

AB

**EDUC 460(25): Specialization I: Revitalization Indigenous Languages**  
**EDUC 460 (11): Specialization I: Elementary Social Studies**  
**WINTER 2024**

Class Dates: January 8 – March 8, 2024 (Monday & Friday, 2:00 – 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.

*Dear Revitalizing Indigenous Languages and Social Studies Friends,*

*I'm looking forward to learning together with you this term.*

*Please let me know if you are experiencing significant stress, challenges, or difficulties that are affecting your participation in this course. We will work together to find the best and most healthy path for you. As a community learning together we will frame and shape this course into what we need to be in this time, and it is my intention that we move through our learning together with a sense of joy, curiosity, and friendship, always considering what is in the best interest(s) of children, the communities who love them, and the community of Life including the more-than-human others, now and into the future.*

*Ikiinayookaa Marlene Yellow Horn*

**COURSE DESCRIPTION:**

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

**LEARNER OUTCOMES:**

Students will be knowledgeable about:

- Developing a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology.

- Understanding teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.
- Exploring and applying theory related to the teaching of the discipline with an emphasis on designing discipline-based tasks and assessment processes and creating an adaptive classroom learning environment to meet the needs of today's diverse learners.
- Successfully designing short-term learning and assessment plans to deepen understanding of key ideas/concepts within the discipline.

### Additional Aims of the Course

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

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

**COURSE DESIGN AND DELIVERY:** This course will be delivered face-to-face on campus with possible engagement in a D2L environment.

**REQUIRED RESOURCES:**

NOTE: The Thomas King and Timothy Snyder books are available at the University of Calgary Bookstore or wherever/however you prefer to purchase books (in any format you choose). Please obtain Michelle's Good's novel *Five Little Indians* in whichever way you prefer (bookstore, audible, public library, etc)

Good, M. (2020). *Five little Indians*. Harper Perennial.

\*This book is on reserve in the TFDL

\*options: you can purchase this book at a local bookstore, or any way you prefer to purchase and read books, or listen to it on Audible or another ebook provider.

[Google Play](#) ; [iBooks](#) ; [Kobo](#) ; [Amazon Kindle](#) ; [ebooks.com](#)

King, T. (2003). *The truth about stories: A native narrative*. House of Anansi Press.

\*options: you can purchase this book at the bookstore, several copies are available in the library, or you may listen to Thomas King read the book at: <https://www.cbc.ca/radio/ideas/the-2003-cbc-massey-lectures-the-truth-about-stories-a-native-narrative-1.2946870>

[Google Play](#) ; [BookShelf](#) ; [Kobo](#) ; [Amazon Kindle](#) ; [iBooks](#)

Snyder, T. & Krug, N. (2021). *On tyranny (graphic edition): Twenty lessons from the twentieth century*. Ten Speed Press.

[Google Play](#) ; [Kobo](#) ; [Amazon Kindle](#) ; [ebooks.com](#) ; [iBooks](#)

**ADDITIONAL RESOURCES:**
**LEARNING TASKS OVERVIEW LEARNING TASKS OVERVIEW**

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1. Group discussion presentation and individual memo on Michelle Good's (2020) <i>Five Little Indians</i>	See detailed description below.	Individual	15%	Part 1: January 22 Part 2: January 26
2. Napi and the Rock	See detailed description below.	Individual	35%	TBA – ongoing individual and collaborative work in class
3. Creation and presentation of Short-term Learning and Assessment Plan	This is a two-part assignment. The first part will be completed in small groups (up to 3). Part two is an individual assignment.	Part 1: Group Part 2: Individual	Part 1: 10% Part 2: 40%	Part 1: March 4 Part 2: March 8

**WEEKLY COURSE SCHEDULE:**

Date	Topic	Readings and Tasks	Due Dates
Week 1 (Jan 8 – 12)	What does it mean to teach Social Studies in Alberta?  Novel study: Five Little Indians (Good, 2020).	Browse the Social Studies Program of Studies including the preamble. Pay attention to the continuity and overlap of topics between grades, how the P of S is organized. READ: (or listen on Audible, etc)  Good, M. (2020). <i>Five little Indians</i> . Harper Perennial. *We'll discuss and agree on how many chapters to read in class.  MacDonald, J. (Forthcoming). A poor curriculum in urban space: An atlas for ethical relationality. In T. Strong-Wilson, C. Ehret, D. Lewkowich, S. Chang-Kredl (Eds.), <i>Provoking Curriculum Encounters: New Engagements with the Curriculum Theory</i> . New York, NY: Routledge. <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780429058110-4/poor-curriculum-urban-spaces-jennifer-macdonald">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780429058110-4/poor-curriculum-urban-spaces-jennifer-macdonald</a>  Donald, D. (2013). Teachers, aboriginal perspectives and the logic of fort: We need a new story to guide us. <i>ATA Magazine</i> , (93)4. Retrieved from <a href="https://www.teachers.ab.ca/News%20Room/ata%20magazine/Volume-93/Number-4/Pages/Teachers-aboriginal-perspectives.aspx">https://www.teachers.ab.ca/News%20Room/ata%20magazine/Volume-93/Number-4/Pages/Teachers-aboriginal-perspectives.aspx</a>  <a href="https://ezproxy.lib.ucalgary.ca/login?url=https%3A%2F%2Fwww.proquest.com%2Ftrade-journals%2Fteachers-aboriginal-perspectives-logic-fort%2Fdocview%2F1372105399%2Fse-2%3Faccountid%3D9838">https://ezproxy.lib.ucalgary.ca/login?url=https%3A%2F%2Fwww.proquest.com%2Ftrade-journals%2Fteachers-aboriginal-perspectives-logic-fort%2Fdocview%2F1372105399%2Fse-2%3Faccountid%3D9838</a>	
Week 2 (Jan 15 – 19)		Good, M. (2020). <i>Five little Indians</i> . Harper Perennial. *we will be discussing and reading together in class. Group presentation/discussion on Monday January 23  Seidel, J. (2006). Some Thoughts on Teaching as Contemplative Practice. <i>Teachers College Record</i> , 108, 1901-1914. <a href="https://journals-">https://journals-</a>	

