

EDUC 535.11/535.20/535.25: Specialization II - Elementary Social Studies, K-12 Social Studies, Elementary Social Studies Revitalization of Indigenous Languages*Erin Spring***Class Dates and Times:** Monday – Friday July 7-18/2025 (1:00pm–3:50pm)**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 Social Studies 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 discourses and theory within the field of social studies and develop a deeper understanding of ways to enact this theory in diverse classroom contexts. 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). This year's course iteration deepens its commitment to exploring Indigenous perspectives through the integration of short stories by Indigenous authors across grade levels (K–9). These stories serve both as primary texts for curriculum exploration and as invitations into broader inquiries related to language revitalization, identity, and relationship to land.

EXTENDED COURSE DESCRIPTION:

To accomplish this, you will draw on previous field and course experiences in ways designed to support meaningful participation in class discussions. The aim is to bring experiences into a working vision for your teaching. The emphasis of the course is to further develop an understanding of the theoretical underpinnings that inform and drive curriculum planning in social studies, as well as to offer guided opportunities in designing learning experiences and developing associated materials that are both authentic and appropriate. In this way, you will develop experiences for students that are discipline specific, consistent with the evidence, as well as performance-based assessment practices, designed with inclusion and differentiation in mind, true to inquiry-based practices, and supportive of intended student outcomes in ways that continue to strengthen learning for both students and teachers alike.

LEARNER OUTCOMES:

- 1) Develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the disciplines that make up Social Studies and relate this to curriculum planning in the specialization area.
- 2) Identify and critically analyze 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 Program of Study.
- 3) Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.

COURSE DESIGN AND DELIVERY: EDUC 535 will be delivered face-to-face on campus with engagement in a D2L environment.**Framing Questions:**

- How can Indigenous stories function as curricular texts that invite ethical relationality?
- What does it mean to teach through story rather than about story?

- How can short stories become starting points for exploring land-based inquiry and Indigenous language revitalization in K–12 classrooms

REQUIRED RESOURCES:

1. **Alberta Education.** (2005). *Programs of study: Social studies, kindergarten to grade 12.*
[PDF](#)
2. **Donald, D.** (2020). *Homo economicus and forgetful curriculum: Remembering other ways to be a human being* (video).
[Watch Video](#)
3. **Lavoie, J. & Schwandt, D.** (2022, February). *Addressing socialized resistances to teaching Francophone perspectives in the social studies classroom with Raphaël Gani* (podcast).
[Listen Here](#)
4. **Scott, D. & Bailey, D.** (2021). *Reframing inquiry in education: Designing for a living curriculum.* In D. Scott & J. Lock (Eds.), *Teacher as Designer: Design Thinking for Educational Change* (pp. 23–39). Springer.
[Access Here](#)
5. **Wiggins, G., & McTighe, J.** (2005). *Understanding by Design* (Introduction & Chapter 1: pp. 1–34).
[Access Here](#)
6. **McIvor, O., Napoleon, A., & Dickie, K.** (2009). *Language and culture as protective factors for at-risk communities.* *Journal of Aboriginal Health*, 5(1), 6–25.
[Download PDF](#)
7. **Truth and Reconciliation Commission of Canada.** (2015). *Honouring the Truth, Reconciling for the Future* (Executive Summary).
[Download PDF](#)
8. **Battiste, M.** (2013). *Decolonizing Education: Nourishing the Learning Spirit.* Purich Publishing.
[Access here](#)

ADDITIONAL RESOURCES:

- Indigenous Storybooks: <https://indigenoustorybooks.ca>
- Strong Nations K–9 Anthologies: <https://www.strongnations.com>
- GoodMinds Books: <https://www.goodminds.com>

LEARNING TASKS OVERVIEW

LEARNIG TASKS	DESCRIPTION	FORMAT	WEIGHT	DUE DATE
LT1: Resource Curation and Annotated Bibliography	Working individually, you will curate 6-8 scholarly/community resources on Indigenous language revitalization -including a brief annotation on selected resources. You will also select 2 of these resources and provide a short summary on how these may impact your work as a pre-service teacher.	Individual	25%	July 11
LT2: Course reading facilitation	Working in groups, you will lead your colleagues through a 25-minute discussion protocol focussed on one of the course readings. Prior to leading the discussion, you are asked to submit a one-page syntheses of the reading, along with three guiding discussion questions.	Partner	35%	See sign-up sheet
LT3: Unit Plan	Using insights from the Scott and Bailey (2021) and Wiggins and McTighe (2005) texts, individuals will design a longer-term grade level specific social studies unit plan organized around an authentic assessment task.	Individual	40%	July 18

Learning Task 1: Resource Curation and Annotated Bibliography

Weighting: 25%

Due Date: July 11

Format: Individual

Detailed Description:

In this assignment, you will independently collect **6–8 scholarly and/or community-based resources** that focus on the revitalization of Indigenous languages. Your resource list should be diverse, including voices from different Indigenous communities and resource types (articles, reports, podcasts, etc.).

