

EDUC 535.24 Specialization II K-12 Early Childhood Education  
Summer 2025*Erin Spring*

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*)

Class Dates: July 7-18, 2025 (M,T,W,Th, F). 13:00 – 15:50

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

**EXTENDED COURSE DESCRIPTION:**

This course is interested in the critical study of early childhood pedagogies and their theoretical framings. Together we will examine various theoretical perspectives of early childhood education and their socio-political and historical inheritances. These theories will be brought into conversation with Alberta's key early childhood curricular documents, Canada's [\*Truth and Reconciliation Commission Calls to Action\*](#), and the [\*United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)\*](#). We will consider how a teacher's theoretical orientation shapes an image of the child, and how this image informs pedagogical decisions and practices. **Key topics will include historical and contemporary shifts in early childhood curriculum and pedagogy, conceptualizations of knowledge, learning and diversity, inquiry-based curriculum as an act of co-research with children, and an introduction the practice of pedagogical documentation as a postfoundational method of assessment in the early years. Students will explore the practice of pedagogical documentation and collectively engage with this practice in a longer-term group inquiry project.**

**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 an ongoing guided group inquiry experience. This course will be delivered face-to-face on campus with possible engagement in a D2L environment. You will also draw from the classroom observations of your previous field experiences in ways designed to support more full and meaningful participation in course discussions. The aim is to bring previous experiences into a working vision for your own teaching. It is expected that students read further in the area of topics identified and discussed in class. It is expected that students arrive to the first class having already read and engaged with the materials proposed for Day 1.

**REQUIRED RESOURCES:**

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

**ADDITIONAL RESOURCES:**

Articles and books in this list include the particular readings in the weekly course schedule in the Course Outline. This list is intended to inform you of resources that may be of value in your current work and in your future work as a practicing teacher. They are not all required reading for this course.

Adams. (1998). *Phonemic awareness in young children: a classroom curriculum*. P.H. Brookes.

(print copy is available)

[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/46139d/alma991019106009704336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991019106009704336)

Alberta Education ESL Benchmarks [http://www.learnalberta.ca/content/eslapb/printable\\_benchmarks.html](http://www.learnalberta.ca/content/eslapb/printable_benchmarks.html)

Alberta Education. (2010). Making a difference: Meeting diverse learning needs with differentiated instruction.

<https://open.alberta.ca/dataset/e02db4bb-ba84-4ee2-92eb-cd7e20fee97c/resource/4f325cbc-0b11-4284-80fb-6b83e3072b49/download/makingadifference-2010.pdf>

Alvarado, & Herr, P. (2003). *Inquiry-based learning using everyday objects: hands-on instructional strategies that promote active learning in grades 3-8*. Corwin Press. (print copy is available)

[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/46139d/alma991026589579704336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991026589579704336)

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. *YC Young Children*, 70(4), 16–25.

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=112343043&site=ehost-live>

Bates, Schenck and Hoover, H. (2019, July). Anecdotal Records: Practical Strategies for Taking Meaningful Notes. *Young Children* Vol 74 (No. 3), pages 14 -19.  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=137223390&site=ehost-live>

Davies, A. (2011) *Making classroom assessment work* (3<sup>rd</sup> ed.). Connections Publishing (**print copy is available**)  
[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/1rf6mu5/alma991002122949704336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/1rf6mu5/alma991002122949704336)

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. *Early Childhood Education Journal*, 46(6), 601–611. Doi: 10.1007/s10643-018-0894-x  
<https://link.springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10643-018-0894-x>

Bodrova, E., & Leong, D.J. (1998). Scaffolding Emergent Writing in the Zone of Proximal Development. Recovered from  
[https://www.readingrecovery.org/wp-content/uploads/2017/03/LTL\\_3.2-Bodrova-Leong.pdf](https://www.readingrecovery.org/wp-content/uploads/2017/03/LTL_3.2-Bodrova-Leong.pdf)

Burns & Sheffield, S. (2004). *Math and Literature: Grades K-1*. Math Solutions Publications. **Print copy available in LCR:** [https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/46139d/alma991024887049704336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991024887049704336)

Burns. (2004). *Math and Literature: Grades K-3*. Math Solutions Publications. **Print copy available in LCR:**  
[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/46139d/alma991024887019704336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991024887019704336)

Clements, & Sarama, J. (2021). *Learning and teaching early math: the learning trajectories approach* (Third edition.). Routledge. 10.4324/9781003083528  
<https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781003083528/learning-teaching-early-math-douglas-clements-julie-sarama>

Clements. (1999). Subitizing: What Is It? Why Teach It? *Teaching Children Mathematics*, 5(7), 400–405.  
<https://link.gale.com/apps/doc/A54237675/AONE?u=ucalgary&sid=bookmark-AONE&id=0a15b7b3>

Clements, D. H., & Sarama, J. (2018). Myths of early math. *Education Sciences*, 8(2), 71–.  
<https://doi.org/10.3390/educsci8020071>

Curtis, D. & Carter, M. (2015) *Designs for living and learning* (2<sup>nd</sup> ed.). Red Leaf Press.  
[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/1rf6mu5/alma991010278449704336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/1rf6mu5/alma991010278449704336)

Daly, & Beloglovsky, M. (2020). *Loose Parts 4: Inspiring 21st-Century Learning*. Redleaf Press.  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2142983&site=ehost-live>  
**\*E-book licence permits only one online user at a time**

*Education is our buffalo: a teachers' resource for First Nations, Métis and Inuit education in Alberta* (Rev. 2016.). (2016). Alberta Teachers' Association. <https://www.albertaschoolcouncils.ca/public/download/documents/55705>

Dillon. (2018). Finding Innovation and Imagination in a Bag of Loose Parts. *Childhood Education*, 94(1), 62–65. 10.1080/00094056.2018.1420369  
<https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00094056.2018.1420369>

Dorion & Fleury, N. (2009). *The giving tree: A retelling of a traditional Métis story about giving and receiving = Laarbr kawmaekit : aen kiitwam achimook aen histwayr chi maykik pi aen ootistikook*. Gabriel Dumont Institute of Native Studies and Applied Research. **Print copy available in LCR:**  
[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/46139d/alma991019702269704336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991019702269704336)

*Education Counts Michiana - The Reggio Emilia Approach* Retrieved from:  
[https://www.youtube.com/watch?v=fYx\\_aGs-DjU](https://www.youtube.com/watch?v=fYx_aGs-DjU)

Frey, & Fisher, D. (2010). Reading and the Brain: What Early Childhood Educators Need to Know. *Early Childhood Education Journal*, 38(2), 103–110. 10.1007/s10643-010-0387-z <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10643-010-0387-z>

Government of British Columbia Ministry of Education. (2019). *Play Today Handbook for Educators K-3*  
<https://www2.gov.bc.ca/assets/gov/education/early-learning/teach/earlylearning/play-today-handbook.pdf>