		<p><a href="https://www.sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1467-9620.2006.00767.x">sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1467-9620.2006.00767.x</a></p> <p><b>Choose at least <u>one</u> of the following and be prepared to summarize its main points in class and relate them to the SS Program of Study</b></p> <p>Marker, M. (2018). There is no place of nature; there is only the nature of place: animate landscapes as methodology for inquiry in the Coast Salish territory, <i>International Journal of Qualitative Studies in Education</i>. DOI: 10.1080/09518398.2018.1430391 <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/09518398.2018.1430391">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/09518398.2018.1430391</a></p> <p>Tait, L. (2016). Successful assimilation. In In J. Seidel &amp; D. W. Jardine (Eds.), <i>The ecological heart of teaching: Radical tales of refuge and renewal for classrooms and community</i> (17-18). New York, NY: Peter Lang. <a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/45157206">https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/45157206</a></p> <p>Simpson, L. B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. <i>Decolonization: Indigeneity, Education &amp; Society</i> (3)3, 1-25. <a href="https://jps.library.utoronto.ca/index.php/des/article/view/22170/17985">https://jps.library.utoronto.ca/index.php/des/article/view/22170/17985</a></p> <p>Turnbull, D. (2000). Masons, tricksters and cartographers: Comparative studies in the sociology of scientific and Indigenous knowledge. In D. Turnbull, <i>Tricksters and cartographers: maps, science and the state in the making of a modern scientific knowledge</i> (pp.91-131) London, UK: Taylor &amp; Francis Group. Retrieved from <a href="http://ebookcentral.proquest.com/lib/ucalgary-ebooks/detail.action?docID=181573">http://ebookcentral.proquest.com/lib/ucalgary-ebooks/detail.action?docID=181573</a></p>	
Week 3 (Jan 22-26)	Becoming Critical Educators	<p><b>We will divide into groups and each group will READ at least one of the following pieces and present it to the classroom community:</b></p>	January 22 LT#1 part 1 Group presentation / discussion on

	What makes a good learning design?	<p>Duchscher, T. M. (2018). <i>Seeking race: Finding Racism</i>. Journal of the Canadian Association for Curriculum Studies, (16)1, 127-142. Retrieved from <a href="https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40360">https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40360</a></p> <p>Keddie, A. (2011). Educating for diversity and social justice. In A, Keddie, <i>Educating for diversity and social justice</i>, 150-162. New York, NY: Routledge. Retrieved from <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=958249">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=958249</a></p> <p><i>*E-book licence permits only one online user at a time; please download ahead of schedule to avoid access issues</i></p> <p>Kumashiro, K. (2002). Theories and practices of anti-oppressive education. In K. Kumashiro, <i>Troubling education: Queer activism and anti-oppressive pedagogy</i>, 31-75. New York, NY: Routledge. Retrieved from <a href="http://ebookcentral.proquest.com/lib/ucalgary-ebooks/detail.action?docID=672522">http://ebookcentral.proquest.com/lib/ucalgary-ebooks/detail.action?docID=672522</a></p> <p><b>Become</b> familiar with the UN Sustainable Development Goals 2030 and <b>Choose</b> a lesson plan that interests you and that is connected with the Program of Studies for Alberta:</p> <p>UN Sustainable Development Goals 2030  <a href="https://sustainabledevelopment.un.org/?menu=1300">https://sustainabledevelopment.un.org/?menu=1300</a></p> <p>UN SDG2030 Lessons for Teachers  <a href="https://en.unesco.org/themes/education/sdgs/material">https://en.unesco.org/themes/education/sdgs/material</a></p>	Friday, January 26  LT#1 part 2 Individual memo due on Friday, January 26 to Dropbox or any other mode agreed upon with instructor
Week 4 (Jan. 29- Feb 2)		<p><b>We will divide into groups and each group will READ at least one of the following pieces and present it to the classroom community:</b></p> <p>Storyhive. (2019, November 29). <i>Voices on the rise: Indigenous language revitalization in Alberta Episode 4</i>. [Video]. YouTube. <a href="https://www.youtube.com/watch?v=sPw78Jry5t4">https://www.youtube.com/watch?v=sPw78Jry5t4</a></p> <p>Storyhive. (2019, November 29). <i>Voices on the rise: Indigenous language revitalization in Alberta Episode 5</i>. [Video]. YouTube. <a href="https://www.youtube.com/watch?v=d10ttJgVkiE">https://www.youtube.com/watch?v=d10ttJgVkiE</a></p>	