For each resource, you will write a **brief annotation (100–120 words)** summarizing the main points and explaining how the resource contributes to understanding Indigenous language revitalization.

After completing your annotated list, you will choose **two resources** and write a short reflective paragraph (**200–300 words**) about how these two specific resources might influence your thinking and practices as a pre-service teacher.

Key Requirements:

- 6–8 resources total.
- APA 7 format for citations.
- 100–120 word annotation for each resource.
- Final 200–300 word reflection on two selected resources.

Purpose:

This task will help you build a personal library of relevant, credible materials and encourage you to think critically about how language revitalization intersects with your future teaching practice.

Learning Task 1: Resource Curation and Annotated Bibliography (20%)

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Needs Improvement (D/F)
Resource Selection	6–8 highly relevant, diverse, and credible resources; strong Indigenous representation	6–8 mostly relevant resources; some diversity of voices	5–6 resources; some relevance; limited Indigenous representation	Fewer than 5 resources; minimal relevance or diversity
Annotations	Clear, concise (100–120 words); insightful summary and connection to revitalization	Clear summaries; minor lapses in detail or depth	Basic summaries; may lack clarity or connection	Incomplete, unclear, or missing annotations
Reflection on Two Resources	Thoughtful, critical reflection linking resources to future teaching practice	Reflection present; connections may be basic or uneven	Basic reflection; general statements without clear application	Little or no reflection; lacks personal or professional connection
Writing and APA Format	Clear, polished writing; accurate APA 7 citations	Minor writing or formatting errors	Some writing and APA errors; distracts from readability	Significant writing and formatting issues

Learning Task 2: Course Reading Facilitation

Weighting: 35%

Due Date: Based on sign-up sheet

Format: Partner/Group

Detailed Description:

For this task, you will work with a partner to **lead a 25-minute class discussion** on one assigned reading from the course. Your discussion should be structured to invite critical thinking and respectful dialogue. Before your facilitation day, you will submit a **one-page synthesis** of the reading summarizing its key arguments or insights. Additionally, you must prepare **three guiding questions** that will stimulate discussion among your classmates and help them connect the reading to broader course themes like Indigenous language revitalization, cultural identity, or decolonization.

Key Requirements:

- Work in pairs (partner assignments or self-selected, depending on sign-up).
- Submit a one-page synthesis of the reading (500 words max).
- Develop and submit three open-ended, thought-provoking discussion questions.
- Facilitate a 25-minute structured class discussion.

Purpose:

This assignment strengthens your skills in facilitating conversations, encourages peer-to-peer learning, and deepens engagement with course materials through active leadership and collaborative dialogue.

Learning Task 2: Course Reading Facilitation (35%)

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Needs Improvement (D/F)
Synthesis of Reading	Clear, insightful 1-page summary of key ideas; demonstrates deep understanding	Clear summary; minor omissions or generalizations	Basic summary; surface-level understanding	Incomplete or unclear synthesis; weak understanding
Discussion Questions	Three well-crafted, open-ended questions that invite deep, critical discussion	Questions are relevant; some may be closed-ended or surface-level	Basic or unclear questions; limited critical engagement	Weak or missing questions; little connection to reading
Facilitation Quality	Confident, inclusive, and engaging facilitation; promotes meaningful discussion	Good facilitation; minor issues in timing or engagement	Adequate facilitation; basic questions and dialogue	Poor facilitation; minimal engagement or preparation
Collaboration	Seamless partner collaboration; shared leadership	Good collaboration; minor imbalance	Some imbalance; uneven contribution	Little collaboration; one partner dominates or disengages

Learning Task 3: Unit Plan

Weighting: 40%

Due Date: July 18

Format: Individual

Detailed Description:

In this major assignment, you will design a **grade-specific social studies unit plan** that reflects effective teaching practices and curriculum design principles. Drawing on insights from course readings (Scott & Bailey, 2021; Wiggins & McTighe, 2005), your unit will:

- Identify clear learning outcomes.
- Include lesson sequences that build toward an **authentic assessment task**.
- Integrate **Indigenous perspectives** in a thoughtful and respectful way.
- Demonstrate clear alignment between objectives, instructional activities, and assessments.

You are encouraged to thoughtfully incorporate Indigenous ways of knowing and languages into your unit where appropriate, ensuring cultural respect and responsiveness.

Key Requirements:

- Unit plan overview (rationale, outcomes, key understandings).
- 3–5 detailed lesson plans.
- Authentic assessment design.
- Reference to Indigenous content and language where appropriate.
- APA 7 citations for any outside materials used.

Purpose:

This assignment helps you transfer theory into practice, preparing you to design meaningful and culturally responsive learning experiences for K–12 students.