Gregory & Chapman, C. (2013). *Differentiated Instructional Strategies: One Size Doesn't Fit All*.  
*3<sup>rd</sup> edition available from the following vendors:* [BookShelf](#); [Google Play](#); [Kobo](#); [Amazon Kindle](#); [RedShelf](#);  
[ebooks.com](#)

Heard & McDonough, J. (2009) *A place for Wonder: Reading and Writing Nonfiction in the Primary Grades*: Stenhouse Publishers. Chapter 1 and 2  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=330192&site=ehost-live>

Heroman, C. (2017). Making and Tinkering: Bringing Design Challenges to the Classroom. *YC Young Children*, 72(2), 72–.  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=122468573&site=ehost-live>

Heroman. (2017). *Making and tinkering with STEM: solving design challenges with young children*. National Association for the Education of Young Children.  
[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/46139d/alma991013820139704336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991013820139704336)

Indigenous Education Resources  
<https://werklund.ucalgary.ca/teaching-learning/indigenous-literatures-learning>

Kuhn, M. R., & Stahl, K. A. D. (2022). Teaching reading: Development and differentiation. *Phi Delta Kappan*, 103(8), 25–31. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/00317217221100007>

Larsen-Jonasson, & Von Innerebner, J. (2016). *The sharing circle*. Medicine Wheel Education Inc. *Print copy available in LCR:* [https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/46139d/alma991014217769704336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991014217769704336)

Mantzicopoulos, & Samarapungavan, A. (2009). Reading, Writing, and Conducting Inquiry about Science in Kindergarten. *YC Young Children*, 64(6), 32–38.  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=47074617&site=ehost-live>

Marton. (2015). *Necessary conditions of learning*. Routledge. <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315816876/necessary-conditions-learning-ference-marton>

McLennan. (2019). Joyful Number Talks in Kindergarten. *Journal of Teaching and Learning (Windsor)*, 13(2), 43–.  
<https://jtl.uwindsor.ca/index.php/jtl/article/view/5684>

Moline. (2012). *I see what you mean: visual literacy K-8* (2nd ed.). Stenhouse Publishers.  
*Print copy available in LCR:*  
[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/46139d/alma991003984099704336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991003984099704336)

Moss., Caswell. Flynn & Hawes, Z. (2016). *Taking shape: activities to develop geometric and spatial thinking. Grades k-2*. Pearson Canada, Inc.

*Print copy available in LCR:*

[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/46139d/alma991012468879704336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991012468879704336)

Myoungwhon Jung. (2011). Number relationships in preschool. *Teaching Children Mathematics*, 17(9), 550–557.  
<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41199776>

Novakowski. (2007). Developing “Five-ness” in Kindergarten. *Teaching Children Mathematics*, 14(4), 226–231.  
<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41199122>

Pelo. (2007). *The Language of Art: Inquiry-Based Studio Practices in Early Childhood Settings*: Red Leaf Press.  
*2<sup>nd</sup> edition, published 2016 available in our e-book collection:* <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4674378>

Peterson. (2004). *Math and Nonfiction*. Math Solutions Publications.

*Print copy available in LCR:*

[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/46139d/alma991001560179704336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991001560179704336)

Piasta, S. B., & Hudson, A. K. (2022). Key Knowledge to Support Phonological Awareness and Phonics Instruction. *The Reading Teacher*, 76, 201–210. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/trtr.2093>

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>

Powell, & Kusuma-Powell, O. (2011). *How to teach now: Five keys to personalized learning in the global classroom*. ASCD.  
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=741594>

Rog. (2011). *Read, write, play, learn: literacy instruction in today's kindergarten*. International Reading Association.  
*Print copy available in LCR*  
[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/46139d/alma991002913699704336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991002913699704336)

Rog. (2015). *Marvelous Minilessons for Teaching Nonfiction Writing K-3*. Pembroke Publishers.  
<https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1877816/marvelous-minilessons-for-teaching-nonfiction-writing-k-3/2626948/>

Roth, & Dabrowski, J. (2014). Extending Interactive Writing into Grades 2-5. *The Reading Teacher*, 68(1), 33–44.  
<https://doi.org/10.1002/trtr.1270>  
[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/15o3ob6/cdi\\_proquest\\_miscellaneous\\_1660012383](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_miscellaneous_1660012383)

Routman. (2003). *Reading essentials: the specifics you need to teach reading well*. Heinemann. *Print copy available in LCR:* [https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/46139d/alma991025107239704336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991025107239704336)

Schickedanz, & Collins. (2013) *So Much More than the ABCs*. NAEYC  
*Available for purchase on publisher's website:* <https://www.naeyc.org/resources/pubs/books/so-much-more-than-abcs-revised-edition>

Seitz. (2008). The Power of Documentation in the Early Childhood Classroom. *YC Young Children*, 63(2), 88–93.  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=31986753&sit=ehost-live>

Seitz, H. (2023). Authentic Assessment: A Strengths-Based Approach to Making Thinking, Learning, and Development Visible. *YC: Young Children*, 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>

Shanker. (2013). *Calm, alert, and learning: classroom strategies for self-regulation*. Pearson.

*Print copy available in LCR:*

[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/46139d/alma991012547819704336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991012547819704336)

Shumway, J. F. (2011). *Number sense routines: building numerical literacy every day in grades K-3*. Stenhouse Publishers. [https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/46139d/alma991014457289704336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991014457289704336)

Small, & Fletcher, G. (2018). *Fun and fundamental math for young children: building a strong foundation through play in PreK-grade 2*. Teachers College Press. *Print copy available in LCR:*

[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/46139d/alma991028151208104336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991028151208104336)

Small. (2020). *Good Questions: Great Ways to Differentiate Mathematics Instruction in the Standards-Based Classroom*. Teachers College Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6359533>

Small, M. (2018). *Open Questions for Rich Math Lessons. Patterns and Relations*. Rubicon Publishing. *Available for purchase on publisher's website:* <https://www.rubiconpublishing.com/product/open-questions-english-marian-small/>

Small, M. (2018). *Open Question for Rich Math Lessons. Number Strand*. Rubicon Publishing. *Available for purchase on publisher's website:* <https://www.rubiconpublishing.com/product/open-questions-english-marian-small/>

Tarr. (2010). Curiosity, Curriculum and Collaboration Entwined: Reflections on Pedagogical Documentation. *Canadian Children*, 35(2), 10–. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=56543317&site=ehost-live>

Tarr. (2004). Consider the Walls. *Young Children*, 59(3), 88-92. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/42729109?seq=1>

Tomlinson, C. A. (1999). Mapping a Route Toward a Differentiated Instruction. *Educational Leadership*, 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>

Way. (2008). Using Questioning to Stimulate Mathematical Thinking. *Australian Primary Mathematics Classroom*, 13(3), 22–27. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=35136120&site=ehost-live>