		Storyhive. (2019, November 29). <i>Voices on the rise: Indigenous language revitalization in Alberta Episode 6</i> . [Video]. YouTube. <a href="https://www.youtube.com/watch?v=GvdXyCpgtT4">https://www.youtube.com/watch?v=GvdXyCpgtT4</a>	
Week 5 (Feb 5-9)		Donald, D. (2016). From what does ethical relationality flow? An Indian Act in three artifacts. In J. Seidel & D. W. Jardine (Eds.), <i>The ecological heart of teaching: Radical tales of refuge and renewal for classrooms and community</i> (10-16). New York, NY: Peter Lang.  <a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/45157205">https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/45157205</a>	
Week 6 (Feb 12 – 16)		<b>Remainder of course reading schedule will be designed as we move through the learning together.</b>	
Reading Week Feb 20-24		<b>Term Break</b>	
Week 7 (Feb26-Mar 1)			
Week 8 (March 4-8)			March 4 LT #3 part 1 group project/teaching due  March 8 LT #3 part 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.

There are **Three** required Learning Tasks for this course.

### **Learning Task 1: Critical Reflection and Assessment (Michelle Good's (2020) *Five Little Indians*)**

**Due date: January 22 and 26, 2024 (15% of course grade)**

Storytelling and the study of stories and literature is essential to the Humanities and Social Sciences (and to being human). This assignment focuses on Michelle Good's (2020) multi-award-winning novel *Five Little Indians*. This novel focuses on the lives of residential school survival and will ground our conversations and work through the course.



The purposes include:

- Experience reading for enjoyment as part of learning.
- Becoming familiar with the possibilities for literary reading and storytelling to enhance and enliven the Social Studies curriculum.
- Learning to engage in difficult conversations, related to Social Studies learning, in ways that are life-serving, anti-racist, decolonial, and aligned with the TRC goals for education.
- Practicing critical reflection skills, both as teacher and student, and diverse ways to engage in articulating and sharing reflections
- Practicing assessment design and skills through (student) self-evaluation and (teacher) collaborative design

PROCESS:

- 1) READ for enjoyment (or listen on Audible, etc.) *Five Little Indians*. We will be working with these chapters in class in relation to the P of S and to the other readings. We will determine the timeline of chapters to be read including some together in class.
- 2) Part I: Group discussion/presentation (Due Monday January 23)  
Part II: Assessment Memo (individual) (Due Friday, January 27<sup>th</sup> to Dropbox or another agreed upon format)

### **Learning Task 1: Group Presentation and Individual Assessment Memo**

This assignment will be assessed by self/group-assessment in consultation and collaboration with the instructor and our classroom community. We will practice summative and formative assessment practices during our learning process. This part of this assignment involves collaborative, meta-cognitive/learning about assessment that will support you in your field experience. The following document, along with the TQS, will guide our assessment design:

Friesen, S. (2009). *What did you do in school today? Teaching effectiveness: A framework and rubric*. Canadian Education Association. Retrieved from <https://www.edcan.ca/articles/what-did-you-do-in-school-today-teaching-effectiveness-a-framework-and-rubric/>.

Thus, we will design the assessment criteria together, with an eye/mind towards what it is like to design these kinds of learning and assessment activities for/with diverse children/learners.

This project is an opportunity for you to reflect on both the design and assessment of this kind of work with children, through experiencing it for yourself and discussing it with others, and connecting it to curriculum. We will create a list of possible reflective questions as part of our assessment design process. The purpose of working through this together is to engage in the challenges and complexities of Social Studies (and other disciplinary) assessments for diverse learners (e.g. What is *good* work and how do we know? How do we discern what was *learned*? [rather than merely what was produced?]). What counts as evidence of learning? What information do we gain as teachers from children's (and our own) work and how do we use this information to plan for day-to-day learning and growth? What kinds of documentation might we use to share with parents, children and administration? How do we engage children in assessment of their own learning and work?).



## Learning Task 2: Napi and the Rock (story, land, language)

**Due: TBA/variable (ongoing process work in class - 35% of course grade)**

Through an interactive process we will experience and learn the Blackfoot story *Napi and the Rock* together. Our engagement with this story will support our learning about the relationships between land, language, culture, and story.

During our class times together, including with an Elder, we will

- learn Blackfoot vocabulary for animals and place names,
- learn to tell this story orally and in writing,
- learn and practice ways of integrating this kind of learning into all elementary classrooms/curriculum with a particular focus on the Social Studies curriculum.

We will be guided through our learning which will involve remembering, retelling, and rewriting. The final project will be a book that you create/design that retells this story using Blackfoot vocabulary.

### Learning Task 2: Assessment

Assessment will be collaboratively designed, based on the work, and learning that creatively co-emerges. It will follow a similar process as the assessment for LT #2.

Due date: This project will be ongoing guided learning in class throughout the term and will lead to the short-term learning and assessment plan (lesson planning assignment). It is vital that you attend all classes and participate in this process as you will be creating your own book with time given in class as well as homework outside of class to complete it. If you are ill, please let us know and we will work with you to help you stay on track in this project.

## Learning Task 3 Part 1: Group

**Creation of Short-term Learning and Assessment Plan (10%)**

**Presentation and Paper Copy (2-3 per group)**

**Due date: March 4, 2024**

The purpose of this group assignment is to prepare you for Learning Task 3 Part 2.

