in a variety of situations
30-2	communicate effectively in a variety of situations

Media Literacy Skills

Contemporary texts often involve more than one medium to communicate messages and as such, are often complex, having multi-layered meanings.

Benchmark Skills and Processes

Grade 3	compare information on the same issue or topic from print media, television, photographs and the Internet
Grade 6	detect bias present in the media
Grade 9	examine techniques used to enhance the authority and authenticity of media messages
30-1	assess the authority, reliability and validity of electronically accessed information
30-2	assess the authority, reliability and validity of electronically accessed information

What does Communication look like?

What will teachers be doing?

- Teachers:
- model a variety of ways of sharing knowledge
 - encourage use of multiple ways to communicate information
 - use a variety of information and communication technologies
 - embed ICT outcomes in ongoing instruction

What will students be doing?

- Students:
- use a variety of ways to share knowledge
 - become critical consumers of various media
 - demonstrate awareness of audience and purpose when making choices about how they share their information
 - connect and communicate via technology with others outside of their school community

What tools are available?

See Appendix I for professional development materials on the topic of communication.

Examples of Social Studies Skills and Processes in Action

Dimensions of Thinking

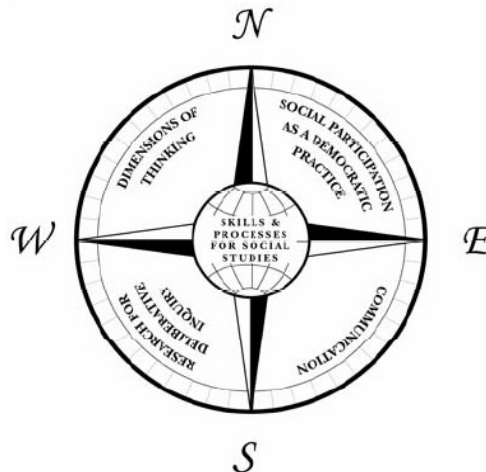
Social Participation

What evidence can you find in your school of this skill/process in action?

What evidence can you find in your school of this skill/process in action?

Students work collaboratively to demonstrate skills of compromise and devise strategies to reach group consensus.

Students participate in projects that contribute to the growth and vitality of their community.



Research for Deliberative Inquiry

Communication

What evidence can you find in your school of this skill/process in action?

What evidence can you find in your school of this skill/process in action?

Students pose questions to meet a personal information need, then identify and evaluate possible sources of information.

Students use a variety of ways to communicate their ideas to others.

Implications for Teaching, Learning and Assessment

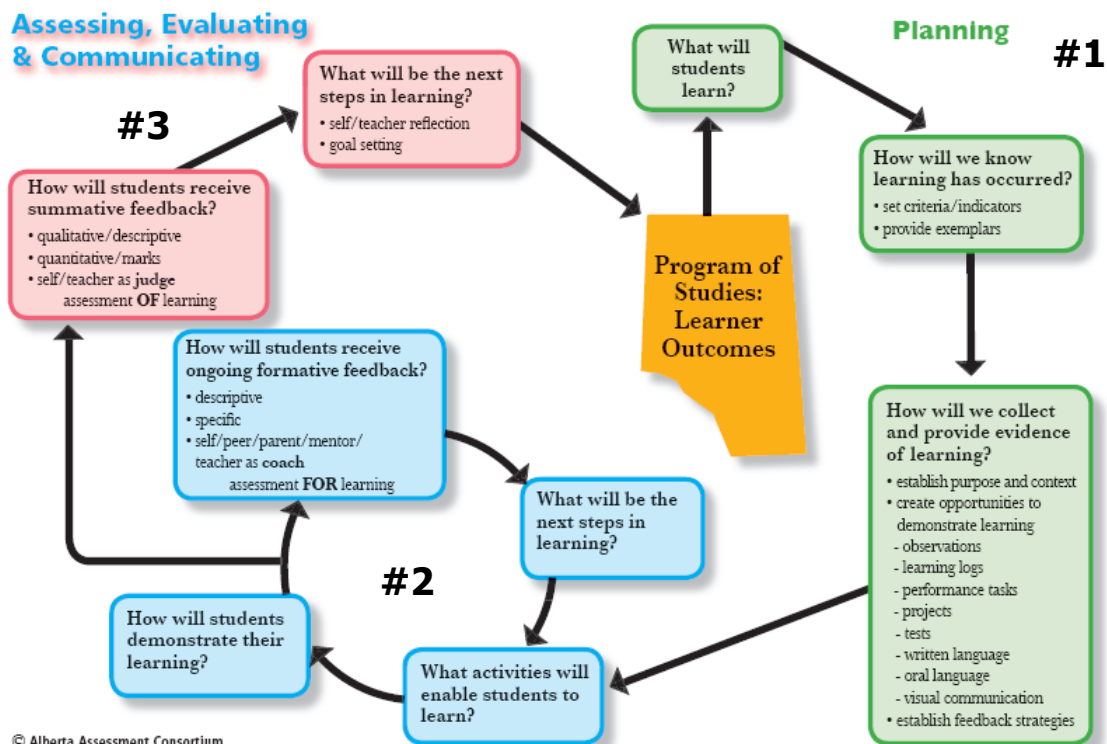
The nature of the new program of studies has implications for social studies teaching and learning. Some of the changes include:

- a shift from content to process
- an emphasis on the program foundations (front matter) to guide planning and instruction
- a shift from teacher directed to collaborative and constructivist (student directed) learning
- a shift in assessment practice from the 'one right answer' to multiple plausible answers
- a shift from a single perspective to multiple perspectives
- a shift from reliance on a single textbook to the inclusion of a variety of primary source documents and images, including stories
- infusion of technology outcomes alongside social studies outcomes

Implications for Assessment

Assessment is the process of gathering information about student learning. It embraces a range of formal and informal strategies and employs a variety of tools where evaluations of learning are recorded and shared. It is more than a test, more than a grade, and more than a report card. Assessment spans the breadth of teaching and learning. The Alberta Assessment Consortium key visual provides a framework for discussion of classroom assessment in the new Social Studies Program of Studies.

Assessing Student Learning in the Classroom



© Alberta Assessment Consortium
 Source: A Framework for Student Assessment, 2nd ed. (2005)
 www.aac.ab.ca

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#1	<p>Planning for Instruction and Assessment</p> <p>Planning for instruction and assessment begins with a careful examination of the verbs in the learner outcomes, as the verbs indicate what students must <i>do</i> to provide evidence of learning. Values and attitudes outcomes ask students to appreciate, value and respect. Knowledge and understanding outcomes ask students to investigate, examine, analyze, evaluate, and assess critically. Skills and process outcomes involve students in a full range of higher level cognitive processes.</p> <p>As our curriculum shifts from content to process-based, we must rely on a wider variety of strategies to gather evidence of the full range of learning. Many learner outcomes cannot be measured with traditional pencil paper tests. Student products from projects and performance assessments; teacher observation of classroom activities; and personal communication with students through conversations, interviews and self-reflection provide teachers with evidence of student learning.</p>
#2	<p>Assessment for Learning: The Formative Assessment Loop</p> <p>Formative assessment gives students permission to be learners. If learning is to be constructivist and inquiry-based, students need a risk-free environment in which to explore their thinking. Assessment for learning provides specific and descriptive feedback to students <i>before</i> the work is marked and while there is still time for students to make changes to improve their work.</p> <p>Carefully constructed checklists, rating scales and rubrics identify criteria for evaluation and describe the required standard of performance. The use of these tools in conjunction with specific and descriptive feedback from teachers, peers and self provide data that <i>students</i> use to improve their learning.</p>
#3	<p>Assessment of Learning: Summative Assessments</p> <p>Students who use formative assessment purposefully to guide their learning find that culminating assessments can be “occasions of pleasure” (Gardner, 2000). Confidence replaces test anxiety as students believe that success is within reach. Performance assessment tasks, which may be used as alternatives to ‘paper and pencil’ tests, engage students and provide them with the opportunity to demonstrate their learning in authentic contexts. Summative assessment becomes a natural extension of the learning process. When followed by student reflection, students move purposefully forward towards becoming self-evaluating.</p>

An exciting, vibrant program of studies combined with quality classroom instruction and assessment practices provides the rich environment needed to prepare our students to become active, responsible, contributing citizens. For a more detailed discussion of classroom assessment practices in social studies, see the assessment discussion document and samples on the [Online Guide to Implementation](#).

Part Three: Supporting Professional Development within Your School

- ❖ Understanding Teacher Needs and Strengths
- ❖ Supporting Teachers through Professional Development and Learning
- ❖ Implementation: Challenges and Opportunities
- ❖ Tools for Professional Learning



Understanding Teacher Strengths and Needs

Teachers bring different strengths and needs to the school learning community. Just as teachers differentiate for students based on strengths, needs and interests, leaders find that differentiated approaches can support the professional learning needs of a varied teaching staff. Consider the following composite profiles of various teachers – what they bring to a learning community and potential needs they have regarding social studies implementation.

<p>Social Studies Major Experienced Teacher</p> <p>What they bring:</p> <ul style="list-style-type: none"> • understanding of the big ideas of social studies – it’s what they have always believed and likely taught • enthusiasm that the big ideas are now embedded in program of studies • teaching experience • possible experience as a member of the ATA Social Studies Council • possible reluctance to change <p>What they might need:</p> <ul style="list-style-type: none"> • encouragement to adapt/adopt new instructional/assessment strategies • opportunities to mentor new teachers • opportunities to dialogue with other experienced social studies teachers • opportunities to learn 	<p>Social Studies Major Beginning Teacher</p> <p>What they bring:</p> <ul style="list-style-type: none"> • a beginning understanding of the big ideas of social studies – it’s what led them to choose social studies as their major/minor • enthusiasm, willingness to learn • feelings of being overwhelmed <p>What they might need:</p> <ul style="list-style-type: none"> • a social studies mentor – someone who also has the passion for social studies • support for teaching in general • opportunities to learn
<p>Non Social Studies Major Experienced Social Studies Teacher</p> <p>What they bring:</p> <ul style="list-style-type: none"> • teaching experience • a working knowledge of the previous program of studies • passion for teaching social studies • possible reluctance to change <p>What they might need:</p> <ul style="list-style-type: none"> • comparison of old vs new • opportunities to collaborate • opportunities to learn • encouragement to adapt/adopt new instructional/assessment strategies 	<p>Non Social Studies Major Beginning Teacher</p> <p>What they bring:</p> <ul style="list-style-type: none"> • enthusiasm, willingness to learn • feelings of being overwhelmed <p>What they might need:</p> <ul style="list-style-type: none"> • support in understanding the new program of studies – their experience with social studies goes back to their experience as a student • a mentor to guide in both social studies as well as general teaching strategies • opportunities to learn • help in building connections to other subject areas

Supporting Teachers through Professional Development and Learning

Professional development provides a springboard for teachers to examine changes in teaching pedagogy that are at the heart of the new Social Studies Program of Studies. Instructional leaders provide opportunities for teachers to reflect on their needs and become involved in professional learning to enhance and support their teaching practice. Whenever possible, linking curriculum implementation with other school and jurisdiction initiatives helps make the change process more manageable.

In order to fully implement the new Social Studies Program of Studies, teachers will need professional development opportunities to support their understanding of:

- the intent of the program of studies
- the organization of the program of studies
- the pedagogy inherent in the program of studies, including inquiry based learning and critical thinking
- quality assessment practices
- multiple perspectives
- planning processes linked to learner outcomes
- practical strategies for helping students and parents understand the changes. Appendix D contains some examples of key messages that can be shared with parents to help them understand the changes in the new program. **This appendix is an information/idea page and should be adapted to meet the needs of your specific school.**

A variety of professional learning opportunities are possible. Some of these include:

- workshops
- collaborative projects
- cooperative planning time at grade/subject level
- team teaching and coaching
- cross grade/class visits
- book study

For more professional learning models see [A Guide to Comprehensive Professional Development Planning](#).

The [Alberta Regional Consortia](#) offer a variety of workshops to support social studies implementation. Visit the website of the consortium in your region to view the menu of learning opportunities. The [Alberta Teachers' Association](#) also offers a number of workshops that support the new program. The [Social Studies Specialist Council](#) also provides support for implementation through an annual conference, regional workshops, newsletters and numerous support materials and information links.

Implementation: Challenges and Opportunities

There are challenges associated with the implementation of any new program of studies. Some of the challenges associated with the new Social Studies Program of Studies may include the following:

- The new program of studies is being phased in over a period of five years. Professional development opportunities are difficult to organize when a range of old and new curricula are present in a school.
- In small schools a teacher may be the only one at the grade level designated for implementation. This teacher bears the entire responsibility for implementation in a given year and this limits opportunities for collaboration.
- Combined classrooms present another challenge when only half the students are working with the new program of studies.

With some creative problem solving, challenges of implementation can be changed into opportunities by using strategies such as the following:

- Involve teachers in cross-grade professional learning groups. Teachers currently implementing have valuable insights to offer teachers preparing to implement in subsequent years.
- Build leadership capacity by involving teacher leaders in the implementation process. Consider ways to support the work they are doing, such as providing dedicated time for them to work and providing focused professional development opportunities to support them in their teacher leader role.
- Involve all staff in professional development related to key program elements such as inquiry, critical thinking and multiple perspectives. Teachers can begin to implement these elements into their instruction, even well in advance of the scheduled implementation dates.
- Provide differentiated professional development opportunities for teachers. After participating in a whole staff professional development activity, various professional learning groups can adapt the new learning to their specific context.
- Involve all students in school wide projects that focus on responsible citizenship. While these projects are often already part of the activities in a school, using the language of citizenship education can help introduce all students to the concept of citizenship.
- Involve older grades as mentors in assisting younger students with inquiry. Older students can assist with reading, note taking, and scribing. By so doing, they will begin to learn the process of inquiry alongside their cross grade buddies.