West, & Roberts, K. L. (2016). Caught Up in Curiosity: Genius Hour in the Kindergarten Classroom. *The Reading Teacher*, 70(2), 227–232. doi.org/10.1002/trtr.1497 <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1497>

What did you do in School Today? - (Principle #2,3)- available from <http://galileo.org/cea-2009-wdydist-teaching.pdf>

Wiggins, & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Association for Supervision and Curriculum Development. (chapters 1,2,3 and 5) <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3002118#>

Yardley, & Blacksmith, A. (2017). *As big as the sky, as tall as the trees: A moving journey through the heart and land of Alberta*. 4th Floor Press, Inc. *Print copy available in LCR:*  
[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/46139d/alma991013923469704336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991013923469704336)

Yopp, & Yopp, R. H. (2000). Supporting Phonemic Awareness Development in the Classroom. *The Reading Teacher*, 54(2), 130–143. 10.1598/RT.54.2.2  
[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/15o3ob6/cdi\\_proquest\\_miscellaneous\\_85509238](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_miscellaneous_85509238)

### LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Group Inquiry Project Creating a concept map/web for the unit plan	Development of a topic of inquiry/essential questions to be explored around disciplinary knowledge relevant to ECE	Group	25%	Thursday July 10
Unit and Assessment Plan	Design of a unit and assessment plan that illustrates developmentally and individually appropriate programming for young children	Partner and Individual	40%	Wednesday July 16
Structured Reading Groups	Each day, you will come to class prepared to discuss the assigned readings. Prior to class, you will be assigned a particular role, and you are responsible for completing your task before the start of class by posting your contribution to the D2L Discussion for that week. In class you will have approximately 20 minutes to discuss the reading and assignments within your groups. At the end of the second week you will be asked to write your own philosophy of teaching Early Childhood Education that integrates the readings, group discussions, class discussions, and your reflections.	Individual	35%	Daily (Pt. 1)  July 18 (Pt. 2)

### LEARNING TASKS AND ASSESSMENT PLANS

There are three required Learning Tasks for this course.

#### 1. LEARNING TASK 1: Group Inquiry Project – Value 25% of final grade – Due: Thursday, July 10

For this assignment, working in groups of 2 or more, you will develop an inquiry topic with essential questions and understandings relevant to the Early Childhood classroom and gather supportive ideas and resources. This inquiry topic will reflect quality practice in Early Childhood Education, guided by your knowledge and understanding of foundational theories, guiding principles and related Programs of Study. It should include possible essential questions, understandings, guiding questions, supportive teacher and student resources, as well as the consideration of possible assessment tasks that would reflect quality practice in Early Childhood Education. This assignment will lay the foundation for Learning Task 2 in which you will generate a rich, engaging ECE unit and assessment plan.

The format will include a written rationale, a concept map, sometimes referred to as a mind map or web design to show the connections between ideas and references. **An accompanying legend key (color coded) will support the visual organization of the concept map.** You may choose a topic applicable to a K-3 classroom.

*Note: This small group assignment is essentially making visible the initial brain storming processes that teachers employ when beginning to plan a unit – a gathering of ideas, materials, resources and possibilities that will serve you in developing your unit plan to follow in Learning Task 2. It will allow you to investigate an inquiry topic through small*

*group and classroom discussions of personal experiences, through previous field observations and other related teaching experiences, through guided research into appropriate and useable resources specific to ECE, and through assigned and self-selected readings.*

Findings of the group inquiry project will be shared electronically via a digital folder to be uploaded on D2L on the due date. This folder may include texts, visuals, assorted media, and links. Please, be aware that, due to limited electronic space, videos may need to be shared via a link rather than through direct uploading into our class D2L. Be creative in the development of this folder.

Required elements of this project include:

1. A topic, essential understandings or overarching essential question hosting the inquiry;
2. A written rationale using proper APA 7 formatting
3. Textual and visual presentation of findings/responses, as well as guiding questions and concerns that have arisen in your considerations of the inquiry plan with a color coded visual key/legend.
4. A listing of possible resources (print, performance, and digital) that could be used in the project completion, cited appropriately using APA approved formatting. (This should be presented as a reference page.)

### **CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

#### **Grading Criteria for Learning Task 1**

Group inquiry projects will be assessed on the following criteria:

1. Quality, meaningfulness and appropriateness of the inquiry topic, essential understandings and essential questions presented as a written rationale including:
  - a. Clarity of presentation of the inquiry topic, essential understandings, essential questions and supportive guiding questions
  - b. Comprehensiveness of the rationale for the topic, essential understanding/inquiry question and guiding questions- curriculum connections and relevant readings
  - c. Relevance and value of the inquiry project to young learners;
  - d. Significance and relevance of resources with correct citations.
2. Overall presentation of findings including:
  - a. Organization, clarity, and succinctness
  - b. Writing effectiveness that provides clear summary of findings and conveys the brainstorming and key findings of the group;
  - c. Effectiveness of visuals in depicting issues raised in inquiry;
  - d. Specificity of references made to resources.
3. Concept/mind map design elements used in representation of the group inquiry question and the findings, including:
  - a. Effectiveness of visuals in depicting elements raised in inquiry;
  - b. Presence of clear, relevant, and striking use of visuals and/or technology and media; and
  - c. Connectedness between the inquiry topic, essential questions, supporting text and the use of visual content.
  - d. The concept map or mind map employs engaging and clearly connected visuals with an accompanying **legend or key**

1. VALUE OF RESEARCH QUESTION AND RESOURCES	ACCOMPLISHED A+ TO A- 85-100	DEVELOPING B- TO B+ 70-84	BEGINNING C+ OR LESS 65-69
<b>Strength of inquiry question/topic</b>  <b>What do you want to know?</b>	The research question/topic, essential questions and understandings are clearly stated, specific, and address a significant interest, need or problem that has relevance to the students and value beyond school	The research question/topic and essential questions and understandings are appropriate and clearly stated but may be general or too narrow in focus	The research question/topic and essential questions and understandings are roughly sketched and in need of refinement
<b>Rationale for inquiry question/topic</b>  <b>Why do you want to know?</b>  <b>Provide curriculum outcomes to demonstrate interdisciplinary connections</b>	The rationale for choosing the research question/topic, essential questions and understandings is well supported with thoughtful consideration and understanding of the impact on student engagement, interest and development. Connections to Programs of Study and readings are clearly identified.	The rationale for choosing the research question/topic, essential questions and understandings gives consideration to the impact on student engagement, interest and development. Some connections to Programs of Study are provided.	The supporting rationale is weakly developed and/or provides limited consideration of its impact on student engagement, interest and development. Limited or few connections to Programs of Study are evident.
<b>Value of research question/topic in teaching and learning</b>  <b>What activities will you choose?</b>	The research question/topic, essential questions and understandings provide the teacher with <b>multiple ways of engaging students in a variety of learning activities</b> that would provide students with opportunities to demonstrate their understanding and development. (UDL principles)	The research question/topic, essential questions and understandings have some potential to provide variety in engaging student interest. They provide students with some variation in the how they will demonstrate their understanding.	The research question/topic, essential questions and understandings have limited potential for variety in the presentation of information and limited ways for students to demonstrate their understanding.
<b>Value of references to support teaching and learning</b>	Attention is given to providing a variety of age-appropriate and scholarly resources in building a thorough understanding of the issues, challenges and opportunities presented by the research question/topic, essential questions and understandings	Some attention is given to providing age-appropriate and scholarly resources that relate to the issues and opportunities presented by the research question/topic, essential questions and understandings	Resources are referenced but are limited in variety and are missing a clear connection to the research question/topic, essential questions and understandings
<b>2. Overall Presentation</b>	ACCOMPLISHED A+ to A- 85-100	DEVELOPING	BEGINNING