Continuing our work with the story *Napi and the Rock*, each group will design a short-term learning and assessment plan for an elementary classroom. Your plan should follow a clear and comprehensive **template of your choice or create your own** and include a **plan for learning and assessment** that promotes deep understanding of a key concept or competency in Social Studies and ties this story work into the curriculum outcomes. Your group can choose *any grade from kindergarten to middle school* for creating this plan.

Time will be given to working collaboratively in class. Each group will “teach” their learning plan (or parts of the plan) to the rest of the classroom community. Instructor and peer feedback will be an essential part of learning and working together.

Please post a copy of your group’s Learning and Assessment plan in D2L the day before your presentation/teaching so that everyone in the class has a copy.

We will use the same rubric for Learning Task 3 part 1 and part 2. Please see Learning Task 3 part 2 for the assessment rubric.

Your group may choose to edit your learning and assessment plan based on feedback given during and following your presentation/teaching by the instructor and peers. Please let the instructor know if you will be handing in a revised copy. The presentation/teaching part is not graded.

## Learning Task 3 Part 2: Individual Creation of Short-term Learning and Assessment Plan (40%) Due date: March 8, 2024

Your task is to design a short-term learning and assessment plan inspired by the novel *Napi and the Rock* and by the work groups have done previously. You may design an entirely new learning plan or build on/amplify the learning begun in any of the plans presented to the class including your own group's using the feedback provided. Options will be discussed as we work through these assignments together.

Your plan should follow a clear and comprehensive **template of your choice or create your own** and include a **plan for learning and assessment** that promotes deep understanding of a key concept or competency in Social Studies.

Drawing on your Pragmatics and Field Experience courses in Semester I, you are asked to prepare an **annotated lesson plan** related to Social Studies. You will **record your thoughts and decision-making processes** while creating the lesson plan. This may be done in a variety of ways and will be discussed in class. You will record on the lesson plan **the reasons for the choices** that you have made, how this lesson plan fits into **the broader context of a unit** learning plan as described in the Programs of Study, and the **intended results** and outcomes, as well as how you will know you have been successful.

The following elements are required:

1. **A thorough lesson plan:** utilize a **lesson plan template of your choice** illustrating clearly your **vision for the lesson(s)** and making clear the comprehensive vision you have to achieve the objectives. Your plan **must include** (as a minimum) the following: **objectives, options for inclusion/differentiation, and formative assessment strategies that link to your objectives.**
2. **Annotations to the lesson plan:** record the choices you made, the ideas you chose to include, and how this lesson fits into the curricular objectives as stated in the Alberta Programs of Study. Justify the pedagogical choices you have made by adding references to the literature you have discussed in class.

### EDUC 460 Learning Task 3 Parts I and II Rubric:

Content/Grade	A+/A	A-/ B+	B / B-	C+ / lower
Design	Appropriate links to PoS for chosen level	Some links to PoS for chosen level are clear and appropriate	Links to PoS for chosen level not clear or appropriate	Few if any links provided between PoS and lesson elements
Program of Studies (PoS)				
Curricular Outcomes	Clear understanding of curricular outcomes as expressed in POS	Some PoS curricular outcomes are represented in lesson plan	Curricular outcomes present but not clearly articulated; little effort to integrate	Curricular outcomes not present
ESL (level 3) benchmarks with rationale	Appropriately selected ESL benchmark objectives for level 3 students with specific rationale.	Appropriate selected ESL benchmark objectives for level 3 students with general rationale	Selected ESL benchmark objectives for level 3 students not clearly articulated or rationale not articulated	Inappropriate or missing selected ESL benchmark objectives for level 3 students.

<b>Instructional Plan</b>  Plan components	Plan well Informed by disciplinary knowledge; lesson highly engaging; lesson is clearly student-centered; lesson clear and well-ordered; easy to envision how lesson will unfold; all important elements included; high degree of integration among lesson sections and excellent links	Good evidence of carryover of disciplinary knowledge to lesson plan; lesson is somewhat engaging mostly student-centered; good attempt to integrate parts of the lesson; lesson plan mostly clear and logical flow; most important elements included	Some evidence that disciplinary knowledge informed creation of lesson plan; lesson is somewhat student-centered but needs to be strengthened; lesson plan flow is neither clear nor logical and is hard to follow; several important elements of good lesson plan are missing	Little evidence that disciplinary knowledge informed creation of plan; lesson is teacher-centred; lesson plan is missing important elements and does not flow well (hard for reader to imagine how the lesson would unfold)
<b>Understanding</b>  Lesson design	Lesson design is highly effective for encouraging deep understanding of content objectives by students	Lesson design provides good opportunities to encourage deep understanding by students	Lesson design shows awareness of importance of encouraging deep understanding by students but not effective in achieving that understanding	Absence of evidence of attempt to encourage deep understanding by students
<b>Assessment</b>  Integrated assessments  Statement of practice improvement	Appropriate assessments are clearly integrated into lesson; clearly communicates to students how individual tasks fit in.  Uses a variety of effective formative assessments to inform instructional decisions and to improve practice  Strong statement of how assessment will improve practice	Good effort to integrate appropriate and effective assessments;  Shows some variety in choices for formative assessment – most are effective  Clear statement of how assessments will improve practice	Some attempt made to include appropriate assessment opportunities; shows lack of understanding of what constitutes effective assessment; no communication to students of how to situate their work.  Formative assessment options are limited and not particularly effective  Does not address how assessment will lead to improved practice	Assessment lacking; no understanding shown of importance of appropriate and effective assessment; clear lack of direction for students.  Unclear vision of how to include assessment, discussion of importance of assessment or how it can be used to improve practice  Needs to be strengthened/ revised
<b>Annotations</b>  Depth of analysis	Annotations display a sophisticated and elegant understanding and analysis of the role of planning in lesson design	Annotations display a competent understanding, if not analysis, of the role of planning in lesson design	Annotations display some understanding of the role of planning in lesson design, but lack analysis	Annotations display little understanding of the role of planning in lesson design and lack analysis

