

*Erin Spring***EDUC 535.01: Specialization II: Early Childhood Education
Fall 2025**

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 Battle River Territory (Districts 5 and 6).

Class Dates: September 3 to October 22, 2025.

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 Seminar II is to deepen your understanding of the practical aspects of teaching within the specialization and to connect this practice with specific theoretical concepts. While this second specialization course focuses more on practical knowledge, you will also refine your knowledge of discourse and theory within the discipline and develop a deeper understanding of ways to enact this theory in a classroom context. You will additionally become familiar with any relevant Ministry documents associated with the Alberta Curriculum and draw on practical classroom observation from the field experience to participate in meaningful discussion and to connect these observations with a vision for your own teaching. The emphasis of the course is on designing for student learning (subject-specific; assessment to strengthen student learning and improve instruction; and designing for inclusion, differentiation, and inquiry).

LEARNER OUTCOMES:

Over the course of the semester, students will:

- 1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the discipline of Early Childhood Education, and relate this to curriculum planning in the specialization area;

- 2) Identify and critique the key learning perspectives (as outlined in the front matter of the Programs of Study) and intentions (learning objectives) across the units in a grade from the Alberta Programs of Studies;
- 3) Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan;
- 4) Critically examine current pedagogical practices in early childhood education and their ethical and political implications;
- 5) Demonstrate an understanding of living curriculum as socially and materially constructed with others;
- 6) Demonstrate an understanding of the practice of pedagogical documentation in early childhood curriculum.

COURSE DESIGN AND DELIVERY:

The course will consist of a combination of in-class large and small group discussions and ongoing collaboration in group inquiry experiences. This course will be delivered face-to-face on campus with possible engagement in a D2L environment. It is expected that students read further in topics identified and discussed in class.

REQUIRED RESOURCES:

There is no required resource beyond the readings in the Weekly Course Schedule, below. Given the emergent and dialogic nature of the course, readings and tasks are subject to change.

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1	Weekly Reflections & Final Synthesis Paper	Individual	30%	Weekly & Oct 25
Title 2	Inquiry Project	Group	30%	Sept 24
Title 3	Unit Planning	Individual	40%	Oct 17

Group assignments, you will be assessed as a group. If there are any concerns around group work, please consult with your instructor, who will discuss a reasonable plan forward based on the specificity of the context. Further grading details will be discussed in class and included in the Learning Task Rubrics that are posted in D2L.

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Week 1: Sept 3	Introduction: course outline, assignments	EDUC 535.01 S01 Course Outline- expectations Explanation of Learning tasks Resources to have available for reference for each class	LT 1 - ongoing

Learn Alberta – New Alberta Curriculum K-6
<https://www.alberta.ca/education-guide-learnalberta-ca.aspx>

Alberta Education (2008) *Kindergarten Program Statement*
<https://education.alberta.ca/media/563583/kindprogstate2008.pdf>

Alberta Education (2020). *Guiding framework*
<https://open.alberta.ca/dataset/f3fb3059-fdec-4c62-89b7-a34eb9d33c3c/resource/0a51ffa3-76bf-4f8b-a31c-7481eb2fba5c/download/edc-guiding-framework-curriculum-development-2020.pdf>

Inclusive Education Alberta <https://www.alberta.ca/inclusive-education.aspx>

Alberta Education (2007) *Primary Programs Framework for Teaching and Learning*
<https://education.alberta.ca/primary-grades-k-3/primary-grades-k-3/everyone/program-resources/>

Guiding Framework for Curriculum Development – Alberta Education
<https://education.alberta.ca/media/3575996/curriculum-development-guiding-framework.pdf>

Park A. & Scott D. (2014) *An Introduction to Discipline-based Inquiry*
<https://www.youtube.com/watch?v=RVhKTMFCgq0>
<https://galileo.org> –

Designing Learning – <https://galileo.org>
 What is Inquiry, Why Inquiry, Choosing a Topic, The Individual Student

Poling, Let al, (2015). Mapping the Way to Content Knowledge. *Teaching Children Mathematics*, 21(9). 538-547.
<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/10.5951/teacchilmath.21.9.0538?sid=primo>

Understanding by Design, Wiggins & McTighe (2005 2nd edition <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3002118>

Review of essential questions and understandings and the lesson plan template in class