<b>How easy is it for us to follow your train of thought and find the key components?</b>	Analysis is: <ul style="list-style-type: none"> <li>• Exceptional</li> <li>• Presented in a logical format</li> <li>• Clearly summarized, well organized and easily followed</li> </ul>	Analysis is: <ul style="list-style-type: none"> <li>• Appropriate</li> <li>• Presented in an understandable format</li> <li>• Organizationally adequate</li> </ul>	Analysis is: <ul style="list-style-type: none"> <li>• Lacking in clarity or development</li> <li>• Weak in formatting and organization</li> <li>• Difficult to follow and understand</li> </ul>
<b>Effectiveness of writing to convey and summarize ideas Does it represent the input of all group members?</b>	Key ideas are relevant, clearly described and supported with well-chosen examples and connected to research, readings and programs of study	Key ideas are described and supported with limited examples, connections to research, readings and Programs of Study	Key ideas are vague with limited examples, connections to research or Programs of Study
<b>Specificity of references to resources</b>	Resources included are relevant and appropriate and are fully cited following APA 7 requirements	Paired with research support and following APA 7 citation requirements	Not directly linked to the current research in the field and/or does not employ APA 7 citation requirements
<b>3. Digital Design Elements</b>	<b>ACCOMPLISHED</b>	<b>DEVELOPING</b>	<b>BEGINNING</b>
<b>Effective use of visuals to enhance the strength of the findings</b>  <b>Do visuals help to clarify understanding of the issues?</b> <b>Do visuals engage and hold the audience?</b> <b>Are the inquiry, overall presentation of information and visual content well connected and meaningful?</b>	The concept map or mind map employs engaging and clearly connected visuals with an accompanying legend or key	The concept map or mind map includes mainly relevant visuals with an accompanying legend or key	The concept map or mind map includes images and files, but may not be complete or may hold examples that are not connected to the inquiry project and is missing elements in the legend or key

### Summary of Grading Based on Above Criteria

An *A+ to A* project will present a significant research inquiry topic with excellent essential questions and understandings, a clear rationale and exceptional explication of organized, well-written and well-supported findings. The digital design will employ engaging and clearly connected visuals with an accompanying legend or key.

An *A- to B+* project will be guided by a good research inquiry topic with limited essential questions and understandings, a supporting rationale with generally well-written and developed findings that are paired with some research support and a few examples. The digital design will mainly include relevant visuals with an accompanying legend or key.

A *B to C+* project may present: a roughly sketched research inquiry topic with essential questions in need of some refinement, a somewhat developed rationale, and findings that are lacking in some clarity, development, and/or examples. The digital design will include many images and files, but may not be complete or may hold examples that are not connected to the project.

Having now progressed through stages one and two of the *Understanding by Design* frameworks, you are now asked to work with a partner for Part 1 and individually for Part 2 to design a 5 day (5 one-hour classes) unit plan that illustrates, as it enacts, key aspects of theory introduced in this course. The learning design and the theoretical framework supporting it will be posted online for analysis and “feed forward” suggestions from members of the class using the lenses of the *Teaching Effectiveness Framework and Rubric* (Friesen, 2009, pp. 7-12) and the 5 key strategies of formative assessment (Leahy et al., 2005). Please upload your unit plan to D2L.

## **Criteria for LT2**

### **Part One - with a partner**

\*please use the U of C lesson plan template

The unit plan must include:

- **Unit Title, Grade Level, and Big Idea** – Clearly articulate the context of the unit within the Alberta Program of Studies, including the unit title, main subject area focus, and specific grade level. Also, clearly articulate the big idea and enduring understanding the unit seeks to leave students with through this curricular engagement.
- **Learning Outcomes** – The unit must identify and address one or more outcomes from the Alberta Program of Studies (i.e., Knowledge & Understanding, and Skills & Processes). In addition, the unit must include the key ideas from the Alberta Program of Studies this unit engages. It should be clear what the students should know, be able to do, and appreciate more deeply by the end of the unit. *Please frame the KUSPs as “I can” statements.*
- **Essential Question(s)** – Identify one or more well-crafted essential question(s) guiding the unit of study. Provide a context for the selection of the essential questions.
- **Assessment Plan** – Provide a clearly articulated Assessment Performance Task that requires students to apply what you want them to learn in ways that show deep understanding. How will you know they understand what it is you are trying to teach them? How will you adapt your teaching based on formative assessments? What will you accept as evidence that students understand what was taught to them?
- **List of Sources** - List all sources consulted in preparation of the unit. Multiple sources are expected. Present a reference page in APA format.

### **Part Two - individual**

The lessons within the unit plan must include:

- You are to create learning events not lesson plans that you could, in the future, further develop as lesson plans
- **Lesson Sequence** – Each lesson supports the next, working toward mastery of the unit’s learning outcomes. A variety of curricular subject areas can be addressed. Learning events engage students and challenge them to reflect, rethink and refine their work/ideas/understandings. Include main lesson activities and points of assessment – be sure to include whether the assessment is diagnostic, formative, and summative for each lesson/learning event.

- **Calendar** – Include a unit plan calendar that visually demonstrates how the unit will flow from day to day.
- **List of Materials** – Provide a list of all materials needed to teach the unit, including materials that may not be readily available to the teacher in a regular classroom setting.