Writing quality	The annotated lesson plan is clearly written and stands as a superior example free of errors	The annotated lesson plan is relatively clearly written and contains few errors	The annotated lesson plan is somewhat unclearly written and contains errors that impede understanding	The annotated lesson plan is unclearly written and contains many errors that impede understanding
-----------------	--	---	---	---

**READINGS AND ADDITIONAL RESOURCES:**

*\*Weekly readings will be selected from the following bibliography. This list includes required readings as well as additional readings that may support you in your assignments, learning and progress throughout your program and specialization. Please note that our reading schedule is subject to change based on classroom participant interest and global events. Further readings may be added by recommendation of students or if published during our course.*

**Recommended Chapters, Articles, Video (available through the following links and/or on D2L):**
**Truth and Reconciliation:**

Truth and Reconciliation Commission of Canada (2015). *Calls to Action*.

[https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls\\_to\\_Action\\_English2.pdf](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf)

<https://canadacommons-ca.ezproxy.lib.ualgary.ca/artifacts/1223287/truth-and-reconciliation-commission-of-canada/1776364/#details=1>

First Nations Child & Family Caring Society of Canada (nd). *Spirit Bear's Guide to the Truth and Reconciliation Commission of Canada Calls to Action*.

<https://fncaresociety.com/publications/spirit-bears-guide-truth-and-reconciliation-commission-canada-calls-action>

Akan, L. (1999). Pimosatamowin Sikaw Kakeequaywin: Walking and talking--a Saulteaux elder's view of native education. *Canadian Journal of Native Education*, 23(1), 16-39. Retrieved from <https://search-proquest-com.ezproxy.lib.ualgary.ca/docview/230304450/fulltextPDF/585F864521DB49A0PQ/1?accountid=9838>

Alterman, E. (2019, February). The decline of historical thinking. *The New Yorker*. Retrieved from:

<https://www.newyorker.com/news/news-desk/the-decline-of-historical-thinking>

Amnesty International (2022, Nov. 28). Stop paving over our rights. Amnesty International Canada.

<https://amnesty.ca/blog/making-climate-justice-action-accessible-amnestys-stop-paving-over-our-rights-comic/>  
OR

<https://amnesty.ca/wp-content/uploads/2022/11/amnesty-comic-2-stop-paving-over-our-rights-updated-1.pdf>

Austin, N. (2002). Social studies class. *Canadian Social Studies*, 37(1). Retrieved from [https://canadian-social-studies-journal.educ.ualberta.ca/content/articles-2000-2010#FTnzingha\\_poem103](https://canadian-social-studies-journal.educ.ualberta.ca/content/articles-2000-2010#FTnzingha_poem103)

Battiste, M.A. (2013). *Decolonizing education: Nourishing the learning spirit*. Saskatoon SK: Purich Publishing Limited.

<https://ebookcentral-proquest-com.ezproxy.lib.ualgary.ca/lib/ualgary-ebooks/detail.action?docID=5652479>

*\*E-book licence permits only three (3) simultaneous online users; per day, a user may print to PDF up to 68 pages*

<https://books-scholarsportal-info.ezproxy.lib.ualgary.ca/uri/ebooks/ebooks4/upress4/2019-02-21/1/9781895830972>

Block, A. (2007). States of siege: The assault on education. *Journal of the American Association for the Advancement of Curriculum Studies*. Vol. 3 (February 2007). Retrieved from

<https://ojs.library.ubc.ca/index.php/jaaacs/article/view/187662>

Brake, J. (2021, July/Aug). "Built on a foundation of white supremacy". *Briarpatch*, 50(4), 14-19.

<https://ezproxy.lib.ualgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=151115232&site=ehost-live>