Fullan (2001) speaks of the “implementation dip” that can occur when a new initiative is introduced. The leader’s response to this initial dip is critical. Providing ongoing opportunities for a range of professional development activities can support teachers during the implementation process. Implementation is a process, not an event.

Tools for Professional Learning

Professional development activities can lead to ongoing professional learning as teachers apply new learning in the classroom, engage in purposeful reflection and set goals for continued professional growth.

The professional development activities in this toolkit provide a beginning look at some of the key elements and processes in the Social Studies Program of Studies. The activities are short enough that they can be introduced during a professional development portion of a staff meeting, while some activities could form the basis for ongoing professional learning and reflection. The materials for each topic include background information, participant materials and PPT slides.

These professional development activities will support school leaders in working towards developing a common language about social studies. They are illustrative only and not intended to be prescriptive. They do not replace the need for other, more comprehensive professional development opportunities to fully support implementation.

Professional Development: Citizenship

Appendix E

Professional Development: Multiple Perspectives

Appendix F

Professional Development: Critical Thinking

Appendix G

Professional Development: Inquiry

Appendix H

Professional Development: Communication

Appendix I

Part Four: Engaging Teachers in Professional Conversations

- ❖ Supporting Teachers through Ongoing Professional Conversations



Supporting Teachers through Ongoing Professional Conversations

Ongoing professional conversations can help support teacher professional growth and prompt reflective classroom practice. Administrators who build and nurture a collaborative school climate set the stage for constructive professional growth. During classroom visits and conversations with teachers, administrators encourage and support teachers by acknowledging observable evidence of effective implementation.

As teachers gain experience and confidence with the program through professional development experiences, professional reading, and actual classroom implementation, conversations can deepen their understanding and prompt further professional learning.

The conversation starters on the following pages can be used by administrators in conversations with individual teachers or groups of teachers. These questions follow the same topics as the professional development modules and can be used to continue the professional learning following the initial professional development experience.

The questions represent a continuum of experience with the particular element, from teachers who are just beginning to work with the element through to teachers who are experienced in this aspect of social studies. The questions are not intended to be evaluative in nature; rather they are intended to prompt ongoing professional learning, reflection and inquiry.

Conversation Starters on the Topic of Citizenship for Teachers who are:

new to citizenship education	learning to work with citizenship education	experienced with citizenship education
<ul style="list-style-type: none"> • How might a focus on citizenship education change your teaching practice? • What potential challenges do you anticipate as you teach from a citizenship approach? How might these challenges be addressed? • What do you need to support your own learning about citizenship? 	<ul style="list-style-type: none"> • What are the benefits of having students take an active role in planning for social participation projects? • How will you assess citizenship? • What do you need to support your own learning about citizenship? 	<ul style="list-style-type: none"> • How do you help students move from learning about citizenship to experiencing citizenship in action? • How do you help your students value citizenship in a democratic society? • How do you assess citizenship?

Conversation Starters on the Topic of Multiple Perspectives for Teachers who are:

new to a multiple perspectives approach	learning to use a multiple perspectives approach	experienced with a multiple perspectives approach
<ul style="list-style-type: none"> • How might a focus on multiple perspectives change your teaching practice? • What do you need to support your own learning about multiple perspectives? • How can content be enriched when multiple perspectives are considered? • What potential challenges do you anticipate as you teach from a multiple perspectives approach? How might these challenges be addressed? 	<ul style="list-style-type: none"> • How does a focus on multiple perspectives help your students meet the goals of social studies? • How are you learning to consider multiple perspectives? • How do you guide your students as they learn to consider multiple perspectives? • How will you assess student's use of multiple perspectives? • What do you need to support your own learning about multiple perspectives? 	<ul style="list-style-type: none"> • How do your students know that you value a multiple perspectives approach? • How do you help students work through challenges that arise when considering multiple perspectives? • How do you assess student's use of multiple perspectives?

Conversation Starters on the Topic of Critical Thinking for Teachers who are:

new to a critical thinking approach	learning to use a critical thinking approach	experienced with a critical thinking approach
<ul style="list-style-type: none"> • How might a focus on critical thinking change your teaching practice? • How are you learning about critical thinking? • What benefits do you envision as you help your students think more critically? • How can content be taught through a critical thinking approach? • How do you support students in learning about critical thinking processes? • What potential challenges do you anticipate? How might these challenges be addressed? • What do you need to support your own learning about critical thinking? 	<ul style="list-style-type: none"> • How does critical thinking support your work with students? • How are you learning to design critical thinking opportunities for your students? • How do you guide your students through critical thinking processes? • How will you assess critical thinking? • What do you need to support your own learning about critical thinking? 	<ul style="list-style-type: none"> • What is the value in involving students deeply in critical thinking processes? • How do your students know that you value critical thinking? • How do you help students want to think critically? • How do you help students work through challenges that arise during critical thinking? • How do you assess critical thinking?

Conversation Starters on the Topic of Inquiry for Teachers who are:

new to inquiry	learning to use inquiry	experienced with inquiry
<ul style="list-style-type: none"> • How might a focus on inquiry change your teaching practice? • How are you learning about inquiry? • What benefits do you envision as you help your students learn about inquiry? • What curricular topics can form the basis of an inquiry? • How do you support students in learning about inquiry processes? • What potential challenges do you anticipate? How might these challenges be addressed? • What do you need to support your own learning about inquiry? 	<ul style="list-style-type: none"> • How does the inquiry model support your work with students? • How are you learning to think like an inquirer? • How do you guide your students through an inquiry process? • How do you find the balance between teacher-directed and student choice? • How will you assess inquiry based learning? • What do you need to support your own learning about inquiry? 	<ul style="list-style-type: none"> • What is the value in involving students deeply in inquiry based learning? • How do you help students think like inquirers? • How do you help students work through challenges that arise during inquiry? • How do you help students learn the value of ongoing revision to their plan? • How do you know when students are ready to become more independent? • How do you assess for process as well as product? • How do you involve students in setting the criteria for assessment?

Conversation Starters on the Topic of Communication for Teachers who are:

new to teaching communication skills	learning to work with teaching communication skills	experienced with teaching communication skills
<ul style="list-style-type: none"> • Why do you think communication skills are included in the social studies learner outcomes? • What is your comfort level using technology as a communication tool? • What potential challenges do you anticipate in teaching communication skills? How might these challenges be addressed? • What do you need to support your own learning about teaching communication skills? 	<ul style="list-style-type: none"> • How do your students know what is important in their communication skill development? • How do you infuse technology into social studies? • What do you need to support your own learning about teaching communication skills? • How do you assess communication skills? How does the assessment of communication skills in a language arts context differ from assessment of communication skills in a social studies context? 	<ul style="list-style-type: none"> • How do your students learn to value effective communication skills? • How do you challenge your students to explore different ways of communicating information? • How can technology enrich the learning environment in your classroom and provide communication opportunities that would not otherwise exist? • How do you assess communication with differentiated products?

Appendices

- ❖ Appendix A: Administrator Reflection: Our Teaching/Learning Context
- ❖ Appendix B: Teacher Self-reflection
- ❖ Appendix C: Implementation Continuum
- ❖ Appendix D: Key Messages for Parents
- ❖ Appendix E: Professional Development: Citizenship
- ❖ Appendix F: Professional Development: Multiple Perspectives
- ❖ Appendix G: Professional Development: Thinking
- ❖ Appendix H: Professional Development: Inquiry
- ❖ Appendix I: Professional Development: Communication

Appendix A
Administrator Reflection: Our Teaching/Learning Context

Questions to Ponder	Responses and Possible Implications
<p>Students</p> <ul style="list-style-type: none"> • What are the demographic variables within our student population that will influence their understanding of social studies? • What characteristics of successful learners do the students at our school exhibit? • What do students know about changes to teaching, learning and assessment practices in social studies? • What experience do they have with critical thinking and problem solving? • What experience do they have with metacognition – thinking about their thinking? • What do they value in life and in learning? 	
<p>Teachers</p> <ul style="list-style-type: none"> • Who are the teacher leaders at my school? What strengths do they bring? • What is general teacher background in social studies? • What is their experience with constructivist/inquiry based/student centred learning? • What is their experience with assessment for learning? • What concerns and needs do they have with implementation? • What professional development do they need to support successful implementation? 	

Appendix A
Administrator Reflection: Our Teaching/Learning Context

Questions to Ponder	Responses and Possible Implications
<p>Parents/Guardians/Community Members</p> <ul style="list-style-type: none"> • What do they believe is the purpose for education? • What is their level of support for new initiatives? • What value do they place on social studies? • What do they know about the new Social Studies Program of Studies? • What is their level of awareness and acceptance about the shift in teaching and assessment practices? • What is the level of acceptance and value for multiple perspectives in the community? • What value do they place on social action? • How might members of the community serve as resources? 	
<p>Administrators</p> <ul style="list-style-type: none"> • What is my background in social studies? • What is my experience with curriculum implementation? • What am I doing to support a culture of collaborative inquiry? • What kinds of professional development am I providing for my teachers? • What professional development do I need to facilitate successful implementation? • What possible resistance could hinder our efforts? • What are the reasons for the resistance? 	

Appendix B Teacher Self-reflection

Consider the following elements of the new Social Studies Program of Studies. Use the traffic light scale to indicate your current comfort level and readiness to implement each element at this point in time:

Red Light	• have limited understanding of this element; currently not using it in the classroom
Yellow Light	• have some understanding of this element; beginning to use it in the classroom
Green Light	• very comfortable with this element; already implementing it in the classroom

Then rank what you feel are the 5 areas of greatest need for our school professional development plan.

Top 5	How ready are you to implement these selected elements of the Social Studies Program of Studies?	Red Light	Yellow Light	Green Light
	active and responsible citizenship			
	citizenship within a global context			
	a multiple perspectives approach to examining content of social studies			
	Aboriginal perspectives and experiences embedded into classroom themes and topics			
	Francophone perspectives and experiences embedded into classroom themes and topics			
	critical thinking			
	creative thinking			
	historical thinking			
	geographic thinking			
	decision making and problem-solving,			
	metacognition – thinking about thinking			
	inquiry-based (K-9) and issues-centered learning (10-12)			
	social participation (e.g., cooperation, conflict resolution and consensus building) and social involvement as responsible and active citizens			
	communication skills and multi-literacies: oral, written, visual and media			
	ICT infused into the program and functions as a natural part of learning in the program			
	assessment of Values and Attitudes outcomes			
	assessment of Knowledge and Understanding outcomes			
	assessment of Skills and Processes outcomes			
	assessment using a variety of ways for students to demonstrate what they know and are able to do			

Appendix C Implementation Continuum

Appendix C support materials begin on the next page.

Appendix C Implementation Continuum

Consider a continuum of sample descriptors of implementation. The descriptors are not intended to be exclusive; there may be other categories and/or descriptors that can be added to the continuum such as role of the teacher, student engagement, opportunities for active citizenship and so forth. Determine the current level of implementation within each category. What does implementation look like in your classroom or school at the present time? What strengths do you have to share with colleagues? What professional learning would enhance implementation in your classroom?