### For the introductory summation your Unit Plan (750 Words Max)

- **Unit plan rationale** - Provide a rationale on your personal vision Early Childhood Education and how this unit reflects the vision (1-2 sentences)
- **Key Instructional Practices and Creativity** – Detail the main methods for teaching throughout the unit Specify how you will teach the topic. How will students engage? How will you transition into different activities? How will you scaffold activities? Make specific reference to the literature around teaching for understanding, engaging in early childhood disciplinary processes, and inquiry.
- **Learner Differentiation/ Teaching Inclusively** - Include a written description explaining how your unit plan addresses the interests and needs of all students'. For example, how will you address: students with special needs, English-as-a-second-language learners, gifted students, and students who excel at group work or at independent time?
- **Assessment Practices** – Discuss practicalities of your unit plan in relation to the ways it has built in effective assessment strategies including formative feedback loops and a summative performance of understanding

### Assessment Criteria for LT2

- A skillfully designed, strong, inquiry-based learning plan focusing students on issues and problems central to Early Childhood Education, connecting to their lives, and the world outside of school.
- Explores big ideas/enduring understandings offering clear and succinctly articulated powerful insights that students will remember and apply to their lives.
- Clearly defines a range of skill/processes, values/attitudes, knowledge/understanding outcomes that are directly linked to the Alberta's Program of Studies. The unit engages students and clearly defines what they need to be able to do.
- The essential question guiding the unit is thought provoking and intellectually engaging and will initiate discussion and debate. The question(s) clearly call for higher-order thinking, such as analysis, inference, evaluation, and prediction. Question(s) cannot be effectively answered by recall alone.
- Desired knowledge/skills/values, big ideas/enduring understandings are strongly linked to performance task/s requiring students to apply knowledge to show deep understanding.
- A variety of formative assessments are woven in throughout the unit to strengthen student understanding and informs instructional decision-making. **The unit must include: Diagnostic Formative, and Summative assessments.**

### Rubric for LT2

Lesson plan sequence/outcomes: To what extent does each lesson build upon the next? Does each lesson refer back to the Essential Question?				
	1	2	3	4
<b>Program of Studies Foundations, Essential</b>	Weak foundation supported with too	fairly strong foundation supported with too many	fairly strong foundation supported with	Strong foundation supported with

<b>Question(s), Unit Plan Outcomes</b>	many or too few unit plan outcomes.  No “I can” statements Essential question(s) is weak.	or too few unit plan outcomes.  Few “I can statements and they do not connect to the outcomes  Essential question(s) is weak.	appropriate unit plan outcomes. Some “I can statements and most connect to the outcomes  Essential question(s) is overarching, compelling, and open-ended.	appropriate unit plan outcomes. “I can” statements are clearly linked to the outcomes.  Essential question(s) is overarching, compelling, and open-ended.
<b>Assessment</b>	All forms of assessment are missing	Missing two forms of assessment	Missing one form of assessment	All forms of assessment are observed
<b>Diagnostic</b>	assessment is not clearly described nor clearly connected to the unit outcomes and competencies.	assessment is not clearly described and/or not clearly connected to the unit outcomes and competencies.	assessment is described and connected to the unit outcomes and competencies.	assessment is clearly described and clearly connected to the unit outcomes and competencies.
<b>Formative</b>				
<b>summative</b>				
<b>Evidence of the Big Idea and Essential Question woven throughout the unit</b>	Few or no lessons centre around the big idea/essential question/s/key learning intentions during the unit.	Some lessons centre around the big idea/essential question/s/key learning intentions over the course of the unit.	Most lessons centre around the big idea/essential question/s/key learning intentions over the course of the unit.	All lessons ultimately centre around the big idea/essential question/s/key learning intentions over the course of the unit.
<b>Resources consulted for unit plan and Citations</b>	Sources and materials not stated or unclear. Improperly referenced.	Sources consulted are referenced. Materials identified.	Appropriate sources consulted and referenced (APA). Some unit specific materials identified	A variety of appropriate sources consulted and accurately referenced (APA). Appropriate unit specific materials identified.
<b>Sequencing and Transitions</b>	Unclear sequence of concepts taught that ultimately lead to the final assessment(s). No transitions between activities evident.	Somewhat clear sequence of concepts taught that ultimately lead to the final assessment(s). Transitions between activities is evident but weak or missing	Mostly clear sequence of concepts taught that ultimately lead to the final assessment(s). Transitions between activities evident unclear at times.	Clear sequence of concepts taught that ultimately lead to the final assessment(s). Transitions between activities evident.
<b>Calendar of Activities</b>	Calendar is unrealistic and is missing assessments.	Calendar shows an unrealistic timeline but includes activities and three points of assessment.	Calendar is generally organized and demonstrates flow with activities laid out and three points of assessment.	Calendar is organized and demonstrates the flow of the unit with activities clearly laid out with three points of assessment.
<b>Scaffolding</b>	Relatively no evidence of scaffolding in the lesson using a variety of sources.	Implicit evidence of scaffolding in the lesson using a variety of sources.	Some evidence of scaffolding in the lesson using a variety of sources.	Strong evidence of scaffolding in the lessons using a variety of sources.
<b>Lesson Resources</b>	Relatively no resources are weaved throughout the lessons.	Only a few resources are weaved throughout the lessons.	Some rich and authentic resources are weaved throughout the lessons.	A variety of rich and authentic resources are weaved throughout the lessons.
<b>Learner Differentiation</b>	There is no evidence of a variety of teaching methods used to engage all students.	A limited variety of teaching methods are used to engage all students. Inclusion of technology, FNMI, multicultural, and inter-	A variety of inclusive learning strategies are incorporated into the design to address the learning interests and needs of all students.	A variety of effective and inclusive learning strategies are incorporated into the design to address the learning interests and

		disciplinary activities are restricted.	Inclusion of technology, FNMI, multicultural, and inter- disciplinary activities are evident.	needs of all students. Inclusion of technology, FNMI, multicultural, and inter- disciplinary activities are highly evident.
<b>Written Portion: To what extent does the unit plan description expound on how it addresses the needs of diverse students and the richness of Early Childhood Education?</b>				
	<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>
<b>Unit Plan Rationale</b>	Provides a weak rationale, not addressing all the items in the prompt.	Provides a weak rationale on how the Program front matter, along with specific course readings and classroom activities shaped the design of this unit.	Provides an adequate rationale on how the Program front matter, along with specific course readings and classroom activities shaped the design of this unit.	Provides a detailed and compelling rationale on how the Program front matter, along with specific course readings and classroom activities shaped the design of this unit.
<b>Learner Differentiation/ Explanation of how the unit plan addresses all students' needs</b>	Provides a weak description of how this unit plan addresses a range of student cognitive, emotional, social, personal, and cultural needs	Provides a description of how this unit plan addresses a only some of the diverse students within a classroom	Provides an adequate description of how this unit plan addresses a range of student cognitive, emotional, social, personal, and cultural needs	Provides a strong description of how this unit plan addresses a range of student cognitive, emotional, social, personal, and cultural needs
<b>Learner Assessment</b>	Provides unconvincing evidence of how effective assessment strategies have been thoughtfully built into the unit plan	Provides some evidence of how effective assessment strategies have been thoughtfully built into the unit plan to inform the teacher, identity gaps, work toward mastery of the material. (	Provides modest evidence of how effective assessment strategies have been thoughtfully built into the unit plan to inform the teacher, identity gaps, work toward mastery of the material.	Provides strong evidence of how effective assessment strategies have been thoughtfully built into the unit plan to inform the teacher, identity gaps, work toward mastery of the material
<b>Key Instructional Practices and Creativity</b>	Provides an unconvincing account of how you will use materials and creativity to engage students. Makes no reference to the literature explored in class.	Provides a general account of how you will use materials and creativity to engage students. Explains how to scaffold activities. Makes superficial or no reference to the literature explored in class.	Provides a fairly detailed account of how you will use materials and creativity to engage students. Explains how to scaffold activities. Makes cursory use of the references explored in class through readings, research or presentations.	Provides a detailed account of how you will use materials and creativity to engage students. Explains how to scaffold activities. Makes use of the references explored in class through readings, research or presentations.