- Brown, S.D. & Swope J. (2010). Using image analysis to build reading comprehension. *Canadian Social Studies* (43)1. Retrieved from <https://canadian-social-studies-journal.educ.ualberta.ca/content/articles-2000-2010>  
Available in Eric: <https://files.eric.ed.gov/fulltext/EJ916613.pdf>
- California State Department of Education (1998). *10 quick ways to analyze children's books for racism and sexism*. Sacramento: California. Retrieved from <https://link-gale-com.ezproxy.lib.ucalgary.ca/apps/doc/PQDTTB672814928/AHSI?u=ucalgary&sid=bookmark-AHSI&xid=e8008afb>  
<https://link-gale-com.ezproxy.lib.ucalgary.ca/apps/doc/TOMLER082666030/AHSI?u=ucalgary&sid=bookmark-AHSI&xid=890d850f>
- Canadianhistory.ca (n.d.). *Gradual Civilization Act*. Retrieved from: [https://www.canadiana.ca/view/oocihm.9\\_07030/2?r=0&s=1](https://www.canadiana.ca/view/oocihm.9_07030/2?r=0&s=1)
- Crowley, R.M., & Smith, W.L. (2020). A divergence of interests: Critical race theory and white privilege pedagogy. *Teachers College Record*, 122(1), 1-24.  
<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/016146812012200103>
- Dabashi, H. (2018). When the BBC did fake news. *Aljazeera*. Retrieved from <https://www.aljazeera.com/indepth/opinion/bbc-fake-news-181122134554312.html>
- Davis, W. (2008). The worldwide web of belief and ritual. TED2008. Retrieved from: [https://www.ted.com/talks/wade\\_davis\\_on\\_the\\_worldwide\\_web\\_of\\_belief\\_and\\_ritual](https://www.ted.com/talks/wade_davis_on_the_worldwide_web_of_belief_and_ritual)
- Deer, F. (2008). Aboriginal students and Canadian citizenship education. *The Journal of Educational Thought* (42)1, 69-82. Retrieved from <https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/213795481/fulltextPDF/3CA5340EAFB54E94PQ/1?accountid=9838>
- Derman-Sparks, (2016). *Guide for Selecting Anti-Bias Children's Books*. Retrieved from <https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/>
- Dion, S.D. (2007). Disrupting molded images: Identities, responsibilities and relationships – Teachers and Indigenous subject material. *Teaching Education* (18)4, 329-342. Retrieved from <https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/10476210701687625>
- Dion, S.D., & Dion, M.R. (2009). *Braiding histories: Learning from Aboriginal peoples' experiences and perspectives*. Vancouver: UBC Press. Retrieved from <https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1873180/braiding-histories/2622123/>
- Donald, D. (2013). Teachers, aboriginal perspectives and the logic of fort: We need a new story to guide us. *ATA Magazine*, (93)4. Retrieved from <https://www.teachers.ab.ca/News%20Room/ata%20magazine/Volume-93/Number-4/Pages/Teachers-aboriginal-perspectives.aspx>
- Donald, D. (2016). From what does ethical relationality flow? An Indian Act in three artifacts. In J. Seidel & D. W. Jardine (Eds.), *The ecological heart of teaching: Radical tales of refuge and renewal for classrooms and community* (10-16). New York, NY: Peter Lang.  
<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/45157205>
- Duchscher, T. M. (2018). Seeking race: Finding Racism. *Journal of the Canadian Association for Curriculum Studies*, (16)1, 127-142. Retrieved from <https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40360>



- Eisner, E. (1994). The three curriculum that all schools teach. In E. Eisner, *The educational imagination: On the design and evaluation of school programs* (87-107). New York, NY: Maxwell Macmillan International. *PDF available on our D2L shell*
- Embrace Race. (2017). *26 children's books to support conversations on race, racism & resistance*. Retrieved from <https://content.acsa.org/articles/26-children-books-on-race-racism-resistance>
- Engel, J. (2017). Decolonial mapmaking: Reclaiming Indigenous places and knowledge. *Medium*, 4(2). Retrieved from: <https://medium.com/langscape-magazine/decolonial-mapmaking-reclaiming-indigenous-places-and-knowledge-4779b7f8b81c>  
[https://terralingua.org/langscape\\_articles/decolonial-mapmaking-reclaiming-indigenous-places-and-knowledge](https://terralingua.org/langscape_articles/decolonial-mapmaking-reclaiming-indigenous-places-and-knowledge)
- Friesen, S. (2009). *What did you do in school today? Teaching effectiveness: A framework and rubric*. Canadian Education Association. Retrieved from <https://www.edcan.ca/articles/what-did-you-do-in-school-today-teaching-effectiveness-a-framework-and-rubric/>
- George "Tink" Tinker. (2004). The stones shall cry out: Consciousness, rocks, and Indians. *Wicazo Sa Review*, 19(2), 105-125. Retrieved from <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/1409501>
- Gibson, S. (2012). 'Why do we learn this stuff?' Students' views on the purpose of social studies. *Canadian Social Studies* (45)1, 43-58. Retrieved from <https://files.eric.ed.gov/fulltext/EJ972852.pdf>
- Giroux, H. A. & Greene, M. (1996). Educational visions: What are schools for and what should we be doing in the name of education? In J. L. Kincheloe & S. R. Steinberg (Eds.), *Thirteen questions: Reframing education's conversation* (295-313). New York, NY: Peter Lang.  
*PDF available on our D2L shell*
- Greene, M. (1982). Education and disarmament. *Teachers College Record*, (84)1, p128-136.  
<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/016146818208400105>
- Greene, M. (2007). *In search of a pedagogy*. Retrieved from [https://maxinegreene.org/uploads/library/search\\_p.pdf](https://maxinegreene.org/uploads/library/search_p.pdf)
- Harmon, K.A. (2004). *You are here: Personal Geographies and other maps of the imagination*. New York: Princeton Architectural Press. [https://ucalgary-primho.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG\\_ALMA21592524140004336](https://ucalgary-primho.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA21592524140004336)
- Horowitz, A. (2013). The animals among us. In A. Horowitz, *On looking: Eleven walks with expert eyes* (pp. 113-138). New York, NY: Scribner.  
*PDF available on our D2L shell*
- Hughes, A. S. (2004). Getting the idea: An introduction to concept learning and teaching in Social Studies. In A. Sears & I. Wright (Eds.), *Challenges and Prospects for Canadian Social Studies* (pp. 236-246). Vancouver: Pacific Educational Press.  
*PDF available on our D2L shell*
- Hurren, W. (2004). School geography and academic geography: Spaces of possibility for teaching and learning. In I. Wright (Eds.), *Challenges and Prospects for Canadian Social Studies* (118-125). Retrieved from [http://www.learnalberta.ca/content/sspp/html/pdf/school\\_geography\\_and\\_academic\\_geography.pdf](http://www.learnalberta.ca/content/sspp/html/pdf/school_geography_and_academic_geography.pdf)
- Johnston, A. & Claypool, T. (2010). Incorporating a multi-method assessment model in schools that serve First Nations, Inuit and Métis learners. *Native Studies Review* (19)2, 121-138. Retrieved from <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=65339418&site=ehost-live>