	Teachers who are just starting to implement...	Teachers who have some experience with implementation...	Teachers who are well on their way to implementing...
Program of Studies	<ul style="list-style-type: none"> know there is a new program of studies have a copy and have read the new program of studies, including the front matter and the grade level outcomes 	<ul style="list-style-type: none"> revisit the front matter of the program of studies from time to time to review the 'big ideas' of social studies are knowledgeable about grade level outcomes and the progression of skills across previous and subsequent grade levels 	<ul style="list-style-type: none"> have a deep understanding of the program foundations (as contained in the front matter) and how the program intent is reflected in the grade level outcomes can articulate what student learning will "look like"
	<ul style="list-style-type: none"> discuss program topics with colleagues 	<ul style="list-style-type: none"> tell stories or ask questions about the new program (trying it out) talk about practices that support student learning 	<ul style="list-style-type: none"> share experiences and provide evidence of student learning based on learner outcomes
Professional Development	<ul style="list-style-type: none"> participate in awareness/overview sessions 	<ul style="list-style-type: none"> participate in extended professional development opportunities focused on application/implementation of specific program elements 	<ul style="list-style-type: none"> participate in collaborative learning opportunities such as study groups, focused conversations, learning groups and action research
	<ul style="list-style-type: none"> use learnings from professional development to improve own classroom practice 	<ul style="list-style-type: none"> share learnings and materials from professional development sessions with colleagues 	<ul style="list-style-type: none"> contribute to the body of understanding of the discipline by sharing personal results of collaborative learning such as lessons, units, assessments, resources

Continued next page

Appendix C Implementation Continuum

	Teachers who are just starting to implement...	Teachers who have some experience with implementation...	Teachers who are well on their way to implementing...
Resources	<ul style="list-style-type: none"> use authorized resources exclusively and in more traditional ways (chapter by chapter, teacher lecture, copying teacher notes, etc.) are aware of the Online Guide to Implementation 	<ul style="list-style-type: none"> adapt resources to classroom context based on understanding of program foundations gather a variety of resources to support implementation use selected critical challenges from the Online Guide to supplement instruction 	<ul style="list-style-type: none"> use authorized resources as one of many sources of information create instructional materials that reflect the program foundations (front matter) and grade level content use the full range of resources found in the Online Guide to Implementation
Instruction	<ul style="list-style-type: none"> rely on more traditional strategies and pedagogical approaches such as direct instruction, independent reading 	<ul style="list-style-type: none"> incorporate new strategies such as inquiry and critical thinking that support program foundations 	<ul style="list-style-type: none"> embrace inquiry and critical thinking as foundational strategies for teaching the content of the discipline
	<ul style="list-style-type: none"> rely on units/lessons planned with a focus on activities that are related to the topic 	<ul style="list-style-type: none"> plan units/lessons based on activities that address specific learner outcomes 	<ul style="list-style-type: none"> plan with the end in mind where summative assessments guide the selection of instructional strategies
Assessment	<ul style="list-style-type: none"> rely on more traditional assessment strategies such as chapter questions, quizzes, tests focus solely on summative assessment 	<ul style="list-style-type: none"> include project work to broaden the scope of assessment strategies and to engage students in the assessment process use formative assessment in specific contexts 	<ul style="list-style-type: none"> align assessment strategies with the level of cognition in the learner outcomes i.e., some learner outcomes can only be accessed using inquiry or performance based assessment use the results of formative assessment to plan instruction
	<ul style="list-style-type: none"> rely on teacher developed assessment tasks and tools 	<ul style="list-style-type: none"> provide choice for students in how they demonstrate their understanding 	<ul style="list-style-type: none"> involve students deeply in the assessment process by articulating criteria, using exemplars to guide their work and helping to create assessment tools

Developed by the SAPDC Social Studies Advisory Committee based on a framework created by ARPDC for the Effective Practice Pillar of curriculum implementation

Appendix D

Key Messages for Parents

Social Studies is Changing!

The new Social Studies Program of Studies is changing the way we teach social studies. It is important to share key messages with parents to help them understand how the changes to the curriculum will be reflected in the daily life of the classroom.

The following table provides some examples of changes. Adapt the classroom examples to suit events that are happening in your school. These can be shared with parents in a number of different ways, such as:

- a hallway bulletin board display
- a social studies information section of the school newsletter
- a social studies link on the school website
- an information update/letter to parents
- an information spotlight at a 'meet the teacher' event

Social studies is changing!

Moving from ...	to	A Classroom Example
memorizing facts and details	working through problem solving processes where there could be multiple plausible answers	What is the most significant contribution made by the early settlers to Alberta?
getting the 'right answer'	critical thinking and creative thinking (innovative thinking) are valued	If you could give advice to a historical figure, what would you say to him or her?
taking notes	using a variety of charts and diagrams (sometime called graphic organizers) to help students make sense of information	Students use a Venn diagram to show what is similar and different when comparing 2 items.
learning about government	becoming active, responsible citizens	Students study an issue of importance to the community and present their opinions and suggestions to an elected official.
acquiring knowledge	applying knowledge in real-world situations	Create a link for your school website that summarizes both the pro and con perspective about the building of the new highway.
presenting one belief system	examining values and beliefs and consider how beliefs and values affect actions	Why are national parks and protected areas important to Alberta? What can you do (as a student) to help preserve these areas?
learning history from one perspective	listening to everyone's stories – multiple perspectives	What is your family's story of living in Canada? What can others learn from your family's story?
traditional assessment such as quizzes, tests, and chapter questions	projects that let students show what they know	Create a model of a museum display that includes both European and Aboriginal perspectives about an event from history.

Appendix E

Professional Development: Citizenship

Citizenship Activity #1: A Snapshot of Citizenship Education

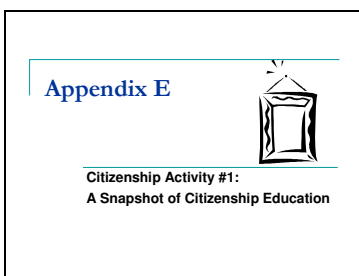
This activity uses a jigsaw strategy. Teachers begin in ‘home groups’ of three, each receiving a different framework of citizenship education (Snapshots A, B, or C). Teachers then create ‘expert groups’ by joining together with others having the same framework to discuss the application of the particular framework to their classroom/school and identify 2 – 3 ‘big ideas’ of citizenship education. Teachers then return to their ‘home group’ and share the big ideas with their group members. Insights from the group discussion can be recorded on the graphic organizer and then shared with the whole group.

It is also possible to focus on only one snapshot rather than using the jigsaw strategy.

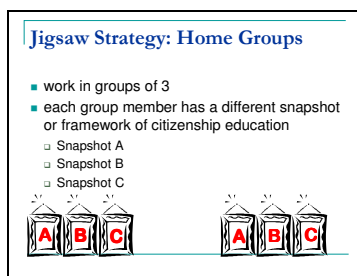
Materials for Activity #1

Toolkit Page	Item	Instructions
p. 46	A Snapshot of Citizenship Education: Snapshot A	enough copies for 1/3 of group
p. 47	A Snapshot of Citizenship Education: Snapshot B	enough copies for 1/3 of group
p. 48	A Snapshot of Citizenship Education: Snapshot C	enough copies for 1/3 of group
p. 49	A Snapshot of Citizenship Education: Summary of the Jigsaw Discussion	one copy for each participant
	chart paper and felt pens	to record ‘big ideas’ from whole group discussion
	Ppt slides	see the Ppt ‘notes’ section for more detailed activity instructions

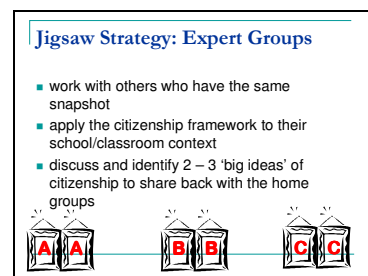
PowerPoint Slide Thumbnails



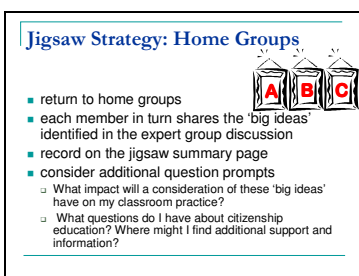
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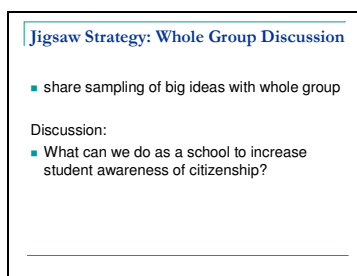
Slide #2



Slide #3



Slide #4



Slide #5

Appendix E
Professional Development: Citizenship Activity #1

A Snapshot of Citizenship Education: Snapshot A

- ❖ Review the following approaches to citizenship education. Then consider the extent to which each approach is evident in our school.
- ❖ Share 2 – 3 ‘big ideas’ of citizenship education with your jigsaw discussion group based on your work with this material.

	Personally Responsible Citizen	Participatory Citizen	Justice-oriented Citizen
Educational approach	<ul style="list-style-type: none"> • Seeks to build character and personal responsibility • Emphasizes honesty, integrity, selfdiscipline, hard work • Nurtures compassion 	<ul style="list-style-type: none"> • Develops strategies to accomplish collective tasks • Teaches how government and other institutions work • Focuses on importance of planning and participating in efforts to guide school policies or care for those in need 	<ul style="list-style-type: none"> • Emphasizes collective work related to community life and issues • Prepares students to improve society by critically analyzing and addressing social issues and injustices • Less likely to emphasize charity and volunteerism as ends in themselves • More likely to teach about social movements, and how to affect systemic change
To what extent is each approach evident in our school?			

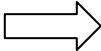
From the work of Joel Westheimer

Adapted from [The Heart of the Matter: Character and Citizenship Education in Alberta Schools](#) (2005, p. 16)

Appendix E
Professional Development: Citizenship Activity #1

A Snapshot of Citizenship Education: Snapshot B

- ❖ Review the following list of indicators of civic engagement. Then indicate the appropriateness/possibility of including each as:
 - awareness – help students identify and recognize the indicator in the actions of people in the community
 - instruction – aligns with specific grade level social studies outcomes and forms part of regular instruction
 - action – appropriate for class or school based project
 NOTE: The response will vary according to the age/grade of the students.
- ❖ Share 2 – 3 ‘big ideas’ of citizenship education with your jigsaw discussion group based on your work with this material.

	Items appropriate for: 	Awareness	Instruction	Action	Comments
Civic Indicators	community problem solving				
	volunteering for community organization (non-political)				
	active membership in an organization				
	fundraising for a charitable organization				
Electoral Indicators	voting (when of age)				
	persuading others to vote				
	participating in a campaign for a candidate				
	making a financial contribution to a candidate or political party				
Indicators of Political Voice	contacting public officials				
	contacting media				
	participating in protests				
	signing petitions				
	boycotting (refusing to purchase) or buycotting (purposeful purchasing)				
Indicators of Attentive	follow government and public affairs				
	talk about current events				
	follow the news through newspapers, news magazines, television, radio, internet				


Adapted from [CIRCLE](#) (The Center for Information and Research on Civic Learning and Engagement)

Appendix E

Professional Development: Citizenship Activity #1

A Snapshot of Citizenship Education: Snapshot C

- ❖ Review the following approaches to citizenship education. Then consider the extent to which each approach is evident in our school.
- ❖ Share 2 – 3 ‘big ideas’ of citizenship education with your jigsaw discussion group based on your work with this material.

Passive Conception of Citizenship Education	 Activist Conception of Citizenship Education
<ul style="list-style-type: none"> • Students are taught a common body of knowledge about national history and political structures. • Political and military history is emphasized and presented as a narrative of continuous progress. • Political institutions are presented as operating in a lock-step fashion (e.g., how a bill is passed, how parliamentary debate works). • Teaching styles and techniques vary but focus on common answers on matters of fact and/or value. • Students are taught a set of national values and norms, i.e., that current political structures are the best ones possible. • Students are taught that informed voting is participation by the average citizen who needs information-gathering skills to vote in an informed manner. 	<ul style="list-style-type: none"> • Students learn how to uncover ways in which institutions and structures support social organization (e.g., capitalism and patriarchy). • Students learn ways that social and political structures have discriminated against certain groups and have changed to be more democratic and inclusive. • Students develop commitment to equal participation of all individuals and groups in society, and challenge manifestations of privilege and inequality. • Students develop critical reflective problem-solving skills and cross-cultural skills. They participate with a variety of people to make the world more just and environmentally sustainable.
To what extent is each approach evident in our school?	

From the work of Sears and Hughes 1996, Sears 1996

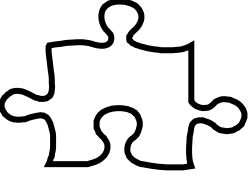
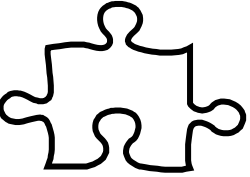
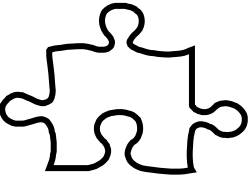
Adapted from [The Heart of the Matter: Character and Citizenship Education in Alberta Schools](#) (2005, p.17)

Appendix E

Professional Development: Citizenship Activity #1

A Snapshot of Citizenship Education: Summary of the Jigsaw Discussion

Use this graphic organizer to summarize the 'big ideas' about citizenship education from each member of the jigsaw discussion.

 <p>Snapshot A</p>	
 <p>Snapshot B</p>	
 <p>Snapshot C</p>	

❖ What impact will a consideration of these 'big ideas' have on my classroom practice?

❖ What questions do I have about citizenship education? Where might I find additional support and information?

Appendix E Professional Development: Citizenship Activity #2

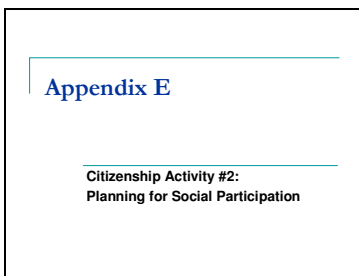
Citizenship Activity #2: Planning for Social Participation

At least one outcome for social participation is part of every grade level in the new Social Studies Program of Studies. In this activity, teachers consider the continuum of skills that exist within this outcome across the grade levels. A planning template provides a framework for teachers to use when planning for social participation. The template is not a lock-step model and teachers will find that they move back and forth several times among the different categories as they begin to consider the curricular and pedagogical foundation on which the project can be based.

