

*Erin Spring***EDUC 460.20/460.25: Specialization I - K-12 Social Studies & Revitalization of Indigenous Languages
Summer 2025**

Land Acknowledgement The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta, Districts 5 and 6. I also want to acknowledge all beings, human and more-than-human who make their home here in Southern Alberta.

Class Dates: Mondays to Fridays (MTWRF), 09:00 - 11:50 AM July 7-July 18

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

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

Office Hours: By appointment only

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

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

Learner Outcomes: Students will be knowledgeable about

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

Additional Aims of the Course: As future teachers of both Revitalization of Indigenous Languages and Social Studies, we will deepen our understanding of the historical, socio-cultural, and political contexts that have led to the decline in and recent re-engagement with Indigenous languages as a central component of culture. This will include examining and identifying elements of the Alberta Program of Studies for Social Studies in terms of:

- key learning perspectives named within, with an emphasis on the way this document can support Indigenous language revitalization.
- the specific learning intentions detailed as learning outcomes/objectives across the elementary grade levels, with a particular emphasis on the ways in which Indigenous language revitalization can be central to those learning outcomes, including an emphasis on issues related to identity, how to meaningfully engage in Indigenous perspectives, and processes related to inquiry and historical thinking.
- develop an understanding of the theoretical underpinnings that inform meaningful curriculum planning that supports Indigenous language revitalization efforts and successfully apply this knowledge to the design of meaningful activities that move language revitalization efforts forward in a positive and respectful way.

Course Design and Delivery: This course will be delivered face-to-face on campus with possible engagement in a D2L environment, as well as one offsite experience.

Learning Task Overview

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Critical reflection and discussion	Lead discussion/sharing reflection that is related to an article/media that is connected to foundational understandings of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology.	Individual	30%	Day you signed up for (variable)
Design a Discipline-Based Inquiry Learning	In this assignment you will design a short-term learning and assessment plan illustrating key aspects of theory introduced in this course. The three-	Groups of two	40%	July 18

and Assessment Plan	period lesson plans must show evidence of being connected to a larger unit of study and essential questions			
Circle Sharing and participation	Presence and meaningful participation in circle each day	individual	30%	Daily attendance

Required Resources:

King, T. (2003). *The truth about stories: A native narrative*. House of Anansi Press. *options: you can purchase this book at the bookstore, several copies are available in the library, or you may listen to Thomas King read the book at: <https://www.cbc.ca/radio/ideas/the-2003-cbc-massey-lectures-the-truthabout-stories-a-native-narrative-1.2946870> Google Play ; BookShelf ; Kobo ; Amazon Kindle ; iBooks

Kimmerer, R. W., Burgoyne, J., & EBSCOhost. (2024). *The Serviceberry: abundance and reciprocity in the natural world* (J. Burgoyne, Ill.; First Scribner hardcover edition.). Scribner.

Additional Resources: Listed in the weekly course schedule below.

Weekly Course Schedule

Date	*Reflective Questions to be Explored through activities, discussions, learning tasks, etc	Readings and Tasks
Monday July 7	<p>What does it mean to teach Social Studies in Alberta?</p> <p>What is the program of studies asking of us?</p>	<ul style="list-style-type: none"> • Introduction and abbreviated circle • Overview of learning tasks 1-3 • 4 individual students leading discussion/sharing writing on today's articles/video (Task 1) <p>Resources/Readings:</p> <p>Donald, D. (2013). Teachers, aboriginal perspectives and the logic of fort: We need a new story to guide us. <i>ATA Magazine</i>, (93)4. Retrieved from https://legacy.teachers.ab.ca/News%20Room/ata%20magazine/Volume-93/Number-4/Pages/Teachers-aboriginal-perspectives.aspx</p> <p>Aoki, T. T. (2024). Teaching as Indwelling Between Two Curriculum Worlds: The Coming Into Being of a Pedagogical Situation. <i>Alberta Journal of Educational Research</i>, 70(2), 381–385. https://doi.org/10.55016/ojs/ajer.v70i2.79715 https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15030b6/cdi_scopus_primary_2_s2_0_85200724755</p>