- Johnson, D. H. (2009). The cultivation of children's bodies towards intricate thinking and sensitive behavior. In S. Shapiro (Ed.), *Education and hope in troubled times: Visions of change for our children's world*. New York, NY: Routledge.  
<https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203881859-17/cultivation-children-bodies-toward-intricate-thinking-sensitive-behavior-hanlon-johnson>
- Korten, D. (2019). A 21<sup>st</sup> century economics for the people of a living earth (version 2). Living Economies Forum. Retrieved from:  
<https://davidkorten.org/a-21st-century-economics-for-the-people-of-a-living-earth/>  
<https://davidkorten.org/wp-content/uploads/2019/06/Economics-for-People-June-18-2019-13.pdf>
- Keddie, A. (2011). Educating for diversity and social justice. In A. Keddie, *Educating for diversity and social justice*, 150-162. New York, NY: Routledge.  
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=958249&ppg=158>
- King, T. (2003). *The truth about stories: A Native narrative*. Toronto, ON: House of Anansi Press Inc.  
<https://www.cbc.ca/radio/ideas/the-2003-cbc-massey-lectures-the-truth-about-stories-a-native-narrative-1.2946870>
- Kumashiro, K. (2002). Theories and practices of antioppressive education. In K. Kumashiro, *Troubling education: Queer activism and anti-oppressive pedagogy*, 31-75. New York, NY: Routledge.  
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=672522&ppg=44>
- Lunch, N. (2019). Cultural preservation and climate justice. *The Ecologist*. Retrieved from:  
<https://theecologist.org/2019/jul/18/cultural-preservation-and-climate-justice>
- MacDonald, J. (2019). A poor curriculum in urban space: An atlas for ethical relationality. In T. Strong-Wilson, C. Ehret, D. Lewkowich, S. Chang-Kredl (Eds.), *Provoking Curriculum Encounters: New Engagements with the Curriculum Theory Archive*. New York, NY: Routledge <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780429058110-4/poor-curriculum-urban-spaces-jennifer-macdonald>
- McIntosh, P. (1989). Unpacking the invisible knapsack. *Peace and Freedom Magazine July/August*, 10-12. Retrieved from [https://nationalseedproject.org/images/documents/Knapsack\\_plus\\_Notes-Peggy\\_McIntosh.pdf](https://nationalseedproject.org/images/documents/Knapsack_plus_Notes-Peggy_McIntosh.pdf)
- Michael Marker (2018): There is no place of nature; there is only the nature of place: animate landscapes as methodology for inquiry in the Coast Salish territory, *International Journal of Qualitative Studies in Education*, DOI: 10.1080/09518398.2018.1430391  
<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/09518398.2018.1430391>
- Noddings, N (2007). Curriculum for the 21st century. *Educational Studies in Japan: International Yearbook*, (2) December. 75-81. Retrieved from <https://eric.ed.gov/?id=EJ842882>
- O'Donnell, D. (2018). *Haircuts by children and other evidence for a new social contract*. Toronto, ON: Coach House. Retrieved from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4810144>
- \*\*E-book Central license permits only one online user at a time; per day, a user may print to PDF up to 55 pages**  
<https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1880721/haircuts-by-children/2629803/>
- OECD (2018). *The future of education and skills: Education 2030*. Retrieved from:  
[https://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf)