## 2. **LEARNING TASK 3: STRUCTURED READING GROUPS** **VALUE: 35% OF FINAL GRADE** **DUE: PT 1 – DAILY. PT 2 – JULY 18**

### Structured Reading Groups (SRG)

In their 2011 publication, “[USING STRUCTURED READING GROUPS TO FACILITATE DEEP LEARNING](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_miscellaneous_1364702568),”<sup>1</sup> American sociology professors Heather Macpherson Parrott and Elizabeth Cherry introduce a classroom tool intended to facilitate both deep reading and active engagement and discussion of the material.

<sup>1</sup> Parrott, H.M. and E. Cherry. 2011. “Using Structured Groups to Facilitate Deep Learning,” *Teaching Sociology* 39(4): 354-370.  
[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/15o3ob6/cdi\\_proquest\\_miscellaneous\\_1364702568](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_miscellaneous_1364702568), accessed May 6, 2015.

**Criteria for Assessment of Learning Task 3**
**Pt 1:**

Each day, you will come to class prepared to discuss the assigned readings. Prior to class, you will be assigned a particular role within the group and you are responsible for completing your task before the start of class by posting your contribution to the SRG Documentation Template in D2L Discussions. Each group member must contribute before the class begins. In class, you will have approximately 20 minutes to discuss the reading and assignments within your group referencing both the reading and the SRG documentation template. Use this as a time to explore your philosophy of guiding and stimulating learning in the classroom.

**Pt 2:**

At the end of the second week you will be asked to write your own 500-1000 word philosophy of teaching Early Childhood Education that integrates the readings, group discussions, class discussions, and your reflections. This will be submitted into D2L. *You may wish to consider adding this to your e-portfolio.*

Criteria	A+ (Exceptionally Met)	A to A- (Well Met)	B+ to B (Met)	B- to C+ (Somewhat Met)	C or Less (Not Met)
<b>Quality of Response</b>	Thoroughly articulated responses offering deep critical insight into own experience as both an emerging teacher and learner.	Well-articulated responses offering insight into own experiences with some evidence of critical examination.	Adequate responses offering limited insight into own experiences and critical examination.	Simplistic insight into own experiences.	Little or no direct connection to course readings. <i>Please meet with instructor for discussion.</i>
<b>Evidence from Course Materials</b>	Exceptional ability to include resources addressing concepts discussed. Refers to ideas in other chapters and makes connections.	Good ability to include resources addressing concepts discussed.	Acceptable ability to include resources addressing concepts discussed.	Missing or insufficient resources.	-
<b>Link Between Theory and Practice</b>	Demonstrates compelling understanding of the connection between theory and practice.	Demonstrates strong understanding of the connection between theory and practice.	Demonstrates relevant understanding of the connection between theory and practice.	Demonstrates appropriate understanding of the connection between theory and practice.	-
<b>Writing/Expression</b>	Superior example of	Well-articulated writing with a	Adequate writing with	Simplistic writing with many errors	

	writing, free of errors APA format is error-free	few errors APA format is evident	some errors APA format is inconsistent	APA format is missing	
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**COURSE SCHEDULE:**

Date	Topic	Readings and Tasks	Due Dates
Mon July 7	<p>Introduction: course outline, assignments</p> <p>Review of Alberta Education curriculum material</p> <p>Connecting foundational beliefs and classroom approaches</p> <p>Focus on Inquiry and Unit Planning Designing a unit and plan process</p> <p>Create groups for LT 1</p> <p>Submit brief goals and anticipated outcomes – exit slip</p>	<p>EDUC 535.01 S01 Course Outline- expectations Explanation of Learning tasks</p> <p>Learn Alberta – New Alberta Curriculum K-6 <a href="https://www.alberta.ca/education-guide-learnalberta-ea.aspx">https://www.alberta.ca/education-guide-learnalberta-ea.aspx</a> <a href="https://curriculum.learnalberta.ca/home/en">https://curriculum.learnalberta.ca/home/en</a></p> <p>Alberta Education (2008) <i>Kindergarten Program Statement</i> <a href="https://education.alberta.ca/media/563583/kindprogstat e2008.pdf">https://education.alberta.ca/media/563583/kindprogstat e2008.pdf</a></p> <p>Alberta Education (2020). Guiding framework <a href="https://open.alberta.ca/dataset/f3fb3059-fdec-4c62-89b7-a34eb9d33c3c/resource/0a51ffa3-76bf-4f8b-a31c-7481eb2fba5c/download/edc-guiding-framework-curriculum-development-2020.pdf">https://open.alberta.ca/dataset/f3fb3059-fdec-4c62-89b7-a34eb9d33c3c/resource/0a51ffa3-76bf-4f8b-a31c-7481eb2fba5c/download/edc-guiding-framework-curriculum-development-2020.pdf</a> <i>2024 edition also available:</i> <a href="https://open.alberta.ca/publications/guiding-framework-design-development-k-12-curriculum">https://open.alberta.ca/publications/guiding-framework-design-development-k-12-curriculum</a></p> <p><i>Universal Design for Learning</i>. 2017. Available from: <a href="https://www.ahead.ie/udl">https://www.ahead.ie/udl</a></p> <p>Alberta Education (2007) <i>Primary Programs Framework for Teaching and Learning</i> <a href="https://education.alberta.ca/primary-grades-k-3/primary-grades-k-3/everyone/program-resources/">https://education.alberta.ca/primary-grades-k-3/primary-grades-k-3/everyone/program-resources/</a></p> <p>Gini-Newman, Garfield. (2019). Inspiring wonder through learning and thinking. Retrieved from: <a href="https://www.youtube.com/watch?v=qBREL3VVbZI">https://www.youtube.com/watch?v=qBREL3VVbZI</a></p> <p>What is Inquiry, Why Inquiry, Choosing a Topic, The Individual Student <a href="https://galileo.org/">https://galileo.org/</a></p> <p>Park A. &amp; Scott D. (2014) <i>An Introduction to Discipline-based Inquiry</i> <a href="https://www.youtube.com/watch?v=RVhKTMFCgq0">https://www.youtube.com/watch?v=RVhKTMFCgq0</a></p> <p>Resource suggestion for you to explore:</p> <p><i>Play in Kindergarten: An Interview and Observational Study</i></p>	