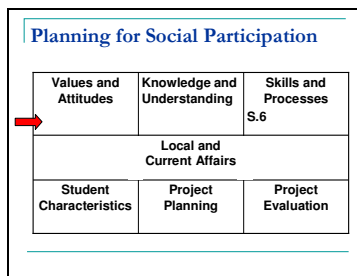
Materials for Activity #2

Toolkit Page	Item	Instructions
p. 51	Social Participation Across the Grades	one copy for each participant
p. 52	Planning for Social Participation	one copy for each participant
	PPT slides	see the PPT 'notes' section for more detailed activity instructions

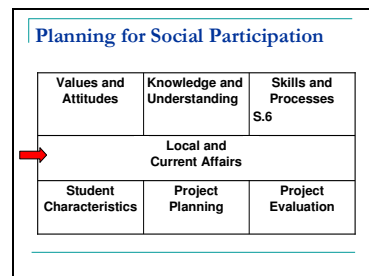
PowerPoint Slide Thumbnails



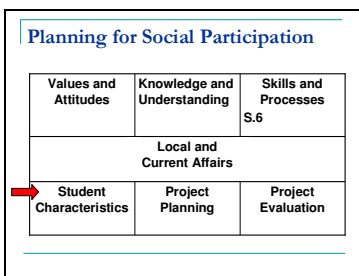
Slide #1



Slide #2



Slide #3



Slide #4

Appendix E
Professional Development: Citizenship Activity #2

Social Participation Across the Grades

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

	__S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:
K	<ul style="list-style-type: none"> • being a classroom helper
1	<ul style="list-style-type: none"> • behaviour in accordance with classroom, school and community expectations
2	<ul style="list-style-type: none"> • participate in activities that enhance their sense of belonging within their school and community
3	<ul style="list-style-type: none"> • participate in projects that improve or meet the particular needs of their school or community
4	<ul style="list-style-type: none"> • initiate projects that meet the particular needs or expectations of their school or community
5	<ul style="list-style-type: none"> • demonstrate commitment to the well-being of the school or community by volunteering to help where needed
6	<ul style="list-style-type: none"> • demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed
7	<ul style="list-style-type: none"> • support and participate in activities and projects that promote the well-being and meet the particular needs of their community
8	<ul style="list-style-type: none"> • volunteering with organizations, projects and activities that ensure the growth and vitality of their community
9	<ul style="list-style-type: none"> • develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within their community
10-1 20-1 30-1	<ul style="list-style-type: none"> • demonstrate leadership by engaging in actions that enhance personal and community well-being • acknowledge the importance of multiple perspectives in a variety of situations
10-2 20-2 30-2	<ul style="list-style-type: none"> • demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community • promote and respect the contributions of team members when working as a team • cooperate with others for the well-being of the community

Appendix E
Professional Development: Citizenship Activity #2

Planning for Social Participation

- This template provides a structure to use to begin thinking about a social participation project. This planning process helps teachers consider the curricular foundation for a project but it is not intended for teachers to design the project from start to finish.
- The Social Participation as a Democratic Practice outcome S.6 will help determine the level at which students need to be involved as well as help set the direction for the project. Identify ways to involve students throughout the process.
- The template is not lock-step; various sections can be completed in any order and revisited throughout the planning process.

Learner Outcomes Values & Attitudes	Learner Outcomes Knowledge & Understanding	Learner Outcomes Skills and Processes
<p style="text-align: center;">Local and Current Affairs What local and community affairs lend themselves to a social participation project?</p>		
<p>Student Characteristics What is age-appropriate behaviour relative to social participation?</p>	<p>Project Planning How will students be involved in decision making?</p>	<p>Project Evaluation How will we know if we have had an impact on our community?</p>

Appendix F

Professional Development: Multiple Perspectives

In the new Social Studies Program of Studies, references to *point of view* indicate a personal response to a situation whereas references to *perspectives* reflect a collective or group response. Professional development activity #1 works with point of view through examining children’s literature selections. Activity #2 addresses perspective through a social studies example.

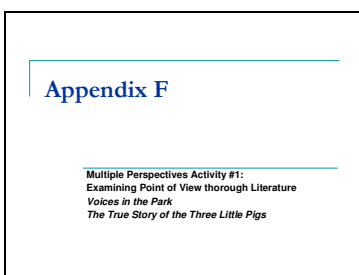
Multiple Perspectives Activity #1: Examining Point of View through Literature: *Voices in the Park* and/or *The True Story of the Three Little Pigs*

Either story can be used for this activity, or half the teachers could examine one story and the other half work with the second story. Any other story that highlights perspectives can be substituted.

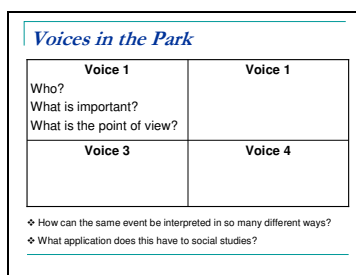
Materials for Activity #1

Toolkit Page	Item	Instructions
p. 54	Examining Point of View through Literature: <i>Voices in the Park</i>	one copy for each participant
p. 55	Examining Point of View through Literature: <i>Voices in the Park: Suggested Responses</i>	one copy for facilitator use
	<i>Voices in the Park</i> by Anthony Brown ISBN-10: 078948191X ISBN-13: 978-0789481917	often part of elementary school or public library collections
p. 56	Examining Point of View through Literature: <i>The True Story of the Three Little Pigs</i>	one copy for each participant
p. 57	Examining Point of View through Literature: <i>The True Story of the Three Little Pigs: Suggested Responses</i>	one copy for facilitator use
	<i>The True Story of the Three Little Pigs</i> by Jon Scieszka ISBN-10: 0670888443 ISBN-13: 978-0670888443	often part of elementary school or public library collections
	PPT slides	see the PPT ‘notes’ section for more detailed activity instructions

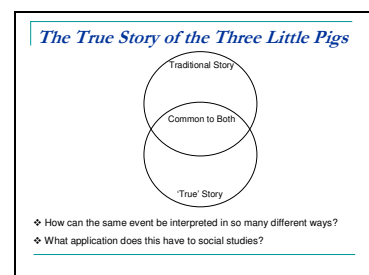
PowerPoint Slide Thumbnails



Slide #1



Slide #2



Slide #3

Appendix F

Professional Development: Multiple Perspectives Activity #1

Examining Point of View through Literature: *Voices in the Park* by Anthony Brown

<p style="text-align: center;">Voice 1</p> <p>Who is this character?</p> <p>What is important to this character?</p> <p>What is this character's point of view about the experience at the park?</p>	<p style="text-align: center;">Voice 2</p> <p>Who is this character?</p> <p>What is important to this character?</p> <p>What is this character's point of view about the experience at the park?</p>
<p style="text-align: center;">Voice 3</p> <p>Who is this character?</p> <p>What is important to this character?</p> <p>What is this character's point of view about the experience at the park?</p>	<p style="text-align: center;">Voice 4</p> <p>Who is this character?</p> <p>What is important to this character?</p> <p>What is this character's point of view about the experience at the park?</p>

❖ How can the same event be interpreted in so many different ways?

❖ What application does this have to social studies?

Appendix F

Professional Development: Multiple Perspectives Activity #1

Examining Point of View through Literature: *Voices in the Park* by Anthony Brown **Possible Responses**

Voices in the Park by Anthony Brown

<p style="text-align: center;">Voice 1</p> <p>Who is this character?</p> <ul style="list-style-type: none"> Charles' mother <p>What is important to this character?</p> <ul style="list-style-type: none"> order, routine social status safety children should be obedient and well-mannered <p>What is this character's point of view about the experience at the park?</p> <ul style="list-style-type: none"> act of duty disdain for those of lower social status impacts the experience 	<p style="text-align: center;">Voice 2</p> <p>Who is this character?</p> <ul style="list-style-type: none"> Smudge's father <p>What is important to this character?</p> <ul style="list-style-type: none"> security, employment relationships <p>What is this character's point of view about the experience at the park?</p> <ul style="list-style-type: none"> change of scenery; breath of fresh air
<p style="text-align: center;">Voice 3</p> <p>Who is this character?</p> <ul style="list-style-type: none"> Charles (male child) <p>What is important to this character?</p> <ul style="list-style-type: none"> freedom play friendship <p>What is this character's point of view about the experience at the park?</p> <ul style="list-style-type: none"> escape from routine hesitant at first; then fun met a new friend and hoped to continue the friendship 	<p style="text-align: center;">Voice 4</p> <p>Who is this character?</p> <ul style="list-style-type: none"> Smudge (female child) <p>What is important to this character?</p> <ul style="list-style-type: none"> being open and transparent play friendship relationships – concern for her father <p>What is this character's point of view about the experience at the park?</p> <ul style="list-style-type: none"> open to new experiences fun

❖ How can the same event be interpreted in so many different ways?

- each character brings different values and experiences to the situation
- each has different needs/goals/expectations

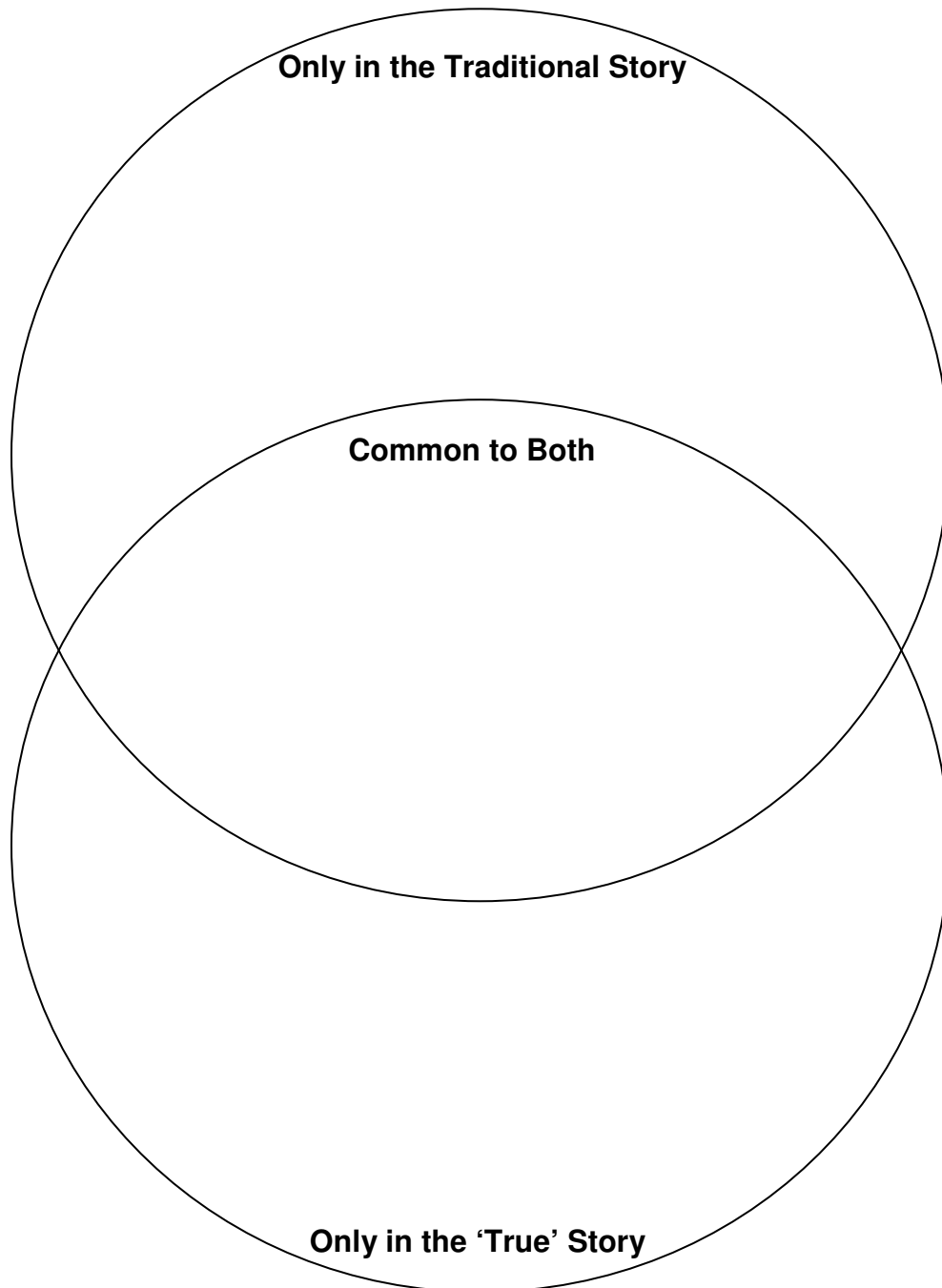
❖ What application does this have to social studies?