Stern, J., Lauriault, N. & Ferraro, K. (2018). *Tools for Teaching Conceptual Understanding, Elementary: Harnessing Natural Curiosity for Learning That Transfers* (Vol. 1st). Corwin. Chapters: 1-5 Jigsaw read in class

		<p>https://ucalgary.primo.exlibrisgroup.com/discovery/search?query=any,contains,Learning%20that%20transfers&tab=UofCCollections&search_scope=UCalgaryPhysical&id=01UCALG_INST:UCALGARY&offset=0 https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2524803&site=ehost-live</p> <p>Heard & McDonough, J. (2009) <i>A place for Wonder: Reading and Writing Nonfiction in the Primary Grades</i>: Stenhouse Publishers. Chapter 1 and 2 (review from EDUC 460) https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2274194&site=ehost-live&ebv=EB&ppid=pp_C</p> <p>Barell, J. (2008) <i>Why are School Buses Always Yellow? Teaching for Inquiry, Pre k – 5. Chap 3 and 4 group analysis</i> https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2274194&site=ehost-live&ebv=EB&ppid=pp_C</p> <p>When planning your unit consult this model to ensure quality tasks <i>Discipline-Based Rubric for Inquiry Studies</i> – available from http://galileo.org/rubric.pdf</p>	
Week 2: Sept 10	Play (this topic will continue into week 3)	<p><i>Early Learning and Development Framework</i>: Retrieved from: http://www.cmec.ca/Publications/Lists/Publications/Attachments/327/2014-07-Early-Learning-Framework-EN.pdf</p> <p>Bruner, J (1983). Play, thought, and language. <i>Peabody Journal of Education</i>, 60(3), 60–69. https://ezproxy.lib.ucalgary.ca/login?&url=https://www.tandfonline.com/doi/abs/10.1080/01619568309538407</p> <p>Government of British Columbia Ministry of Education. (2019). <i>Play Today Handbook for Educators K-3</i> https://www2.gov.bc.ca/assets/gov/education/early-learning/teach/earlylearning/play-today-handbook.pdf</p> <p>Cannella, G. & Viruru, R. (2002). Privileging child-centered, play-based instruction. In G. Cannella (Ed.) <i>Deconstructing early childhood education. Social justice and revolution</i>, (pp. 117-136). Peter Lang. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=40099355&site=ehost-live</p> <p>Paley, V. (2004). <i>A Child's Work: The Importance of Fantasy Play</i>, The University of Chicago Press. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebsco</p>	LT 1-ongoing

host.com/login.aspx?direct=true&db=nlebk&AN=298275&site=ehost-live

*Ebscohost licence permits only one online user at a time
Available from these e-book vendors: BookShelf ; Amazon Kindle ; Google Play Books ; Ebooks.com

Taylor, M. & Boyer, W. (2020). Play-based learning: Evidence-based research to improve children's learning experiences in the kindergarten classroom. *Early Childhood Education Journal*, 48(2), 127-133. 10.1007/s10643-019-00989-7 [https://link.springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10643-019-00989-7](https://link.springer.com.ezproxy.lib.ucalgary.ca/article/10.1007/s10643-019-00989-7)

Theil, J., (2015). Vibrant matter: The intra-active role of objects in the construction of young children's literacies. *Literacy Research: Theory, Method, and Practice*, 64, 112–131.

<https://ezproxy.lib.ucalgary.ca/login?&url=https://journals.sagepub.com/doi/abs/10.1177/2381336915617618>

Wohlwend, K. (2017). Who gets to play? Access, popular media, and participatory literacies. *Early Years: An International Research Journal*, 37(1), 62–76.

<https://ezproxy.lib.ucalgary.ca/login?&url=https://www.tandfonline.com/doi/abs/10.1080/09575146.2016.1219699>

Ti Harwood, D., & Collier, D. R. (2017). The matter of the stick: Storying/(re)storying children's literacies in the forest. *Journal of Early Childhood Literacy*, 17(3), 336–352.

<https://doi.org/10.1177/1468798417712340>

Lenters, K., Mosher, R. & MacDonald, J. (2022). Play the story: Learning with young children's in/visible composing collaborations in outdoor narrative play. *Journal of Early Childhood Literacy*, 0(0), 1–28.