		<p>Gibson, L., & Case, R. (2019). Reshaping Canadian History Education in Support of Reconciliation. <i>Canadian Journal of Education</i>, 42(1), 251–284.</p> <p>https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_gale_infotrasmisc_A592339253</p> <p>Gibson, S. (2012). “Why Do We Learn This Stuff”? Students’ Views on the Purpose of Social Studies. <i>Canadian Social Studies</i>, 45(1), 43–.</p> <p>https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_eric_primary_EJ972852</p>
Tuesday July 8	How can teaching practices be reimagined to prioritize student experience, recognize curriculum as a dynamic lived encounter, and move forward with TRC calls to action?	<ul style="list-style-type: none"> • Opening Circle and sharing • Discussion and activity • 4 individual students leading discussion/sharing writing on today's articles/video (Task 1) <p>Resources/Readings:</p> <p>Chambers, C. (1999). A Topography for Canadian Curriculum Theory. <i>Canadian Journal of Education</i>, 24(2), 137–150.</p> <p>https://doi.org/10.2307/1585924</p> <p>https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_crossref_primary_10_2307_1585924</p> <p>Dwayne Donald: University of Alberta Sustainability Council (January 2020) <i>Homo Economicus and Forgetful Curriculum: Remembering other ways to be a human being.</i></p> <p>https://www.youtube.com/watch?v=VM1J3evcEyQ</p> <p>The Blackfoot Language Channel. (April 2025) <i>Aiitoohtsimit-Blackfoot Trails.</i> https://www.youtube.com/watch?v=wox7sCaFogM</p> <p><i>Seidel, J. (2014). Some Thoughts on Teaching as Contemplative Practice. Counterpoints (New York, N.Y.), 452, 171–183.</i></p> <p>https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_jstor_primary_42982365</p> <p>Hanson, A. J., King, A.-L., Phipps, H., & Spring, E. (2021). <i>Gathering stories, gathering pedagogies: Animating Indigenous knowledges through story.</i></p> <p>https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991030487999404336</p>
Wednesday July 9	What is needed in designing teaching and learning tasks for critical thinkers (developing)?	<ul style="list-style-type: none"> • Opening Circle and sharing • Guest speaker: Werklund School of Education Doctoral student : Myke Healy • A.I assisted task design activity • 2 individual students leading discussion/sharing writing on today's articles/video (Task 1)

	<p>What current forces have shifted our Social Studies curriculum and what is required to respond in a meaningful way?</p>	<p>Resources/Readings:</p> <p>Unesco (United Nations Educational, Scientific and Cultural Organization) AI Competency Framework for Students https://unesdoc.unesco.org/ark:/48223/pf0000391105</p> <p>Lammert, C., DeJulio, S., Grote- Garcia, S., & Fraga, L. M. (2024). Better than Nothing? An Analysis of AI-Generated Lesson Plans Using the Universal Design for Learning & Transition Frameworks. <i>The Clearing House</i>, 97(5), 168–175. https://doi.org/10.1080/00098655.2024.2427332</p> <p>https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/1503ob6/cdi_proquest_journals_3141268484</p>
<p>Thursday July 10</p>	<p>How can we use guiding documents to support meaningful curriculum planning?</p> <p>How can we engage with new curriculum development with a thoughtful and reflective lens?</p>	<ul style="list-style-type: none"> • Opening circle and sharing • Activity to engage with guiding documents • 4 individual students leading discussion/sharing writing on today's articles/video (Task 1) <p>Resources/Readings:</p> <p>Chapter 1-The Truth about Stories</p> <p>Dwayne, Donald : Ep. 01: meskanâs kâpimâcimohk: Walking Stories Vodcast with Dr. Dwayne Donald (2024) https://www.youtube.com/watch?v=tGsRSFsKL4w</p> <p>*New Alberta Education Program of Studies (2025 implementation) https://curriculum.learnalberta.ca/curriculum/en/s/sss</p> <p>*RockyView School District (May 201) Assessment and Communication of student learning. https://www.rockyview.ab.ca/about-rvs/policies-procedures/administrative-procedures/9052</p> <p>Alberta Education (2020) Teacher Quality Standards https://open.alberta.ca/dataset/4596e0e5-bcad-4e93-a1fb-dad8e2b800d6/resource/75e96af5-8fad-4807-b99a-f12e26d15d9f/download/edc-alberta-education-teaching-quality-standard-2018-01-17.pdf</p> <p>Government of Canada: Truth and Reconciliation Report calls to action in education https://www.rcaanc-cirnac.gc.ca/eng/1524504501233/1557513602139 (action 62 to 65)</p> <p>Stoney Education Authority https://www.stoneyeducation.ca/stoney-language-resources</p>