- peoples' response to situations varies due to different values, experiences, needs, goals and expectation
- history is always retold from someone's perspective
- understanding and being open to other perspectives is an important part of working through complex problems

Appendix F

Professional Development: Multiple Perspectives Activity #1

Examining Point of View through Literature: *The True Story of the Three Little Pigs* by Jon Scieszka

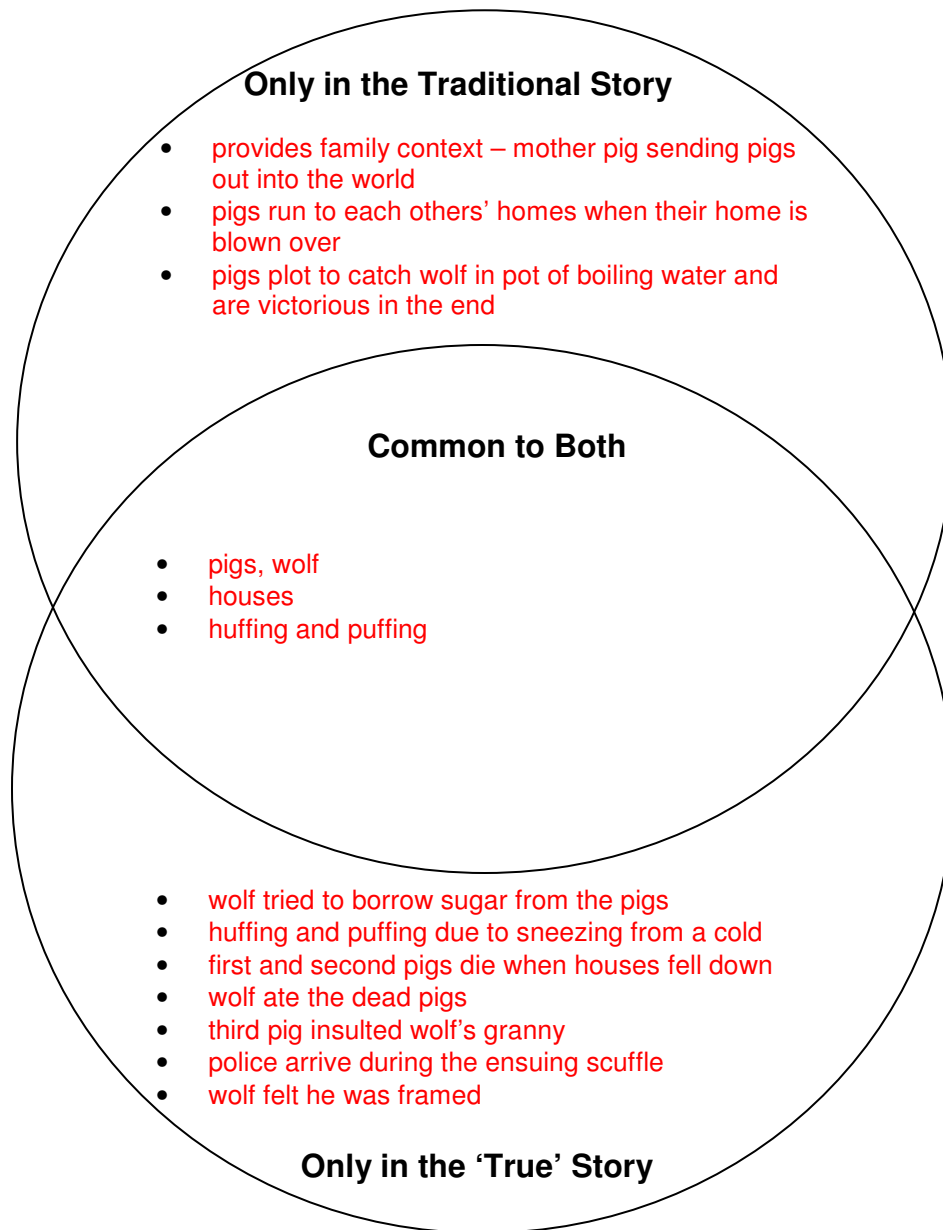


- ❖ How can the same event be interpreted differently?
- ❖ What application does this have to social studies?

Appendix F

Professional Development: Multiple Perspectives Activity #1

Examining Point of View through Literature: *The True Story of the Three Little Pigs* by Jon Scieszka: **Possible Responses**



- ❖ How can the same event be interpreted differently?
 - characters tell about events based on their experiences, needs, goals
- ❖ What application does this have to social studies?
 - history is always retold from someone's perspective
 - 'winners' and 'losers' will have different perspectives on the events and the outcomes

Appendix F

Professional Development: Multiple Perspectives Activity #2

Multiple Perspectives Activity #2: Determining the Explicit and Implicit Messages

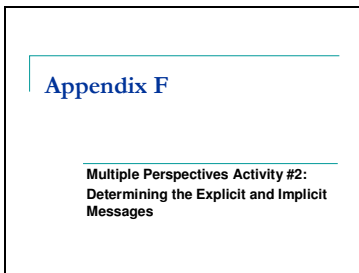
This activity is based on an excerpt from a complete lesson sequence from [Modelling the Tools: Interpreting and Reinterpreting Visual Images](#) from the Online Guide to Implementation.

In this excerpt, teachers examine an engraving of an event in early Canadian history, identify inferences and provide supporting evidence from the visual clues and background information. It should be noted that the evidence may vary depending on the interpretation of the visual.

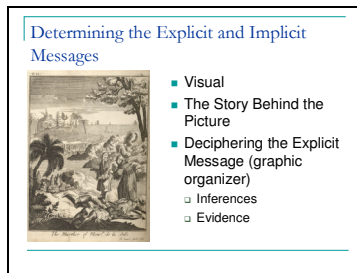
Materials for Activity #3

Toolkit Page	Item	Instructions
p. 59	Determining the Explicit and Implicit Messages	one copy for each participant
p. 60	The Story Behind the Picture	one copy for each participant
p. 61	Deciphering the Explicit Message	one copy for each participant
p. 62	Deciphering the Explicit Message: Suggested Responses	one copy for facilitator use
	PPT slides	see the PPT 'notes' section for more detailed activity instructions

PowerPoint Slide Thumbnails



Slide #1



Slide #2

Appendix F

Professional Development: Multiple Perspectives Activity #2

Determining the Explicit and Implicit Messages

Examine this engraving and read the accompanying background. Then complete the chart to decipher the implicit message in the visual.



[The Murther of Mons.r de la Salle](#)

Reproduced with permission from the Library and Archives of Canada

Appendix F
Professional Development: Multiple Perspectives Activity #2

The Story Behind the Picture

A New Discovery of the Vast Country of America Vol. 2 by Louis Hennepin

Mons. De La Salle and three more were murdered by some of their own party.

La Salle sent Moranger, his nephew, his Laquey Saget, and seven or eight of his men to a certain place where Nika his huntsman, who was a Savage Chaouenon who had laid up a flock of wild bulls flesh.

La Salle did not discover the conspiracy of his men to kill his nephew. All of a sudden the men hit his nephew Moranger in the head with an axe.

Father Ananftausis out of charity would not name the murderers. But they slew poor Saget and Nika.

The wretches not content with their bloody crime resolved to kill their master because they feared he would justly punish them for their crime.

When La Salle worried that his nephew had tarried too long and might have been set upon by savages asked the priest to show him where his nephew was.

They went about two leagues when he spied his people by the water tide. He asked of his nephew and they pointed. Not saying anything.

When La Salle came to the place the two villains were hidden in the grass one on each side. The first shot but it misfired and the other shot at the same time hitting La Salle in the head.

The villains were struck with horror at what they had done and the father gave absolution to the dying La Salle. Thus died La Salle.

Appendix F

Professional Development: Multiple Perspectives Activity #2

Deciphering the Implicit Message

Work with your group to examine the engraving. Then compile the most plausible and specific inferences and supporting evidence drawn from your group discussion. The evidence may vary depending on the interpretation of the picture.

Inferences	Evidence
Dominant focus: <input type="checkbox"/> Aboriginal perspective <input type="checkbox"/> European perspective <input type="checkbox"/> balanced perspective	
Qualities of the European figure(s):	
Qualities of the Aboriginal figures:	
Artists often draw a picture not simply to portray a particular historical event but also to symbolize a larger issue, value or purpose. Imagine the underlying message in the drawing by providing inferences and evidence.	
Inferences	Evidence
Symbolic message:	

This work has been adapted from a learning resource originally owned by Alberta Education.
(<http://www.learnalberta.ca>)

Appendix F

Professional Development: Multiple Perspectives Activity #2

Deciphering the Implicit Message: *Possible Responses*

NOTE: This represents one possible way to complete the chart. The evidence will vary depending on the interpretation.

Inferences	Evidence
<p>Dominant focus:</p> <p><input type="checkbox"/> Aboriginal perspective</p> <p><input checked="" type="checkbox"/> European perspective</p> <p><input type="checkbox"/> balanced perspective</p>	<ul style="list-style-type: none"> • <i>The priest and La Salle are the dominant people in the picture.</i> • <i>The action revolves around the two figures.</i> • <i>The dress of the standing two figures draws our attention.</i>
<p>Qualities of the Central figure(s):</p> <ul style="list-style-type: none"> • <i>Active</i> • <i>Determined</i> • <i>Passive</i> 	<ul style="list-style-type: none"> • <i>The two figures are engaged with each other.</i> • <i>The priest's manner seems to be convincing the other (hand out, leaning forward, facing).</i> • <i>The other figure is listening and is facing the priest.</i>
<p>Qualities of the Other figures:</p> <ul style="list-style-type: none"> • <i>Motionless</i> • <i>Attentive</i> • <i>Attentive</i> • <i>Active</i> 	<ul style="list-style-type: none"> • <i>Three figures are lying at the feet of the central figures.</i> • <i>The figure in the left is focused on the central figures.</i> • <i>The figure on the right is focused toward the background figures.</i> • <i>The background figures are indistinct and are marching away (following the flags and rifles point back).</i>
<p>Artists often draw a picture not simply to portray a particular historical event but also to symbolize a larger issue, value or purpose. Imagine the underlying message in the drawing by providing inferences and evidence.</p>	
Inferences	Evidence
<ul style="list-style-type: none"> • <i>good versus evil</i> 	<ul style="list-style-type: none"> • <i>Priest appears to be helping.</i>

Appendix G

Professional Development: Critical Thinking

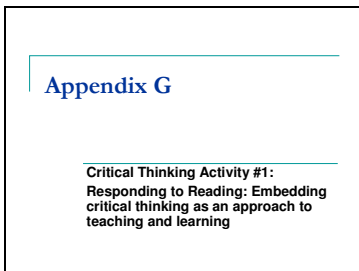
Critical Thinking Activity #1: Response to Reading: Embedding critical thinking as an approach to teaching

The accompanying article is an excerpt from a document titled [Embedding Critical Thinking into Teaching and Learning](#) from the Online Guide to Implementation. After reading the article, teachers use the graphic organizer to organize their responses which are then shared and recorded in a large group discussion.

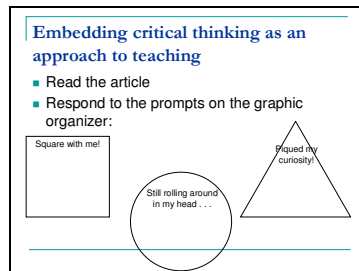
Materials for Activity #1

Toolkit Page	Item	Instructions
pp. 64 - 65	Background Reading: Embedding critical thinking as an approach to teaching	one copy for each participant
p. 66	Response to Reading: Embedding critical thinking as an approach to teaching	one copy for each participant
	3 pieces chart paper and felt pens	Draw a square, triangle and oval symbol, one each on a piece of chart paper. Summarize key responses in whole group discussion.
	Ppt slides	see the Ppt 'notes' section for more detailed activity instructions

PowerPoint Slide Thumbnails



Slide #1



Slide #2

Appendix G

Professional Development: Critical Thinking Activity #1

Critical thinking is one of the dimensions of thinking in the Skills and Processes outcomes of the Alberta social studies curriculum. More significantly, critical thinking is a powerful method of teaching all other outcomes – content, skills and attitudes.

Embedding Critical Thinking into Teaching and Learning p. 2

In supporting critical thinking, the goal is to help students approach any task, problem or issue in an open-minded manner, to look carefully at the various options and to reach reasonable conclusions based on careful assessment of relevant factors. Critical thinking is about being thoughtful about everything students do and study in school.

Embedding Critical Thinking into Teaching and Learning p. 3

Background Reading: Embedding critical thinking as an approach to teaching

Critical thinking is an important approach to teaching because of the enhanced satisfaction and learning that results when students are challenged to use and apply the ideas in the curriculum. Students who receive information in a passive or transmissive manner are less likely to understand what they have heard or read about than are students who have critically scrutinized, interpreted, applied or tested this information. Presenting subject matter in the context of a problem or an issue is more motivating to students and more likely to develop deeper understanding. As Richard Paul notes, “one gains knowledge *only* through thinking” (Richard Paul, “The logic of creative and critical thinking,” in R. Paul, *Critical thinking: How to prepare students for a rapidly changing world*, Santa Rosa, CA: Foundation for Critical Thinking, 1993). Teachers can help students understand the subject matter, as opposed to merely recalling it, by problematizing the subject matter. As John Dewey wrote in *How We Think*, only when a routine is disrupted by the intrusion of a difficult obstacle or challenge are we forced to think about what to do.

Compare the difference between, on the one hand, asking students to record information from the textbook on the distinguishing features of the major regions in Canada and, on the other hand, assigning students a specific region and challenging them to convince the rest of the class that their region would be the best place to move their entire family (in terms of climate, natural beauty, cultural attractions, occupations, lifestyle). The latter activity teaches the regions of Canada in a more meaningful way. With increased motivation, students are more likely to do additional research beyond the textbook, better understand the regional differences and remember more of these features when tested on the topic. In other words, critical thinking is a powerful approach to learning that enhances student interest and achievement.

Without altering the resources used or changing their classroom structure, teachers can challenge students in this way. For example, instead of asking students to locate information to answer the factual question “What did the Inuit traditionally use to make tools?”, the teacher might ask students to use this information to decide “Which animal—the seal or the caribou—contributed more to meeting the varying needs in traditional Inuit life?” Similarly, instead of writing a report on a famous leader, students might assess which of several contributions made by their assigned individual produced the most significant, widespread and long-term impact. Critical thinking is encouraged by discussing which of the suggested solutions to a dilemma raised by a playground incident or by a story is the most effective, feasible and safe. Instead of simply picking a title that students would like for their persuasive paragraph, they could be asked to decide which of several possibilities was the most informative and engaging.