<https://ezproxy.lib.ucalgary.ca/login?&url=https://journals.sagepub.com/doi/abs/10.1177/14687984221144231>

Rowan, M. (2017). Relating with land/engaging with Elders: Accessing indigenous knowledges in early childhood education through outdoor encounters. In T. Waller's *The Sage Handbook of Outdoor Play and Learning*, (pp. 395-412). Sage reference.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4880686&ppg=424>

*E-book license permits only one online user at a time; per day, a user may print to PDF up to 142 pages

<https://sk-sagepub-com.ezproxy.lib.ucalgary.ca/reference/the-sage-handbook-of-outdoor-play-and-learning/i2959.xml>

<p>Week 3: Sept 17</p>	<p>Play continued</p> <p>Literacy</p>	<p>Review of curriculum materials</p> <p>Piasta, S. B., & Hudson, A. K. (2022). Key Knowledge to Support Phonological Awareness and Phonics Instruction. <i>The Reading Teacher</i>, 76, 201– 210. https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/trtr.2093</p> <p>Bence, M., Ramzy, M. Layers of Reading Development: Deepening our understanding of the foundations of reading to support all readers. Retrieved from: https://www.youtube.com/watch?v=eaVZ9gDQvRA&t=124s</p> <p>Bingham, Quinn, M. F., McRoy, K., Zhang, X., & Gerde, H. K. (2018). Integrating Writing into the Early Childhood Curriculum: A Frame for Intentional and Meaningful Writing Experiences. <i>Early Childhood Education Journal</i>, 46(6), 601–611. 10.1007/s10643-018-0894-x https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_2026204565</p> <p>Axelrod, Hall, & McNair, J. (2015). Kindergarten Through Grade 3: A Is Burrito and B Is Sloppy Joe: Creating Print-Rich Environments for Children in K–3 Classrooms. <i>YC Young Children</i>, 70(4), 16–25. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/ycyoungchildren.70.4.16 https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=112343043&site=ehost-live <i>Resources by Alberta teachers that link to the curriculum</i> www.readingalberta.ca</p> <p>Kuhn, M. R., & Stahl, K. A. D. (2022). Teaching reading: Development and differentiation. <i>Phi Delta Kappan</i>, 103(8), 25–31. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/00317217221100007</p>	<p>LT 1-ongoing</p> <p>LT 2 due</p>
<p>Week 4: Sept 24</p>	<p>Literacy continued</p>	<p>Bright, R. (2021). <i>Sometimes reading is hard</i>. Pembroke Publishers. https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/2300261/sometimes-reading-is-hard/3060789/</p> <p>Duke, N.K., Ward, A.E., Pearson, D. (2021). The science of reading comprehension instruction. <i>The Reading Teacher</i>, 74(6), 663-672. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=150474842&site=ehost-live</p> <p>Lenz-Taguchi, H. (2010). <i>Going beyond the theory/practice divide in early childhood education: Introducing an intra-active pedagogy</i>. Routledge. https://ezproxy.lib.ucalgary.ca/login?&url=https://ebookcentral.proquest.com/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=446938</p>	<p>LT 1-ongoing</p>

		<p>Serafini, F. (2012). Expanding the four resources model: Reading visual and multi-modal texts. <i>Pedagogies: An International Journal</i>, 7(2), 150-164.</p> <p>https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=71859964&site=ehost-live</p>	
<p>Week 5: Oct 1</p>	Numeracy	<p>Review of curriculum materials</p> <p>Way. (2008). Using Questioning to Stimulate Mathematical Thinking. <i>Australian Primary Mathematics Classroom</i>, 13(3), 22–27.</p> <p>https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_rmit_indexes_ing_to_stimulate_mathematical_thinking_172018_AEIPT</p> <p>Novakowski. (2007). Developing “Five-ness” in Kindergarten. <i>Teaching Children Mathematics</i>, 14(4), 226–231.</p> <p>https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41199122</p> <p>McLennan. (2019). Joyful Number Talks in Kindergarten. <i>Journal of Teaching and Learning (Windsor)</i>, 13(2), 43–.</p> <p>https://jtl.uwindsor.ca/index.php/jtl/article/view/5684</p> <p>Myoungwhon Jung. (2011). Number relationships in preschool. <i>Teaching Children Mathematics</i>, 17(9), 550–557.</p> <p>https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41199776</p> <p>Clements. (1999). Subitizing: What Is It? Why Teach It? <i>Teaching Children Mathematics</i>, 5(7), 400–405.</p> <p>https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41199015</p> <p>Clements, D. H., & Sarama, J. (2018). Myths of early math. <i>Education Sciences</i>, 8(2), 71–.</p> <p>https://doi.org/10.3390/educsci8020071</p> <p>Adler, D. (1999). <i>How Tall, How Short, How Faraway</i>. Penguin House. <i>Available only as print copy for purchase</i></p> <p>https://www.chapters.indigo.ca/en-ca/books/how-tall-how-short-how/9780823416325-item.html</p>	<p>LT 1-ongoing</p>
<p>Week 6: Oct 8</p>	Multidisciplinary	<p>Brillante, Pamela, and Karen N. Nemeth. <i>Universal Design for Learning in the Early Childhood Classroom: Teaching Children of All Languages, Cultures and Abilities, Birth-8 Years</i>. Routledge, 2018. Chapters 1-5 Jigsaw reading in groups:</p> <p>Available at: https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/97813156</p>	<p>LT 1-ongoing</p>