Learning Task 3: Unit Plan (40%)

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Needs Improvement (D/F)
Curriculum Alignment	Clear objectives; strong alignment with curriculum outcomes and authentic assessment	Clear objectives; minor lapses in alignment	Basic objectives; partial alignment with outcomes	Unclear objectives; poor or missing alignment
Integration of Indigenous Perspectives	Thoughtful, respectful integration; Indigenous language and knowledge embedded meaningfully	Good integration; minor superficial elements	Basic integration; limited attention to Indigenous perspectives	Minimal or token integration; disrespectful or missing elements
Lesson Sequence and Assessment	Well-structured, coherent lesson sequence;	Clear lesson sequence; assessment	Basic sequence; assessment lacks	Disorganized sequence; weak or

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Needs Improvement (D/F)
Writing and APA Format	authentic, culturally responsive assessment	appropriate but not fully authentic	authenticity or clarity	inappropriate assessment
	Clear, professional writing; APA 7 used consistently and accurately	Minor writing or formatting errors	Some writing/APA errors; reduces clarity	Significant writing issues; APA errors throughout

Course Learning Task Learning Journey/Overview:

Throughout this course, you will engage with the critical work of understanding, honoring, and supporting Indigenous language revitalization within educational contexts. Each learning task is designed to build upon the next, guiding you from research and resource curation to collaborative dialogue, and finally to applied curriculum design.

You will begin by curating a collection of resources that deepen your knowledge of Indigenous language efforts, helping you establish a foundation of credible, diverse voices. Through collaborative reading facilitation, you will enhance your skills in critical conversation and reflection, learning how to thoughtfully engage peers in discussions around Indigenous perspectives and decolonizing practices. Finally, you will apply your learning by designing a culturally responsive unit plan that integrates Indigenous language and ways of knowing into K–12 social studies curriculum.

Together, these tasks aim to strengthen your capacity as a future educator to support reconciliation and foster classroom spaces where Indigenous languages, histories, and cultures are respected and celebrated.

Generative AI: Course participants are invited to use artificial intelligence tools, including generative AI, to gather information, review concepts, and/or to help produce assignments. However, (1) it is the student's responsibility to inform the instructor *in writing* of the intention to use such technology *in advance* of its use; (2) the student is ultimately accountable for the work they submit; and (3) any content generated or supported by an artificial intelligence tool must be cited appropriately. Misuse of these tools will be considered academic misconduct and will be treated as such.

WEEKLY COURSE SCHEDULE

Date	Topic	*Readings (Denotes facilitated reading)	Due Dates and Tasks
Days 1–2	Moment 1: Foundations of Curriculum and Indigenous Language Revitalization	Alberta Education. (2005). <i>Programs of Study: Social Studies, Kindergarten to Grade 12</i> . PDF Truth and Reconciliation Commission of Canada. (2015). <i>Honouring the Truth, Reconciling for the Future</i> (Executive Summary). Download PDF	Introductions to course and tasks LT2 sign-up
Days 3–4	Moment 2: Designing for a Living Curriculum	Scott, D. & Bailey, D. (2021). <i>Reframing inquiry in education: Designing for a living curriculum</i> . Access here	First reading facilitation (LT2) Second reading

Date	Topic	*Readings (Denotes facilitated reading)	Due Dates and Tasks
		<i>Wiggins, G. & McTighe, J. (2005). Understanding by Design (Intro & Ch. 1). Access here</i>	facilitation (LT2) Class time to work on LT1 — Post work to D2L for formative feedback
Days 5–6	Moment 3: Language, Culture, and Community Health	<i>McIvor, O., Napoleon, A., & Dickie, K. (2009). Language and culture as protective factors for at-risk communities. Download PDF</i> Additional: Select excerpts from <i>Battiste, M. (2013). Decolonizing Education: Nourishing the Learning Spirit</i> (Library access recommended)	Third reading facilitation (LT2) Continue LT1 work
Days 7–8	Moment 4: Curriculum as Encounter — Indigenous and Francophone Perspectives	<i>Donald, D. (2020). Homo economicus and forgetful curriculum (video). Watch here</i> <i>Lavoie, J. & Schwandt, D. (2022). Addressing socialized resistances (podcast). Listen here</i>	Fourth reading facilitation (LT2) Fifth reading facilitation (LT2) Generate throughline question for LT3 Sixth reading facilitation (LT2)
Days 9–10	Moment 5: Applying and Synthesizing — Towards Actionable Curriculum	Final Synthesis: Class co-develops guiding principles for culturally responsive social studies education based on course learnings	Final syntheses of key course insights LT1 Due: Thursday, July 11 LT3 Due: Thursday, July 18

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.

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>

LATE SUBMISSIONS

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

ISSUES WITH GROUP TASKS

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

GRADING

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

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

Academic Accommodation

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

Academic Misconduct

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

Attendance/ Prolonged Absence

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

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

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

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

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

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

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

Werklund SU Representative is Siena Yee, educprep@su.ucalgary.ca.