		<p>Calgary Board of Education Assessment and reporting https://cbe.ab.ca/programs/curriculum/assessment-and-reporting/Documents/Assessment-Reporting-Poster.pdf https://cbe.ab.ca/programs/curriculum/assessment-and-reporting/Pages/default.aspx</p>
Friday July 11	Weaving concepts, story, theory, design, and practical practices together (setting us up for the next week)	<ul style="list-style-type: none"> • Opening circle and sharing • Activity to engage with guiding documents • 4 individual students leading discussion/sharing writing on today's articles/video (Task 1) <p>Resources/Readings:</p> <p>Katz, J. (2015). Implementing the Three Block Model of Universal Design for Learning: effects on teachers' self-efficacy, stress, and job satisfaction in inclusive classrooms K-12. <i>International Journal of Inclusive Education</i>, 19(1), 1–20. https://doi.org/10.1080/13603116.2014.881569 https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_webofscience_primary_000344669800002</p> <p>Chambers, C. M., & Blood, N. J. (2009). Love Thy Neighbour: Repatriating Precarious Blackfoot Sites. <i>International Journal of Canadian Studies</i>, 39–40, 253–279. https://doi.org/10.7202/040832ar https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_unpaywall_primary_10_7202_040832ar</p> <p>Sturgeon Lake First Nations Healing Lodge. Voices of our Nation Ep 1: Willie Ermine Talks History. (2025) https://www.youtube.com/watch?v=j0pvkAaXpZ8</p> <p>Ermine, Willie: Different Knowings. What is ethical space? (2011) https://www.youtube.com/watch?v=85PPdUE8Mb0</p>
Monday July 12	Language revitalization	<ul style="list-style-type: none"> • Opening circle and sharing • Activity to engage with guiding documents • 4 individual students leading discussion on today's documents/video <p>Resources/Readings:</p> <p>Bartlett, S., (Randy Bottle), E. S., & White, C. (2020). The Heartbeat of Na'a: Documenting One School's Blackfoot Cultural Learning Journey. <i>Journal of the Canadian Association for Curriculum Studies</i>, 18(1), 5–7. https://doi.org/10.25071/1916-4467.40547 https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_crossref_primary_10_25071_1916_4467_40547</p>