		<p>in <i>Three Canadian Classrooms</i>. Retrieved from <a href="https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10643-014-0666-1">https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10643-014-0666-1</a></p> <p><a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=108813919&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=108813919&amp;site=ehost-live</a></p>	
<p>Tues July 8</p>	<p>SRG Groups</p> <p>Building conceptual understanding K-3</p> <p>Focus on Inquiry and Unit Planning Designing a unit and plan process (cont'd)</p> <p>Explore <i>Project Zero's Thinking Routine Toolbox</i>. Practice one as you read the "Play Handbook" and the ELDF</p> <p><a href="http://www.pz.harvard.edu/thinking-routines">http://www.pz.harvard.edu/thinking-routines</a></p> <p>When planning your unit use this model to ensure quality tasks</p>	<p>What inquiry experiences have you had in the classroom?</p> <p>Stern, J., Lauriault, N. &amp; Ferraro, K. (2018). <i>Tools for Teaching Conceptual Understanding, Elementary: Harnessing Natural Curiosity for Learning That Transfers</i> (Vol. 1st). Corwin. Chapters: 1-5 Jigsaw read in class</p> <p><a href="https://ucalgary.primo.exlibrisgroup.com/discovery/search?query=any,contains,Learning%20that%20transfers&amp;tab=UofCCollections&amp;search_scope=UCalgaryPhysical&amp;vid=01UCALG_INST:UCALGARY&amp;offset=0">https://ucalgary.primo.exlibrisgroup.com/discovery/search?query=any,contains,Learning%20that%20transfers&amp;tab=UofCCollections&amp;search_scope=UCalgaryPhysical&amp;vid=01UCALG_INST:UCALGARY&amp;offset=0</a></p> <p>Government of British Columbia Ministry of Education. (2019). <i>Play Today Handbook for Educators K-3 AND</i></p> <p><a href="https://www2.gov.bc.ca/assets/gov/education/early-learning/teach/earlylearning/play-today-handbook.pdf">https://www2.gov.bc.ca/assets/gov/education/early-learning/teach/earlylearning/play-today-handbook.pdf</a></p> <p><i>Early Learning and Development Framework</i>: Retrieved from: <a href="http://www.cmec.ca/Publications/Lists/Publications/Attachments/327/2014-07-Early-Learning-Framework-EN.pdf">http://www.cmec.ca/Publications/Lists/Publications/Attachments/327/2014-07-Early-Learning-Framework-EN.pdf</a></p> <p>Egan, Kieran and Judson, Gillian. (2008). <i>Of Whales and Wonder</i>. Retrieved from: <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=31926032&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=31926032&amp;site=ehost-live</a></p> <p><b>Tasks:</b> Resource suggestion for you to explore: Alberta Education – Literacy and Numeracy <a href="https://education.alberta.ca/media/3402194/lit-progressions.pdf">https://education.alberta.ca/media/3402194/lit-progressions.pdf</a></p>	<p>SRG submission due each day</p>
<p>Wed July 9</p>	<p>SRG Groups</p> <p>Essential Literacy Skills</p> <p>Phonemic Awareness, early writing, early reading, journals</p> <p>Literacy practices in K-3</p>	<p>Yopp, &amp; Yopp, R. H. (2000). Supporting Phonemic Awareness Development in the Classroom. <i>The Reading Teacher</i>, 54(2), 130–143.</p> <p><a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=3621148&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=3621148&amp;site=ehost-live</a></p> <p>Piasta, S. B., &amp; Hudson, A. K. (2022). Key Knowledge to Support Phonological Awareness and Phonics Instruction. <i>The Reading Teacher</i>, 76, 201–</p>	<p>SRG submission due each day</p>

		<p>210. <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/trtr.2093">https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/trtr.2093</a></p> <p>Bence, M., Ramzy, M. Layers of Reading Development: Deepening our understanding of the foundations of reading to support all readers. Retrieved from: <a href="https://www.youtube.com/watch?v=eaVZ9gDQvRA&amp;t=124s">https://www.youtube.com/watch?v=eaVZ9gDQvRA&amp;t=124s</a></p> <p>Bingham, Quinn, M. F., McRoy, K., Zhang, X., &amp; 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. <a href="https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10643-018-0894-x">https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10643-018-0894-x</a></p> <p>Axelrod, Hall, &amp; 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. <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=112343043&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=112343043&amp;site=ehost-live</a></p> <p>Calhoun, Emily F. (1999). Teaching Beginning Reading and Writing with the Picture Word Inductive Model, (Chapter 1). Retrieved from: <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&amp;docID=3002150">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&amp;docID=3002150</a></p> <p>Bodrova, E. (1998). Scaffolding Emergent Writing in the Zone of Proximal Development. <i>Literacy Teaching and Learning</i>, 3(2), 1-17. <a href="https://www.readingrecovery.org/wp-content/uploads/2017/03/LTL_3.2-Bodrova-Leong.pdf">https://www.readingrecovery.org/wp-content/uploads/2017/03/LTL_3.2-Bodrova-Leong.pdf</a></p>	
Thurs July 10	<p>SRG Groups</p> <p><b>Collaborative Sharing of LT 1</b></p> <p>Essential Numeracy skills</p> <p>The importance of “Variation Theory”</p> <p>Subitizing, part-part whole</p> <p>Math inquiry as it arises from the children</p>	<p>Poling, Let al, (2015). Mapping the Way to Content Knowledge. <i>Teaching Children Mathematics</i>, 21(9). 538-547. <a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/10.5951/teacchilmath.21.9.0538?sid=primo">https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/10.5951/teacchilmath.21.9.0538?sid=primo</a></p> <p>Small, Marian. <i>Good Questions: Great Ways to Differentiate Mathematics Instruction in the Standards-Based Classroom</i>, Teachers College Press, 2020. <i>ProQuest Ebook Central</i>, <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6359533">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6359533</a>.  <i>*E-book Central license permits only one online user at a time; per day, a user may print to PDF up to 92 pages</i></p>	<p>SRG submission due each day</p> <p><b>Learning Task #1 - due</b></p>