		<p>22736/universal-design-learning-early-childhood-classroom-pamela-brillante-karen-nemeth</p> <p>Exploring the Science Curriculum https://curriculum.learnalberta.ca/curriculum/en/s/sci</p> <p>Mantzicopoulos, & Samarapungavan, A. (2009). Reading, Writing, and Conducting Inquiry about Science in Kindergarten. <i>YC Young Children</i>, 64(6), 32–38. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_197622657</p> <p>Exploring the Social Studies Curriculum https://curriculum.learnalberta.ca/curriculum/en/s/sss</p> <p>Exploring the Physical Education Curriculum https://curriculum.learnalberta.ca/curriculum/en/s/pde</p> <p>Indigenous Education Resources https://werkklund.ucalgary.ca/teaching-learning/indigenous-literatures-learning</p> <p><i>Education is our buffalo: A teachers' resource for First Nations, Métis and Inuit education in Alberta</i> (Rev. 2016.). Alberta Teachers' Association. https://www.albertaschoolcouncils.ca/public/download/documents/55705</p> <p><i>Indigenous education and Walking Together</i> – Alberta Teachers Association https://teachers.ab.ca/professional-development/indigenous-education-and-walking-together</p>	
Week 7: Oct 15	Documentation Assessment Classroom environment	<p>Tarr. (2010). Curiosity, Curriculum and Collaboration Entwined: Reflections on Pedagogical Documentation. <i>Canadian Children</i>, 35(2), 10–. https://journals.uvic.ca/index.php/jcs/article/view/15251</p> <p>Tarr. (2004). Consider the Walls. <i>Young Children</i>, 59(3), 88–92. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/42729109</p> <p>Seitz. (2008). The Power of Documentation in the Early Childhood Classroom. <i>YC Young Children</i>, 63(2), 88–93. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/42730984 https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=31986753&site=ehost-live</p> <p>Heroman, C. (2017). Making and Tinkering: Bringing Design Challenges to the Classroom. <i>YC Young Children</i>, 72(2), 72. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_1889995032</p>	LT 1-ongoing LT 3- due

		<p>West, & Roberts, K. L. (2016). Caught Up in Curiosity: Genius Hour in the Kindergarten Classroom. <i>The Reading Teacher</i>, 70(2), 227–232. 10.1002/trtr.1497 https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_1822636980</p> <p>Seitz, H. (2023). Authentic Assessment: A Strengths-Based Approach to Making Thinking, Learning, and Development Visible. <i>YC: Young Children</i>, 78(1), 6–11. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=162721663&site=ehost-live</p> <p>Assessment strategies and Tools. Available from: https://www.learnalberta.ca/content/mewa/html/assessment/strategies.html</p> <p>Bates C., Schenck, M and Hoover, H. (2019, July). Anecdotal Records: Practical Strategies for Taking Meaningful Notes. <i>Young Children</i> Vol 74 (No. 3), pages 14 -19. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_2251000353</p> <p>Alberta Education ESL Benchmarks http://www.learnalberta.ca/content/eslapb/printable_benchmarks.html</p>	
Week 8: Oct 22	<p>Meeting the needs of diverse</p> <p>Guest Speaker- Occupational Therapist</p>	<p>Shanker. (2013). <i>Calm, alert, and learning: classroom strategies for self-regulation</i>. Pearson. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991012547819704336</p> <p>Tomlinson, C. A. (1999). Mapping a Route Toward a Differentiated Instruction. <i>Educational Leadership</i>, 57(1), 12. Retrieved from: https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=2259298&site=ehost-live</p> <p>Alberta Education. (2010). <i>Making a difference: Meeting diverse learning needs with differentiated instruction</i>. https://open.alberta.ca/dataset/e02db4bb-ba84-4ee2-92eb-cd7e20fee97c/resource/4f325cbc-0b11-4284-80fb-6b83e3072b49/download/makingadifference-2010.pdf</p>	LT-1 Final Synthesis due

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

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

There are three required Learning Tasks for this course. All three learning tasks require students to submit via

Dropbox in D2L by the due dates specified in the course schedule.