Appendix G

Professional Development: Critical Thinking Activity #1

Even seemingly rote tasks such as taking notes can be opportunities to think critically. For example, students can be assisted in treating notetaking as an occasion to think critically by introducing them to the criteria for good notes. In teaching the criteria for good notes, students could be asked to imagine that they have been approached by a local politician to prepare concise briefing notes on the day's front-page news. The requirements of their task are that the *precis* be less than half a page in length and that it should accurately summarize all the important points—but only for those topics that are of use to the politician. Students would be thinking critically about their notetaking as they judge whether or not their suggested entries are accurate, relevant, comprehensive and concise.

In all these cases, students go beyond locating facts or espousing a personal preference. They are not merely reporting what they know or like, but are offering a judgement or assessment of possible options, determining which would be the better choice (more reasonable, wiser, more justifiable) in light of the relevant criteria. In short, students are thinking critically about the content, attitudes and skills in the social studies curriculum.

This document was created for Alberta Education by The Critical Thinking Consortium (TC2). Social Studies Online Guide © 2005 Alberta Education (www.learnalberta.ca)

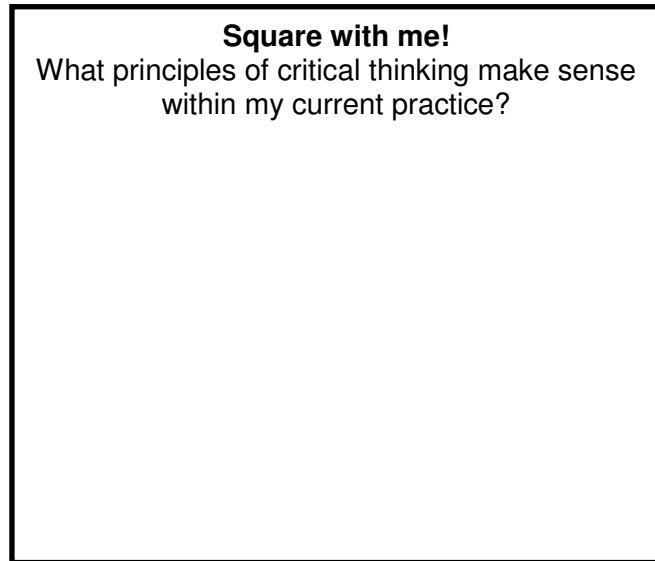
Appendix G

Professional Development: Critical Thinking Activity #1

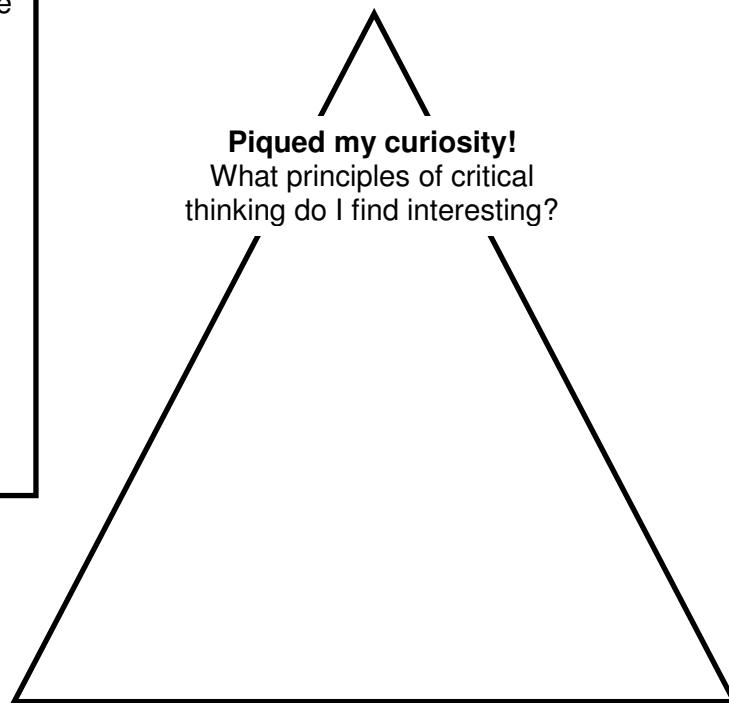
Response to Reading: Embedding Critical Thinking into Teaching and Learning

Read the accompanying material from pp. 64 - 65. Use the graphic organizer to respond to the information presented.

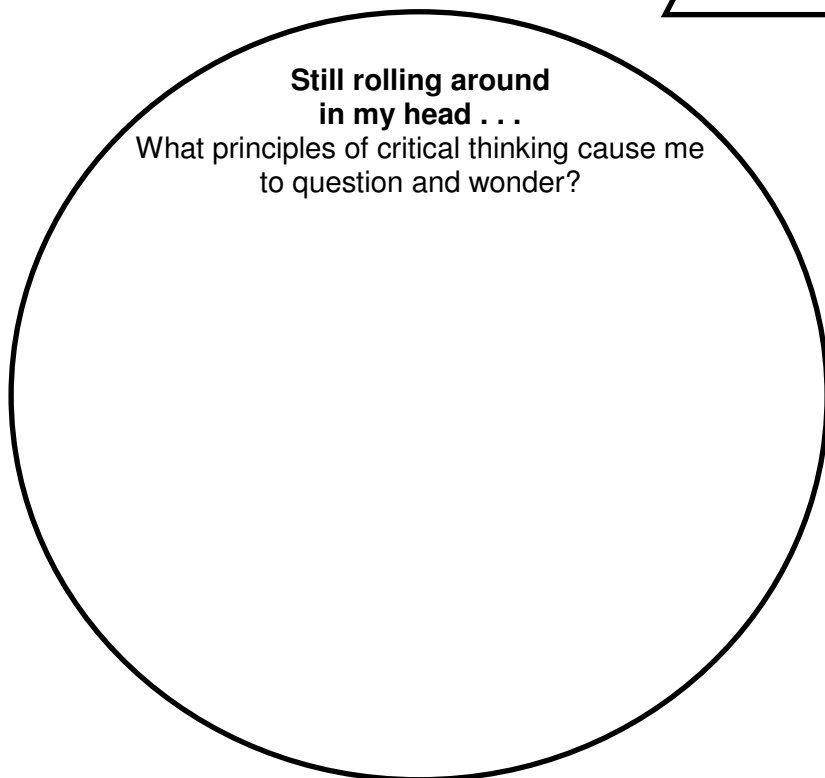
Square with me!
What principles of critical thinking make sense within my current practice?



Piqued my curiosity!
What principles of critical thinking do I find interesting?



Still rolling around in my head . . .
What principles of critical thinking cause me to question and wonder?



Appendix G

Professional Development: Critical Thinking Activity #2

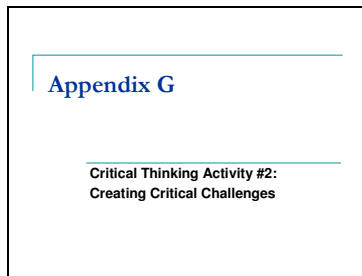
Critical Thinking Activity #2: Creating Critical Challenges

This activity presents six formats for creating critical challenges. Teachers examine samples of the formats from social studies contexts, then rework existing student tasks/activities in order to increase the level of critical thought required of students. This could be done in jigsaw groups with each group taking one of the formats and then sharing work with other groups. Another way to work with this material is to focus on only one or two formats at a time, thus allowing time for teachers to return to their classrooms, use the critical challenge activities with students and share reflections at a subsequent PD activity.

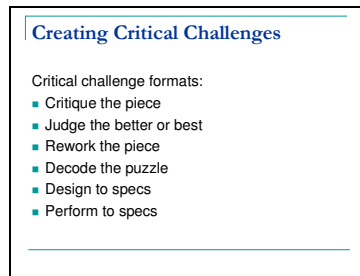
Materials for Activity #2

Toolkit Page	Item	Instructions
pp. 68 - 69	Creating Critical Challenges	one copy for each participant
	existing social studies materials – text books, supplementary materials, projects	from materials currently being used
	PPT slides	see the PPT 'notes' section for more detailed activity instructions

PowerPoint Slide Thumbnails



Slide #1



Slide #2

Thumbnail of Slide #3: Creating Critical Challenges

Critical Challenge Format	Sample Critical Challenge	Adapt an existing task
Critique the piece (from Online Guide)	Classroom sample (from Online Guide)	Teacher Developed
Judge the better or best		
Rework the piece		

Slide #3

Appendix G

Professional Development: Critical Thinking Activity #2

Creating Critical Challenges

When creating critical challenges, the crucial criterion is that the question and task invites reasoned judgement—otherwise students are not being invited to think critically. Over the years, The Critical Thinking Consortium has noted patterns in the form that critical challenges may take. The following chart describes six ways of asking for a reasoned judgement. Many teachers find it helpful to think of these different forms when creating critical challenges.

Create critical challenges by asking students to . . .	Sample critical challenge	Adapt an existing student activity to include critical thinking
<p>Critique the piece Ask students to assess the merits or shortcomings of a designated figure, product or performance (may be teacher-provided or student-produced).</p>	<ul style="list-style-type: none"> • On a scale ranging from great to horrible, assess what it would be like to live at this time, considering the quality of the environment, comforts and fun things to do. • Does the textbook provide a fair and adequate account of what actually happened? 	
<p>Judge the better or best Ask students to judge from among two or more options (teacher-provided or student-generated) which one(s) best meet(s) the identified criteria.</p>	<ul style="list-style-type: none"> • Would life be better as a young person back then or right now? • Which is the more effective form of transportation in the Arctic: the dog-sled or the snowmobile? • Should your family move to Red Deer or Lethbridge? • Which of the nominees is the most impressive legacy of ancient civilization? 	
<p>Rework the piece Ask students to transform a product or performance in light of additional information or an assigned focus, perspective or genre.</p>	<ul style="list-style-type: none"> • Rewrite an historical account using the R-A-F-T-S (Role–Audience–Format–Topic–Strong verb) framework. • Given the information provided, write a letter of reference for a famous historical person. • Redraw the historical picture showing the scene as it would appear in the present time (or in an historical period). 	

Appendix G

Professional Development: Critical Thinking Activity #2

Creating Critical Challenges (continued)

Create critical challenges by asking students to . . .	Sample critical challenge	Adapt an existing student activity to include critical thinking
Decode the puzzle Ask students to suggest and justify a proposed solution, explanation or interpretation to a confusing or enigmatic situation.	<ul style="list-style-type: none">• Find a powerful metaphor that characterizes an aspect of Canadian life.• Identify and support with evidence the R-A-F-T-S in a fellow student's writing.• What is really happening in this illustration?	
Design to specs Ask students to develop a product that meets a given set of specifications/conditions.	<ul style="list-style-type: none">• Write a story that is true to the time period, involves all the characters in a meaningful way, and captures the mood of the scene in the picture.• Create six questions for an end-of-unit exam that are clear, nontrivial, manageable and require more than mere recall of information.	
Perform to specs Ask students to perform or carry out a course of action that meets a given set of specifications/conditions.	<ul style="list-style-type: none">• Dramatize a role play that is true to the time period and involves the key historical characters in a meaningful way.• Make a lasting contribution to someone else's life.• Mount an information campaign to convince fellow students of the importance of an issue of local concern.	

This work has been adapted from a learning resource originally owned by Alberta Education. (<http://www.learnalberta.ca>)
Embedding Critical Thinking Into Teaching and Learning
Social Studies Online Guide © 2005 Alberta Education (www.learnalberta.ca)

Appendix H

Professional Development: Inquiry

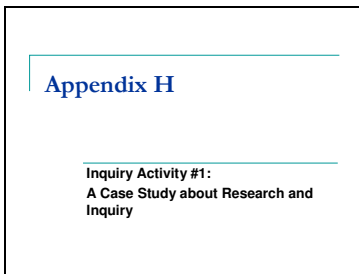
Inquiry Activity #1: A Case Study about Research and Inquiry

Invite teachers to read the two case studies describing research and inquiry in social studies. After reading the article, teachers work in small discussion groups and use either the discussion questions or the chart to organize their responses. Either format can be used but it is not necessary to use both.

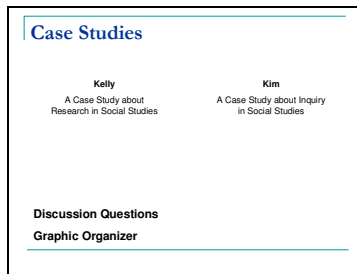
Materials for Activity #1

Toolkit Page	Item	Instructions
p. 72	A Case Study about Research in Social Studies	one copy of each for each participant – could be run side by side on 11 X 17 paper if desired
p. 73	A Case Study about Inquiry in Social Studies	
p. 74	Discussion Questions	one copy for each participant
p. 75	Discussion Questions: Possible Responses	one copy for facilitator use
p. 76	Comparing Research and Inquiry	one copy for each participant
p. 77	Comparing Research and Inquiry: Possible Responses	one copy for facilitator use
	PPT slides	see the PPT 'notes' section for more detailed activity instructions

PowerPoint Slide Thumbnails



Slide #1



Slide #2

Appendix H

Professional Development: Inquiry Activity #1

A Case Study about Research in Social Studies

During a unit on Canadian history, Kelly involves students in a research project on one of the French voyageurs highlighted in the textbook. Each student is assigned to a group who will research a specific person. Students are placed in groups to share materials, but each student works independently to complete the research project. To ensure coverage of the key outcomes, Kelly carefully guides the grade 5 students through the steps in the research process by providing:

- research questions that link to the specific bulleted items from the program of studies,
- photocopies of other sources of information; this avoids the need to do Internet research, as much of the material available online will likely be beyond the reading level of the students,
- a graphic organizer for students to use when recording key points from their research, and
- guidelines for the final written report, thus ensuring consistency in student work.