		<p>Werklund School of Education. Connecting land to Teaching Pedagogy: a land based learning experience at Writing-on-Stone (2018) https://www.youtube.com/watch?v=t7IhDg85yVM</p> <p>Twigg, Aiyana. Safeguarding Your Language Through Documentation: A Toolkit for Beginners. (2024). Canadian Commission for UNESCO and University of Alberta. file:///Users/trcoles/Downloads/SafeguardingYourLanguageThroughDocumentation.pdf</p>
Tuesday July 13	Embodied learning experience	<p>Offsite field experience: Confluence/Elder</p> <p>Hanson, A. J., King, A.-L., Phipps, H., & Spring, E. (2021). <i>Gathering stories, gathering pedagogies: Animating Indigenous knowledges through story</i>. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991030487999404336</p>
Wednesday July 14	<p>How can we use embodied learning and aesthetic experiences to support planning in Social Studies?</p> <p>Collaborative practices for Task 2</p>	<ul style="list-style-type: none"> • Opening circle and sharing • 2 individual students leading discussion on today's documents/vid • Collaborative work on Task 2 <p>Resources/Readings:</p> <p>Greene, M. (2000). The Ambiguities of Freedom. <i>English Education</i>, 33(1), 8–14. https://doi.org/10.58680/ee20001561 https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15030b6/cdi_proquest_journals_214372801</p> <p>Eisner, E. (2009). The Lowenfeld Lecture 2008: What Education Can Learn from the Arts. <i>Art Education (Reston)</i>, 62(2), 6–9. https://doi.org/10.1080/00043125.2009.11519006 https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15030b6/cdi_crossref_primary_10_1080_00043125_2009_11519006</p> <p>The Scoop (2018) Acrylic on Canvas https://www.kentmonkman.com/painting-2001-2019/2018/8/7/the-scoop</p> <p>College of Alberta School Superintendents. Learning from the land. (2020) https://www.youtube.com/watch?v=GMFq1hhNod4</p>
Thursday July 15		<ul style="list-style-type: none"> • Opening circle and sharing • Collaborative work on Task 2 • Meeting with planning teams
Friday July 16		<ul style="list-style-type: none"> • Land practice and closing

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

Learning Tasks and Assessment

Learning Task 1 (30%):

Part 1: Critical Reflection and Discussion - Part 1 is leading a discussion connected to an article. Discussion should include your synopsis and key points connected to course outcomes

Part 2: Written reflection 350-500 words. Part 2 is the individual written critical reflection regarding the article with explicit connections to the outcomes of the course.

Criteria for Assessment of Learning Task 1 (Critical Written Reflection – Individual, 350-500 words)

	1-2 BEGINNING	3 DEVELOPING	4 ACCOMPLISHED	5 EXEMPLARY
DEPTH OF REFLECTION	Demonstrates a superficial reflection. Viewpoints are unsupported or supported with flawed arguments. No examples are provided.	Demonstrates a general reflection. Viewpoints and interpretations and connections to course outcomes are generally supported with examples that are vague and general in nature.	Demonstrates a specific and adept reflection. Viewpoints and interpretations are supported by at least one direct reference to the course outcomes and readings	Demonstrates an in-depth reflection. Viewpoints and interpretations are well supported through two or more direct connections to readings and course outcomes
CONNECTION TO ARTICLE: YOUR OWN PRACTICE AND FIELD EXPERIENCE	No connection to field experience or educational practice	General connection to field experience with some personal insight	Clear connections and reflection on how the article and field experience	Explicit connections to article and field experience and implications for future practice

Learning Task 2 (40%): Design a Discipline-Based Inquiry Learning and Assessment Plan

DUE: JULY 18, 2025. In this assignment, you will design a short-term learning and assessment plan illustrating key aspects of theory introduced in this course. The three-period lesson plans must show evidence of being connected to a larger unit of study. The template for your lesson plan will be your choice, and we will discuss possibilities in class.

Your task is to design a short-term learning and assessment plan for Social Studies informed by:

- the readings in class
- program of studies
- TRC calls to action in education, and
- current assessment and reporting documents (we will go over these in class together)
- Inclusive best practices

Options will be discussed as we work through these assignments together. Your plan should follow a clear and comprehensive template of your choice or create your own and include a plan for learning and assessment that promotes deep understanding of a key concept or competency in Social Studies. Drawing on your Pragmatics and Field Experience courses, you are asked to prepare an annotated lesson plan related to Social Studies. This may be done in a variety of ways and will be discussed in class. There will be evidence of reflection on the choices that you have made, how this lesson plan fits into the broader context of a unit learning plan as described in the Programs of Study, and the intended results and outcomes, as well as how you will know you have been successful (critical reflection). The following elements are required:

Criteria For Assessment of Learning Task 2

1. Connection of unit and lesson plans through learning outcomes to the Alberta Social Studies Program of Studies.
2. Clarity and connections of activities to unit title, grade level, big idea, enduring understanding and essential question.
3. Evidence of weaving of TQS 5 Indigenous ways of knowing into your planning.
4. Effective articulation of formative feedback loops-criteria/targets/assessments/rubrics
5. Design of an engaging learning sequence incorporating personalization/differentiation, inclusion, appropriate resources, student voice, and technology.
6. Annotations throughout the learning sequence justifying decisions based on theory and research (evidence of reflection).
7. reflection/annotations of where A.I was used to support planning

****Our Rubric for this work will be co-constructed week 1**

Learning Task 3 (30%): Circle-Sharing and participation with a focus on The truth about stories: A native narrative . Thomas King (2002). *The Serviceberry : abundance and reciprocity in the natural world*. Robin Wall Kimmerer (2024). We will begin each class in circle to discuss the required readings/books as it relates to course outcomes. Please be sure you have completed reading before July 7. We will build a schedule together on the first day of class regarding the focus of the sharing circle for each day.

- How does revitalization of indigenous languages impact how we plan for student learning in Social Studies?
- How do the TRC calls to action in education live in social studies education?
- What are the current forces of change on Alberta curriculum in Social Studies and how might we continue to thrive in this field of study?

Resources

Alberta Education. (2020) – Teaching Quality Standard (TQS) <https://open.alberta.ca/dataset/4596e0e5-bcad-4e93-a1fb-dad8e2b800d6/resource/75e96af5-8fad-4807-b99a-f12e26d15d9f/download/edc-alberta-education-teaching-quality-standard-2018-01-17.pdf>

- Aoki, T. T. (2024). Teaching as Indwelling Between Two Curriculum Worlds: The Coming Into Being of a Pedagogical Situation. *Alberta Journal of Educational Research*, 70(2), 381–385.
<https://doi.org/10.55016/ojs/ajer.v70i2.79715>
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_scopus_primary_2_s2_0_85200724755
- Bartlett, S., (Randy Bottle), E. S., & White, C. (2020). The Heartbeat of Na'a: Documenting One School's Blackfoot Cultural Learning Journey. *Journal of the Canadian Association for Curriculum Studies*, 18(1), 5–7. <https://doi.org/10.25071/1916-4467.40547>
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- Chambers, C. (1999). A Topography for Canadian Curriculum Theory. *Canadian Journal of Education*, 24(2), 137–150. <https://doi.org/10.2307/1585924>
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_crossref_primary_10_2307_1585924
- Chambers, C. M., & Blood, N. J. (2009). Love Thy Neighbour: Repatriating Precarious Blackfoot Sites. *International Journal of Canadian Studies*, 39–40, 253–279. <https://doi.org/10.7202/040832ar>
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_unpaywall_primary_10_7202_040832ar
- College of Alberta School Superintendents. Learning from the land. (2020)
<https://www.youtube.com/watch?v=GMFq1hhNod4>
- Donald, D. (2021). We Need a New Story: Walking and the wâhkôhtowin Imagination. *Journal of the Canadian Association for Curriculum Studies*, 18(2), 53–63. <https://doi.org/10.25071/1916-4467.40492>
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_crossref_primary_10_25071_1916_4467_40492
- Dwayne Donald: University of Alberta Sustainability Council (January 2020) *Homo Economicus and Forgetful Curriculum: Remembering other ways to be a human being*.
<https://www.youtube.com/watch?v=VM1J3evcEyQ>
- Dwayne, Donald : Ep. 01: meskanâs kâpimâcimohk: Walking Stories Vodcast with Dr. Dwayne Donald (2024) <https://www.youtube.com/watch?v=tGsRSFsKL4w>
- Ermine, Willie: Different Knowings. What is ethical space? (2011)
<https://www.youtube.com/watch?v=85PPdUE8Mb0>
- Gibson, L., & Case, R. (2019). Reshaping Canadian History Education in Support of Reconciliation. *Canadian Journal of Education*, 42(1), 251–284.