1. Learning Task 1: Weekly Reflections & Synthesis Paper - 30% of Final Grade – Reflections Due Weekly and Final Synthesis Paper- October 25, 2025

This reflection assignment is an opportunity to engage with the course at a deeper level. It provides an opportunity to reflected on the discussions and readings and make connections to your own experiences and future teaching.

Part I: Weekly Reflections

You are expected to write a reflection each week that touches on learnings and insights from course readings, activities, presentations, and discussions (250-300 words). This reflection will evidence your ability to bring together course materials, personal experience, insights, and activities/discussions from the class. This assignment calls for “making connections”. These reflections are a place to share your responses and wonderings in an inquiry-based approach where you pursue curiosities and experiment with ideas. Consider what in the readings/discussions/class activities that especially impacted you? How does it help you grow as an emerging teacher? How does it connect or influence your own thoughts and experiences? How does it relate to teaching and learning in ECE and how will you apply these ideas and concepts to your field experience and future teaching?

Each week, please ensure you have a minimum of 1 quote from the required reading(s) and an additional quote or example from supplemental resources or in-class experiences.

Part II: Synthesis

This part of the assignment is a synthesized statement (800-1000 words) that tells the ‘story’ of your reflections and engagement throughout the course. It is a synthesis of all your weekly reflections and interpretations and intended to give you the opportunity to formally reflect on the significance of the course in your journey to becoming an educator in Early Childhood Education.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Weekly reflections – engages with key critical questions/issues. Connects insights/questions to class readings, Discussions and personal experiences. Raises critical questions for consideration and further discussion.

Synthesis – a thoughtful analysis of reflections and engagement throughout the course is demonstrated. Key ideas within readings, discussions, activities, topics are explored and interpreted in relation to your journey to become an educator in Early Childhood Education.

Quality of writing – Writing clarity and quality (grammar, spelling, punctuation, sentence structure, vocabulary) is high and use APA 7 writing style.

Further criteria will be provided in class and a rubric posted in D2L

2. Learning Task 2: Group Inquiry Project – 30% of Final Grade – Due September 17th, 2025

For this assignment, you will work in groups of 2 or more to develop an inquiry project relevant to an Early Childhood Education classroom. The inquiry topic will reflect quality practice in Early Childhood Education and be informed by your knowledge and understanding of foundational theories, emergent learning, guiding principles, and the Programs of Studies. It should include essential questions, findings, materials, supportive teacher and student resources, as well as possible documentation and assessment opportunities that could emerge during the inquiry. This assignment will lay the foundation for Learning Task 3 in which you will generate a rich, engaging Early Childhood Education unit plan. The format of this learning task will include a

written rationale and a mind map. The mapping makes visual the pedagogical documentation of the emerging inquiry project.

Findings of the group inquiry project will be shared electronically via a digital folder to be uploaded on D2L. This folder may include texts, visuals, assorted media, and links.

Required elements of this project include:

1. A topic, overarching essential question(s) situating the inquiry, conceptual understanding of the topic
2. A written rationale, use of APA 7 for formatting and citations
3. Mind Mapping/Pedagogical documentation- including and but not limited to textual, visual representations. Depiction of the group process of developing the inquiry topic. This may include the groups findings and responses, guiding questions and possible concerns that have arisen in consideration of the inquiry plan are included.
4. A list of possible resources (print, performance, and digital) and materials that could be used in the project completion.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

1. Quality and appropriateness of the inquiry topic, conceptual understandings of the topic and essential questions presented as a written rationale including:
 - a. Clear and comprehensive presentation of the inquiry topic, essential questions and supportive guiding questions, as well as conceptual understandings of the topic
 - b. Clear connections to the Program of Studies
 - c. Significance and relevance of resources and materials
2. Overall presentation of findings including:
 - a. Provides clear summary of findings and conveys the pedagogical documentation and emergence of findings of the group
 - b. Identifies questions or concerns that remain
 - c. Correct use of APA 7
3. Design elements used in the representation of the group's inquiry questions and findings
 - a. Clear and relevant use of visuals and/or technology and media
 - b. Connectedness between the inquiry topic, essential questions, supporting text and the use of visual content