Kelly collects the work at each stage of the research project – point form notes, graphic organizer and rough draft to provide feedback to students. Once the final reports are completed and marked, Kelly organizes the students into jigsaw groups and provides a graphic organizer so all students can obtain the key information about the people researched by other groups. Kelly is careful when constructing exam questions not to require memorization of facts and details on any specific voyageur. Instead, exam questions are more global and students can support their answers with information on the person studied during the research project.

Appendix H

Professional Development: Inquiry Activity #1

A Case Study about Inquiry in Social Studies

During a unit on Canadian history, Kim wants to move students beyond merely reciting facts and details of life in New France. Instead, the unit is planned around the guiding question that Kim shares with students:

In what ways did the Francophone people in New France make a lasting impact on Canada?

Student interest is piqued as they view a video clip about the voyageurs, an illustration showing the land division along the St. Lawrence River, and listen to a reading of a diary entry from the time period. Kim invites students to generate some inquiry questions based on what they have experienced about life in New France. These questions are recorded on chart paper. Kim then invites students to work in small groups to generate more inquiry questions, which are added to the chart paper.

Through discussion, Kim helps the students look for patterns that emerge from the questions, anticipating that the questions will likely revolve around history and culture. These are bulleted items within the program of studies; if they have not been suggested by the students, Kim will add them in order to make sure the inquiry is focused alongside the learner outcomes. With a beginning understanding of the context for their study, Kim focuses the students back to the guiding question which prompts students to think critically about the Francophone presence in Canada, another element in the learner outcomes.

Kim asks students to list possible sources of information and also asks the librarian for assistance in locating additional resources and stories to support the students' research. Kim explores local sources of information about Francophone history and culture.

Students will be working in groups for this project. They are required to address the topics of Francophone history, culture, and presence in Canada but within these broad topics, the student groups select inquiry questions to guide their work. As a group, they create a plan for their inquiry, including the format they wish to use to communicate their findings with the class. As part of the inquiry plan, Kim requires a clear breakdown of the work load and how each student will contribute during the inquiry.

Students keep an inquiry log which Kim reviews on a regular basis. From time to time, Kim provides a reflective prompt for the students but most often the students use the log to report on their progress, feelings, and goals. Students share their completed project according to the format they have chosen. Within the class, some projects use primarily oral formats; others use visual and a few have selected written formats.

The culminating assessment involves individual student reflection on the guiding question. This allows Kim to determine what students have synthesized from their own inquiry and what they have experienced as they viewed the work of their classmates. Assessment is also based on individual application of the inquiry process, the students' inquiry log and Kim's anecdotal observation notes during the process.

Appendix H
Professional Development: Inquiry Activity #1

Discussion Questions:

Research

What elements of sound pedagogy does Kelly demonstrate in the approach to this project?

What elements of the new program of studies are missing from the process Kelly has created?

What could be changed to make the project more student focused?

Inquiry

How does this case study model key elements of the new program of studies?

What are the benefits of using this approach with students?

What are some potential challenges that Kim could anticipate when using this approach and how might these challenges be minimized?

Appendix H Professional Development: Inquiry Activity #1

Discussion Questions: *Possible Responses*

Research

What elements of sound pedagogy does Kelly demonstrate in the approach to this project?

- *clear focus and scaffolding*
- *help in obtaining materials*
- *ongoing feedback*
- *test questions based on big ideas*

What elements of the new program of studies are missing from the process Kelly has created?

- *asking questions to fill a personal information need*
- *inquiry viewed as a process*
- *reflecting on the process*

What could be changed to make the project more student focused?

- *individual involvement in developing inquiry questions*
- *allowing choice in final product*

Inquiry

How does this case study model key elements of the new program of studies?

- *emphasis on purposeful inquiry*
- *emphasis on inquiry process and metacognition*

What are the benefits of using this approach with students?

- *develops more independence in students*
- *transfer of skills to other inquiry contexts in other subject areas*
- *has potential to engage students more deeply in the learning*

What are some potential challenges that Kim could anticipate when using this approach and how might these challenges be minimized?

- *students might not be ready for the level of independence – plan for scaffolding to be used when needed*
- *parents and students don't understand the change in approach – provide ongoing updates*
- *some questions might not have answers – assessment needs to focus on process and less on product; provide additional support in accessing information*

Appendix H
Professional Development: Inquiry Activity #1

Comparing Research and Inquiry

Use the chart to record key ideas from the case studies according to the categories in the left hand column.

	Research	Inquiry
Teacher Role		
Student Role		
Process		
Product		
Assessment		

Appendix H
Professional Development: Inquiry Activity #1

Comparing Research and Inquiry: *Possible Responses*

Use the chart to record key ideas from the case studies according to the categories in the left hand column.

	Research	Inquiry
Teacher Role	<ul style="list-style-type: none"> organizes and monitors the entire project 	<ul style="list-style-type: none"> provides basic structure includes students as active participants in the process
Student Role	<ul style="list-style-type: none"> follow step-by-step process outlined by the teacher 	<ul style="list-style-type: none"> active learners – generate inquiry questions, make decisions about format contribute to group individual responsibility for demonstrating learner outcome
Process	<ul style="list-style-type: none"> complete scaffolding for students – this will be good for students who need more support but not for those who are ready for more independence 	<ul style="list-style-type: none"> support provided but students are required to take responsibility in the inquiry ongoing student self-reflection of the inquiry process
Product	<ul style="list-style-type: none"> prescribed product – all students are doing the same work at the same time 	<ul style="list-style-type: none"> students have choice in the format of their product
Assessment	<ul style="list-style-type: none"> clear guidelines focus on product used both formative and summative 	<ul style="list-style-type: none"> clear focus on gathering information about student performance relative to learner outcome separation of group and individual performance assess product and process

Appendix H Professional Development: Inquiry Activity #2

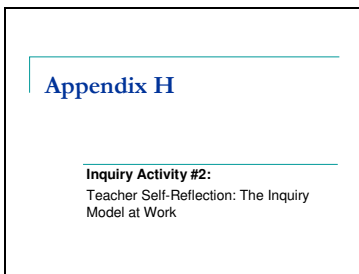
Inquiry Activity #2: Teacher Self-Reflection: The Inquiry Model at Work

This activity introduces the inquiry model used in the Alberta Education document [Focus on Inquiry](#). Teachers consider their current comfort level with each element of the inquiry model and consider further professional learning needs. The Focus on Inquiry document provides tremendous support for teachers and could form the basis for an ongoing book study or other professional development initiative.

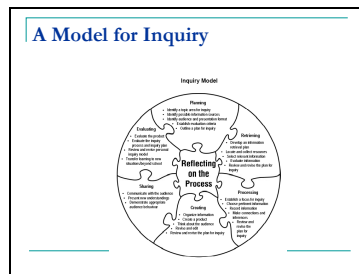
Materials for Activity #3

Toolkit Page	Item	Instructions
p. 79	Teacher Self-Reflection: The Inquiry Model at Work	one copy for each participant
	Highlighters or pencil crayons – red, yellow, green	one set for each small group of participants
	PPT slides	see the PPT ‘notes’ section for more detailed activity instructions

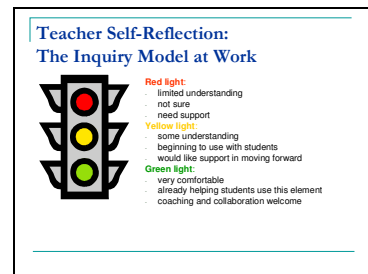
PowerPoint Slide Thumbnails



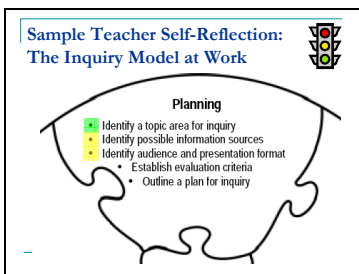
Slide #1



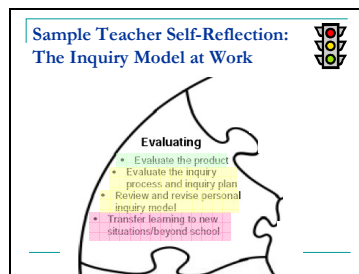
Slide #2



Slide #3



Slide #4



Slide #5

Appendix H

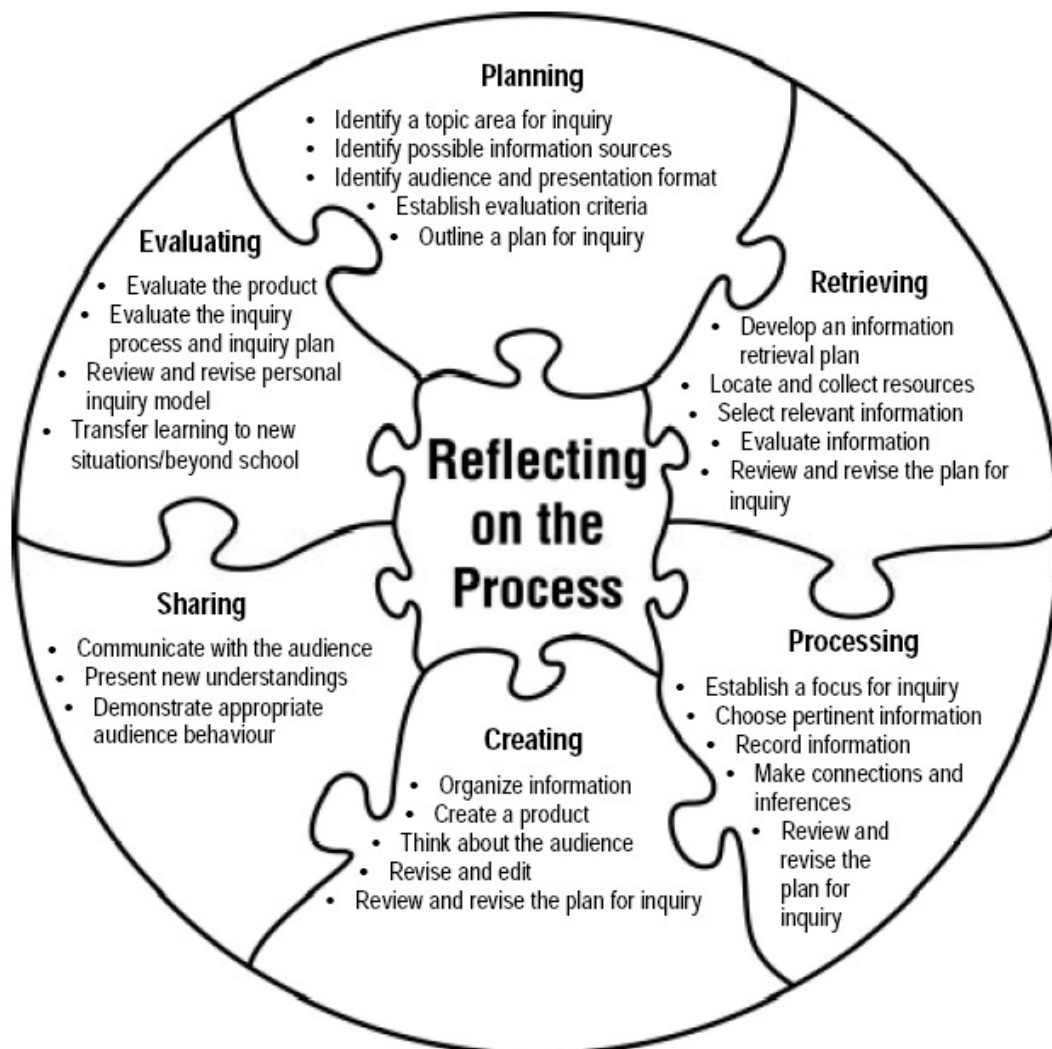
Professional Development: Inquiry Activity #2

Teacher Self-Reflection: The Inquiry Model at Work

Consider the elements of the inquiry model. Using the traffic light scale, highlight sections of the model to indicate your current comfort level with each element at this point in time.

Red Light	<ul style="list-style-type: none">• have limited understanding of this element• not sure how to help students work with this element in age appropriate ways• need support in order to implement this element
Yellow Light	<ul style="list-style-type: none">• have some understanding of this element• beginning to help students use this element in age appropriate ways• would like support in moving forward
Green Light	<ul style="list-style-type: none">• very comfortable with this element• already helping students use this element in age appropriate ways• coaching and collaboration would help me learn more

Inquiry Model



http://www.education.gov.ab.ca/K_12/curriculum/bysubject/focusoninquiry.pdf

Appendix I

Professional Development: Communication

Communication Activity #1: Using R-A-F-T-S in a Social Studies Assignment

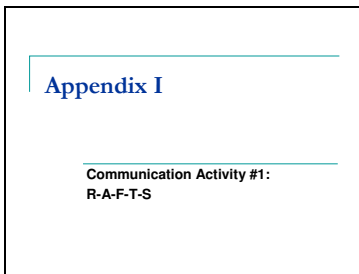
The R-A-F-T-S Planner can help plan an assignment for an upcoming social studies unit. Reference materials on pages 83 – 84 provide ideas of role, audiences, and products. The R-A-F-T-S strategy is a great way to engage students in their learning.