<p>Fri July 11</p>	<p>SRG Groups</p> <p>Multidisciplinary- science, the importance of nature</p> <p>Indigenous storytelling and links to the land</p> <p><b>** we will be outside for part of this afternoon so please dress accordingly</b></p>	<p>Mantzicopoulos,&amp; Samarapungavan, A. (2009). Reading, Writing, and Conducting Inquiry about Science in Kindergarten. <i>YC Young Children</i>, 64(6), 32–38. <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=47074617&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=47074617&amp;site=ehost-live</a></p> <p>Montessori Botany Lesson – <a href="#">parts of a flower</a></p> <p>Exploring the new Science Curriculum <a href="https://curriculum.learnalberta.ca/curriculum/en/s/sci">https://curriculum.learnalberta.ca/curriculum/en/s/sci</a></p> <p>Indigenous Education Resources <a href="https://werklund.ucalgary.ca/teaching-learning/indigenous-literatures-learning">https://werklund.ucalgary.ca/teaching-learning/indigenous-literatures-learning</a></p> <p><a href="#">Education is our buffalo: A teachers' resource for First Nations</a>, Métis and Inuit education in Alberta (Rev. 2016.). Alberta Teachers' Association.</p> <p>Dorion, &amp; Fleury, N. (2009). <i>The giving tree: A retelling of a traditional Métis story about giving and receiving = Laarbr kawmaekit : aen kiitwam achimook aen histwayr chi maykik pi aen ootistikook</i>. Gabriel Dumont Institute of Native Studies and Applied Research.</p> <p>Larsen-Jonasson, &amp; Von Innerebner, J. (2016). <i>The sharing circle</i>. Medicine Wheel Education Inc.</p> <p>Yardley, &amp; Blacksmith, A. (2017). <i>As big as the sky, as tall as the trees: a moving journey through the heart and land of Alberta</i>. 4th Floor Press, Inc.</p> <p>Gini-Newman, Garfield and Restoule, Jean-Paul. (2019). <i>A choreographed approach to sustained critical inquiry among Indigenous learners</i>. Retrieved from: <a href="https://www.almafoundation.ca/a-choreographed-approach-to-sustained-critical-inquiry/">https://www.almafoundation.ca/a-choreographed-approach-to-sustained-critical-inquiry/</a></p>	<p>SRG submission due each day</p>
<p>Mon July 14</p>	<p>SRG Groups</p> <p>Assessment - what are you looking for? Diagnostic, Formative, Summative And how do you do it?</p>	<p><i>Assessment Strategies and Tools</i>. Available from: <a href="https://www.learnalberta.ca/content/mewa/html/assessment/strategies.html">https://www.learnalberta.ca/content/mewa/html/assessment/strategies.html</a></p> <p>Leahy, Lyon, C., Thompson, M., &amp; William, D. (2005). Classroom assessment: Minute by minute, day by day. <i>Educational Leadership</i>, 63(3), 18–. Available from: <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=18772694&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=18772694&amp;site=ehost-live</a></p> <p>Resource suggestion for you to explore</p> <p>Ritchhart, Ron, et al. <i>Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners</i>. First edition., Jossey-Bass, 2011.</p>	<p>SRG submission due each day</p>

		<p>Available from: <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6173665">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6173665</a>  <i>*E-book Central license permits only one online user at a time; per day, a user may print to PDF up to 47 pages</i></p> <p>Seitz, H. (2023). <a href="#">Authentic Assessment: A StrengthsBased Approach to Making Thinking, Learning, and Development Visible</a>. <i>YC: Young Children</i>, 78(1), 6–11.</p> <p>Bates C., Schenck, M and Hoover, H. (2019, July). <a href="#">Anecdotal Records: Practical Strategies for Taking Meaningful Notes</a>. <i>Young Children</i> Vol 74 (No. 3), pages 14 -19.</p>	
Tues July 15	<p>SRG Groups</p> <p>Inclusive Education</p> <p>Diversity English as an Additional Language</p>	<p>Alberta Education. (2010). <i>Making a difference: Meeting diverse learning needs with differentiated instruction</i>.  <a href="https://open.alberta.ca/dataset/e02db4bb-ba84-4ee2-92eb-cd7e20fee97c/resource/4f325cbc-0b11-4284-80fb-6b83e3072b49/download/makingadifference-2010.pdf">https://open.alberta.ca/dataset/e02db4bb-ba84-4ee2-92eb-cd7e20fee97c/resource/4f325cbc-0b11-4284-80fb-6b83e3072b49/download/makingadifference-2010.pdf</a></p> <p>Tomlinson, C. A. (1999). Mapping a Route Toward a Differentiated Instruction. <i>Educational Leadership</i>, 57(1), 12. Retrieved from:  <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=2259298&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=2259298&amp;site=ehost-live</a></p> <p>Inclusive Education Alberta  <a href="https://www.alberta.ca/inclusive-education.aspx">https://www.alberta.ca/inclusive-education.aspx</a></p> <p>Alberta Education ESL Benchmarks  <a href="http://www.learnalberta.ca/content/eslapb/printable_benchmarks.html">http://www.learnalberta.ca/content/eslapb/printable_benchmarks.html</a></p> <p>Look at resources for enhanced services: speech pathologist, OT- occupational therapist, PT- physical therapist</p> <p>Social stories/use of visuals</p>	SRG submission due each day
Wed July 16	<p>SRG Groups</p> <p>Classroom environment</p> <p>A look at the day in an early learning classroom- entry, routines, classroom management, transitions</p> <p>Ketchup class</p>	<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. <b>Chapters 1-5 Jigsaw reading in groups</b>          Available at: <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315622736/universal-design-learning-early-childhood-classroom-pamela-brillante-karen-nemeth">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315622736/universal-design-learning-early-childhood-classroom-pamela-brillante-karen-nemeth</a></p>	<p>SRG submission due each day</p> <p><b>Learning Task #2 – Due</b></p>

Thurs July 17	<p>SRG Groups</p> <p>Classroom environment</p> <p>A look at the day in an early learning classroom- entry, routines, classroom management, transitions</p>	<p>Tarr. (2010). <a href="#"><u>Curiosity, Curriculum and Collaboration Entwined: Reflections on Pedagogical Documentation</u></a>. <i>Canadian Children</i>, 35(2), 10–.</p> <p>Tarr. (2004). <a href="#"><u>Consider the Walls</u></a>. <i>Young Children</i>, 59(3), 88-92.</p> <p>Seitz. (2008). <a href="#"><u>The Power of Documentation in the Early Childhood Classroom</u></a>. <i>YC Young Children</i>, 63(2), 88–93.</p> <p>Heroman, C. (2017). <a href="#"><u>Making and Tinkering: Bringing Design Challenges to the Classroom</u></a>. <i>YC Young Children</i>, 72(2), 72–.</p> <p>West, &amp; Roberts, K. L. (2016). <a href="#"><u>Caught Up in Curiosity: Genius Hour in the Kindergarten Classroom</u></a>. <i>The Reading Teacher</i>, 70(2), 227–232. <a href="https://doi.org/10.1002/trtr.1497">https://doi.org/10.1002/trtr.1497</a></p>	SRG submission due each day
Fri July 18	<p>Meeting the needs of all learners</p> <p>Celebration of Learning</p>	<p>Shanker. (2013). <a href="#"><u>Calm, alert, and learning: classroom strategies for self-regulation</u></a>. Pearson.</p> <p>Look at resources for enhanced services: speech pathologist, OT- occupational therapist, PT- physical therapist</p> <p>Social stories/use of visuals</p>	Learning Task #3 – Pt 2 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.

### 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 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-cfreh>) or the Conjoint Health Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreh>)

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](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is Siena Yee, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).