Further criteria will be provided in class and a rubric posted in D2L

3. Learning Task 3 - Design an Inquiry Unit and Assessment Plan – 40% of Final Grade – Due October 17, 2025

For this assignment, you will work independently to develop a topic of inquiry/unit with up to 5 interdisciplinary lesson plans that arise from your group inquiry project (Learning Task 2). Your individually submitted unit plan should include lesson plans that include detailed lesson progression with listed materials and resources. They will include associated performance assessment tasks and provide evidence of its alignment with *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum* and Alberta Education's *Primary Programs Framework*. General and specific learner outcomes and/or competencies (from the *Programs of Study* and/or *Kindergarten Program Statement* and/or *The Guiding Framework*) are to be addressed through the inquiry. Please use the Werklund School of Education lesson plan posted in D2L.

Required elements of this project include:

1. Design of an inquiry-based unit-plan for learning, teaching, and assessment (guided by your group mapping from Learning Task 2) that supports investigation of essential understandings and/or competencies appropriate at the ECE level
2. A written rationale for the learning, teaching, and assessment plan, as supported by theories of ECE and curriculum documents, for example: the Guiding Framework
3. A list of valuable resources, reference books, quality children's literature and materials that support the inquiry/learning unit
4. Discussion of the practicalities of enacting this learning, teaching, and assessment plan: fitting it into a larger context and integrating effective formative-assessment strategies to inform scaffolding, and discussion of possible adaptations to meet the needs of diverse learners
5. Include the essential questions and understandings from Learning Task 2 on the lesson plans

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

The checklist of specific items for your unit plan folder are:

1. Unit Title, Subject Area, and Inquiry Unit Topic
2. Reference to the Alberta Education Programs of Study/ Guiding Framework/Kindergarten Program Statement– Applied to ECE. Identify how your unit aligns within Alberta curricular mandates.
3. Grade Level – The grade for which this Unit is intended (Kindergarten to Grade 3).
4. Unit Rationale – A paragraph explaining why this inquiry was chosen. This rationale should support your choice to create a full unit on this topic. This can be a separate paragraph and does not need to be on each lesson plan.
5. Learning Outcomes– The learning outcomes for the overall unit (longer term). In each lesson plan, describe the learning outcomes and goals for that specific lesson (shorter term). One or more of these may overlap. Three or four learning outcomes should define what the students should know/be able to do by the end of the unit and/or lesson. List curriculum outcomes in each discipline, as they apply to the lesson plan. For example, an art lesson may have elements that pertain to the art curriculum but also have a math focus.
6. Key Instructional Practices – Details about the main methods for teaching through the unit. This is specifically about how the inquiry will be set up and enacted in the class. Some things to consider are: Will the students work as a whole class, in groups, or individually? How will you transition between activities? How will you scaffold activities? What materials are available to the students? What classroom management systems need to be considered for your lesson- material distribution or collection? What questions might you ask students? What is the teacher doing? What are the students doing?
7. List of Sources – A list of all sources consulted in preparation of the unit and that will be used in the teaching of the unit. Note: multiple sources are expected. Include a variety of fiction and non-fiction children's literature selections as well as teacher resources. Present a reference page in APA 7.
8. List of Materials – A list of all materials required or made available for both students and teachers. Materials should be listed in each lesson plan. Be specific!

9. Learner Differentiation- An explanation of how your plan addresses the interests and diverse needs of students.

10. Creativity and Innovation – A detailed account of how your unit will include a variety of teaching methods, engage learners and promote wonder in your students.

Rubrics will be discussed in class and posted in D2L.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

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

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

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

- *Engagement in Class Discussion and Inquiry*

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

EXPECTATIONS FOR WRITING

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

<https://calendar.ucalgary.ca/pages/2c2d1ce47b8c4d008aec9cc3da49876e>

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.

<https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1>

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/a89ecfbf758841b5983c4b67746e7846>

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/627ed88eb4b041b7a2e8155effac3501>

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/legal-services/access-information-privacy>

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 Yee, educrep@su.ucalgary.ca.