A sample R-A-F-T-S Planner and R-A-F-T-S Assignment have been provided as a model of how to use the planner and what the student assignment might look like.

Materials for Activity #1

Toolkit Page	Item	Instructions
p. 82	Using R-A-F-T-S in a Social Studies Assignment	one copy for each participant
p. 83	Suggested Audiences and Roles	one copy for each participant
p. 84	Suggested Products and Performances	one copy for each participant
	PPT slides	see the PPT 'notes' section for more detailed activity instructions

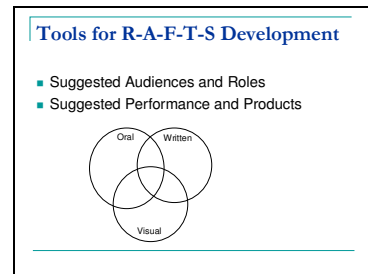
PowerPoint Slide Thumbnails



Slide #1

Using R-A-F-T-S	
R ole	Local citizen
A udience	Council members
F ormat	Letter
T opic	Development of the wetland
S trong Verb	Express concern

Slide #2



Slide #3

Appendix I

Professional Development: Communication Activity #1

Using R-A-F-T-S in a Social Studies Assignment

The R-A-F-T-S planner can help plan an assignment for an upcoming social studies unit. Reference materials on pages 75 – 76 provide ideas of role, audiences, and products. The samples below show how the R-A-F-T-S planner can be used to help create a R-A-F-T-S assignment for students.

Sample R-A-F-T-S Planner

R ole	local citizen
A udience	council members
F ormat	letter
T opic	development of the wetland area
S trong verb	express concern

Sample R-A-F-T-S Assignment

As a local citizen (role), write a letter (format) to your city/town council members (audience) expressing your concern (strong verb) over the plans to develop a shopping centre in the wetland area at the edge of your community (topic).

R-A-F-T-S Planner

R ole	
A udience	
F ormat	
T opic	
S trong verb	

R-A-F-T-S Assignment

Appendix I

Professional Development: Communication Activity #1

Suggested Audiences and Roles

Suggested Audiences *		
<ul style="list-style-type: none"> • advertisers • ancestors • architects • authors (novelists, poets, playwrights) • babysitters • bankers • bicycles • board or council members (city, town, recreation, school trustees, chamber of commerce) • bosses/employers • celebrities (athletes, actors, musicians) • citizens (neighbours) • coaches • customers/consumers 	<ul style="list-style-type: none"> • editors (magazine, newspaper) • experts in (_____) • family members (immediate—parents, siblings; relatives—grandparents, uncles, aunts) • fans • feminists • friends • ghosts • government officials (mayor, premier, prime minister) • historical characters • hockey stars • immigrants • judges/juries 	<ul style="list-style-type: none"> • ministers of religion (priests) • news media • publishers • readers • rock bands • school staff members (administrators, secretaries, teaching assistants, counsellors, custodians) • scientists • students (peers, younger, older) • tax collectors • teachers • tooth fairies • TV sets • visitors

Suggested Student Roles		
<ul style="list-style-type: none"> • advertisers • advisers • aliens • animals (mice, frogs, horses, amoebas) • artists • astronauts • auctioneers • authors • bakers (chefs) • bankers • biographers • bosses (owners, supervisors, executive officers) • cartoon characters • caterers • citizens (community members) • coaches • composers 	<ul style="list-style-type: none"> • council members (city, town, sports team, school board) • counsellors (guidance, minister/priest) • curators (museum) • customers • detectives • doctors • editors • enemies of (crime, disease, prejudice) • experts in (_____) • explorers • eyewitnesses • filmmakers • firefighters • friends • game show hosts • historians 	<ul style="list-style-type: none"> • historical figures • hunters • interviewers • inventors • judges • lawyers • microwaves • molecules • newscasters • pilots • researchers • robots • scientists • secretaries • taxi drivers • taxpayers • teachers • travel agents • TV program producers • TV viewers

* Adapted from Jay McTighe, 1998 and Alberta Education, Curriculum Support Branch, *The Writing Process: Using the Word Processor: Inservice Leader's Reference Manual* (Edmonton, AB: Alberta Education, 1988), p. 2–29.

and from *How to Develop and Use Performance Assessments in the Classroom* (AAC, 2000), pp.72, 76-77. Used with permission.

Appendix I

Professional Development: Communication Activity #1

ORAL

What it measures:

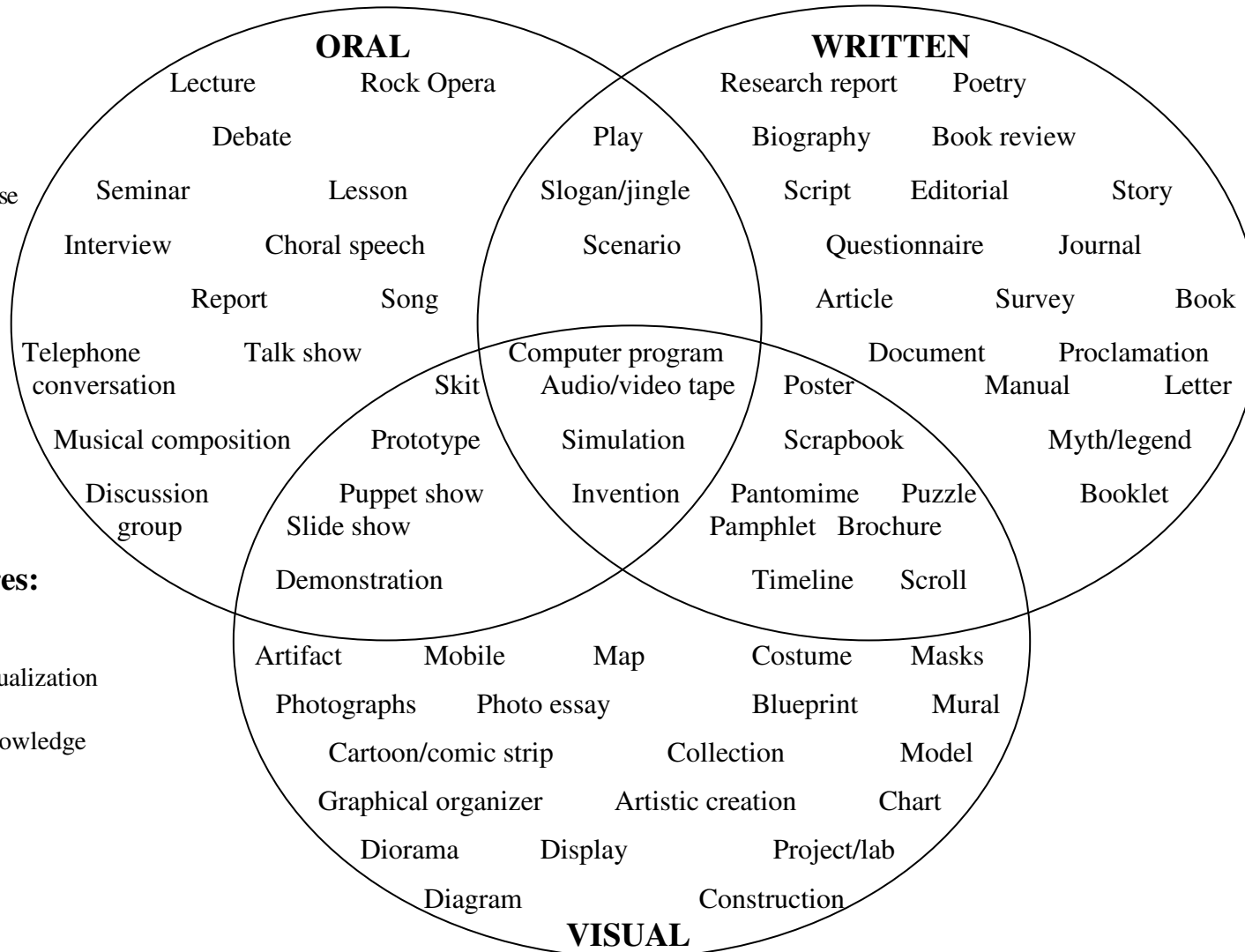
- speaking and listening skills
- reasoning
- composure, confidence
- enunciation, articulation
- ability to paraphrase and synthesize
- substantiation of positions, development of counter arguments
- organization

WRITTEN

What it measures:

- writing skills
- organization
- expression
- vocabulary
- style
- understanding different writing structures/genres
- research skills

Suggested Performances and Products*



VISUAL

What it measures:

- organization
- creativity
- depth of conceptualization
- synthesis
- application of knowledge and skills
- decision making

*Adapted from Scarborough Board of Education, *The Handy Easy Learning Plan* (1996) and *Skillsbook for the Transition Years* (1995) and from *A Framework for Student Assessment* (AAC, 2005), pp. 18-19
Used with permission.

Appendix I

Professional Development: Communication Activity #2

Communication Activity #2: Investigating Pictures

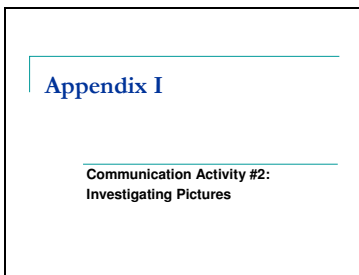
[Modelling the Tools: Investigating Pictures](#) is a sequence of learning activities from the Social Studies Online Guide to Implementation that teaches the process of how to gather information from photographs. In this activity, teachers examine two video clips from [A Classroom Example of Investigating Pictures](#). Although the vignettes model the lesson in an elementary classroom, the skills involved in gathering information from photographs are not limited to primary students, but are used across the grades in social studies.

These vignettes could be shared in a whole group setting using a projector or accessed by pairs of teachers in a lab setting. Use the pull down menu to access sections 6 and 10. Following each video clip, questions are provided to focus small group discussion.

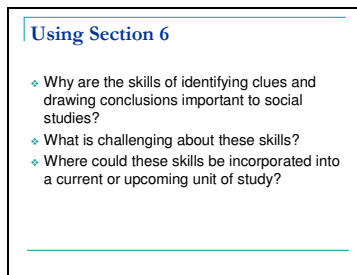
Materials for Activity #2

Toolkit Page	Item	Instructions
p. 86	Investigating Pictures	one copy for each participant
	Internet connection	using LCD projector or in a computer lab
	PPT slides	see the PPT 'notes' section for more detailed activity instructions

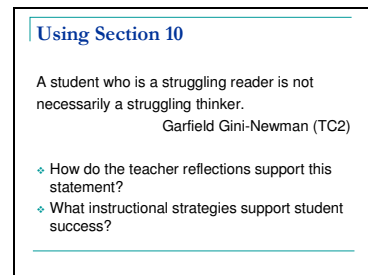
PowerPoint Slide Thumbnails



Slide #1



Slide #2



Slide #3

Appendix I

Professional Development: Communication Activity #2

Investigating Pictures

[Modelling the Tools: Investigating Pictures](#) is a sequence of learning activities from the Social Studies Online Guide to Implementation that teaches the process of how to gather information from photographs. Through class discussion and modeling by the teacher, students begin to learn the difference between a clue – things that we can see and a conclusion – our explanation of what is happening in the photograph.

[A Classroom Example of Investigating Pictures](#) demonstrates, through a series of vignettes from an elementary school classroom how one group of students responded to this lesson. Two video clips have been selected for this activity. Following each video clip, use the questions as a focus for small group discussion.

Section 6- Practice Challenge

In this video clip, observe the students as they work to understand the concept and work with the language of identifying clues and drawing conclusions.

Discussion Questions:

- ❖ Why are the skills of identifying clues and drawing conclusions important to social studies?

- ❖ What is challenging about these skills?

- ❖ Where could these skills be incorporated into a current or upcoming unit of study?

Section 10 -Teacher Reflections

In Section 10, the teachers reflect and consider the value of the activity for their students.

Discussion Questions:

A student who is a struggling reader is not necessarily a struggling thinker.

Garfield Gini-Newman, The Critical Thinking Consortium (TC²)

- ❖ How do the teacher reflections support this statement?

- ❖ What instructional strategies can scaffold for student success?

References

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Workshop photos courtesy Central Alberta Regional Consortium

<http://www.carcpd.ab.ca/social/index.html>

Venn Diagram courtesy Alberta Teachers' Association

<http://www.teachers.ab.ca/Professional+Development/Teacher+Professional+Growth+Plans/Section+1/>

Page 7

Aboriginal artifacts photo courtesy Roy Louis, Wetaskiwin, AB

Dance photos courtesy Central Alberta Regional Consortium

<http://www.carcpd.ab.ca/social/index.html>

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Workshop photos courtesy Central Alberta Regional Consortium

<http://www.carcpd.ab.ca/social/index.html>

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Photo courtesy Mike Mountain Horse Elementary School, Lethbridge, AB