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_gale_infotrasmisc_A592339253

Gibson, S. (2012). "Why Do We Learn This Stuff"? Students' Views on the Purpose of Social Studies. *Canadian Social Studies*, 45(1), 43-.

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Eisner, E. (2009). The Lowenfeld Lecture 2008: What Education Can Learn from the Arts. *Art Education (Reston)*, 62(2), 6-9. <https://doi.org/10.1080/00043125.2009.11519006>

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_crossref_primary_10_1080_00043125_2009_11519006

Greene, M. (2000). The Ambiguities of Freedom. *English Education*, 33(1), 8-14.

<https://doi.org/10.58680/ee20001561>

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_214372801

Government of Canada: Truth and Reconciliation Report calls to action in education <https://www.rcaanc-cirnac.gc.ca/eng/1524504501233/1557513602139> (action 62 to 65)

Hanson, A. J., King, A.-L., Phipps, H., & Spring, E. (2021). *Gathering stories, gathering pedagogies: Animating Indigenous knowledges through story*.

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991030487999404336

Katz, J. (2015). Implementing the Three Block Model of Universal Design for Learning: effects on teachers' self-efficacy, stress, and job satisfaction in inclusive classrooms K-12. *International Journal of Inclusive Education*, 19(1), 1-20. <https://doi.org/10.1080/13603116.2014.881569>

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_webofscience_primary_000344669800002

Khelsilem. Canada needs thriving indigenous languages. TEDX West VancouverED (2018)

<https://www.youtube.com/watch?v=ljBjUbVWmbQ>

Kimmerer, R. W., Burgoyne, J., & EBSCOhost. (2024). *The serviceberry : abundance and reciprocity in the natural world* (J. Burgoyne, Ill.; First Scribner hardcover edition.). Scribner.

Lammert, C., DeJulio, S., Grote- Garcia, S., & Fraga, L. M. (2024). Better than Nothing? An Analysis of AI-Generated Lesson Plans Using the Universal Design for Learning & Transition Frameworks. *The Clearing House*, 97(5), 168-175. <https://doi.org/10.1080/00098655.2024.2427332>

The Blackfoot Language Channel. (April 2025) *Aiitoohtsimit-Blackfoot Trails*.

<https://www.youtube.com/watch?v=wox7sCaFogM>

Seidel, J. (2014). Some Thoughts on Teaching as Contemplative Practice. *Counterpoints (New York, N.Y.)*, 452, 171–183.

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_jstor_primary_42982365

Sturgeon Lake First Nations Healing Lodge. Voices of our Nation Ep 1: Willie Ermine Talks History. (2025) <https://www.youtube.com/watch?v=j0pvkAaXpZ8>

Twigg, Aiyana. Safeguarding Your Language Through Documentation: A Toolkit for Beginners. (2024). Canadian Commission for UNESCO and University of Alberta. <file:///Users/trcoles/Downloads/SafeguardingYourLanguageThroughDocumentation.pdf>

Unesco (United Nations Educational, Scientific and Cultural Organization) AI Competency Framework for Students (2024). <https://unesdoc.unesco.org/ark:/48223/pf0000391105>

Werklund School of Education. Connecting land to Teaching Pedagogy: a land based learning experience at Writing-on-Stone (2018) <https://www.youtube.com/watch?v=t7lhDg85yVM>

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

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

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

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

- *Engagement in Class Discussion and Inquiry*

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

EXPECTATIONS FOR WRITING

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

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence.

ISSUES WITH GROUP TASKS

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

GRADING: <https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1>

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

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply

with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures <https://calendar.ucalgary.ca/pages/a89ecbf758841b5983c4b67746e7846>

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfrehb>) or the Conjoint Health Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chrehb>)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies
<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act>

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

Other Important Information

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

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

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

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

Werklund SU Representative is Siena Lee, educrep@su.ucalgary.ca.