- Okri, B. (1998). The joys of storytelling III. In B. Okri, *A way of being free*, (109-126). London, UK: Phoenix House.  
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4753871&ppg=53>
- Pare, A. (2014). Map of the lake. In A. Pare, *Lake of two mountains*, (17-20). London ON: Brick Books.  
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5193801&ppg=21>
- Paulnack, K. (2009). We need music to survive. *The Christian Science Monitor*. 28. Retrieved from  
<https://www.csmonitor.com/Commentary/Opinion/2009/0604/p09s02-coop.html>  
<https://ezproxy.lib.ucalgary.ca/login?url=https%3A%2F%2Fwww.proquest.com%2Fhistorical-newspapers%2Fwe-need-music-survive%2Fdocview%2F2703139305%2Fse-2%3Faccountid%3D9838>
- Pelletier, D. (2000). Life in residential schools: A response to Shirley Sterling's My Name is Seepeetza. *Language and Literacy* (2)2, 1-4. Retrieved from  
<https://journals.library.ualberta.ca/langandlit/index.php/langandlit/article/view/17642>
- Phenix, P. (1975). Transcendence and the curriculum. In W.F. Pinar (Ed.), *Curriculum theorizing: The reconceptualists*, (319-337). Berkeley, CA: McCutchan. *Published earlier in Teachers College Record*, 73(2), 271-283; available in *LCR*; you may use this link:  
<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/016146817107300205>
- National Council for the Social Studies. (2017). *Powerful, purposeful pedagogy in elementary school social studies*. Retrieved from <https://www.socialstudies.org/positions/powerfulandpurposeful>
- Ruitenbergh, C.W. (2007). Here be dragons: Exploring cartography and educational theory and research. *Complicity: An International Journal of Complexity and Education* (4)1, 7-24.  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=32917385&site=ehost-live>
- Rush, E. (2019). Atlas with shifting edges. *Emergence Magazine*. Retrieved from:  
<https://emergencemagazine.org/story/atlas-with-shifting-edges/>
- Scott, D. & Abbot, L. (2012). Trying to make the mission statements of Social Studies curriculum inhabit my Social Studies pedagogy and vice versa. *One World in Dialogue*, (2)1, 8-18. Retrieved from  
<https://ssc.teachers.ab.ca/SiteCollectionDocuments/OneWorldInDialogue/OneWorld%20inDialogue%202012%20v2n1.pdf>
- Seidel, J. (2006). Some Thoughts on Teaching as Contemplative Practice. *Teachers College Record*, 108, 1901-1914.  
<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1467-9620.2006.00767.x>
- Seidel, J. & Rokne, A. (2011) Picture Books for Engaging Peace and Social Justice with Children. *Diaspora, Indigenous, and Minority Education*, (5:4), 245-259. <http://dx.doi.org/10.1080/15595692.2011.606007>  
<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/15595692.2011.606007>
- Seixas, P. (2006). Benchmarks of historical thinking: A framework for assessment in Canada. *Centre for the Study of Historical Consciousness*. Retrieved from  
[http://historicalthinking.ca/sites/default/files/files/docs/Framework\\_EN.pdf](http://historicalthinking.ca/sites/default/files/files/docs/Framework_EN.pdf)
- Sensoy, O. & DiAngelo, R. (2014). Respect differences: Challenging the common guidelines in social justice education. *Democracy and Education*, 22(2), 1-10.  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=102636541&site=ehost-live>

- Simpson, L. B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education & Society* (3)3, 1-25. Retrieved from <https://jps.library.utoronto.ca/index.php/des/article/view/22170/17985>
- Shiple, T. (2020). Introduction. In T. Shiple (pp.1-11), *Canada in the world: settler capitalism and the colonial imagination*. Fernwood Publishing.  
[https://fernwoodpublishing.ca/files/Canada\\_in\\_the\\_World\\_\\_by\\_Tyler\\_A.\\_Shiple\\_copy.pdf](https://fernwoodpublishing.ca/files/Canada_in_the_World__by_Tyler_A._Shiple_copy.pdf)
- Shiple, T. (2020). Conclusion: Decolonizing Canada. In T. Shiple (pp.503-510), *Canada in the world: settler capitalism and the colonial imagination*. Fernwood Publishing.  
*PFD will be posted on D2L*
- Tait, L. (2016). Successful assimilation. In J. Seidel & D. W. Jardine (Eds.), *The ecological heart of teaching: Radical tales of refuge and renewal for classrooms and community* (17-18). New York, NY: Peter Lang. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/45157206>
- Thornton, T. F. & Thornton, P. M. (2015). The mutable, the mythical, and the managerial: Raven narratives and the Anthropocene. *Environment and Society: Advances in Research* 6 (pp. 66–86) doi:10.3167/ares.2015.060105  
<https://link.gale.com/apps/doc/A431446851/PPES?u=ucalgary&sid=bookmark-PPES&xid=994812e34>
- Tsing, A. L., Deger, J., Saxena, A.K., & Zhou, F. (2021). *Feral atlas: the more-than-human Anthropocene*. Stanford University Press. DOI 10.21627/2020fa  
<https://feralatlantlas.org/>
- Turnbull, D. (2000). Masons, tricksters and cartographers: Comparative studies in the sociology of scientific and Indigenous knowledge. In D. Turnbull, *Tricksters and cartographers: maps, science and the state in the making of a modern scientific knowledge* (pp.91-131). London, UK: Taylor & Francis Group. Retrieved from:  
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=181573&ppg=97>  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=17349577&site=ehost-live>
- Turnbull, D. (2003). From rationality to messiness: Rethinking technoscientific knowledge. In D. Turnbull, *Tricksters and cartographers: maps, science and the state in the making of a modern scientific knowledge* (pp.1-18). London, UK: Taylor & Francis Group. Retrieved from  
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=181573&ppg=10>  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=17349574&site=ehost-live>
- UN News (2019, July 9). *Global response to poverty and environmental goals 'not ambitious enough'*. Retrieved from:  
<https://news.un.org/en/story/2019/07/1041491>
- Vargas Roncancio, I., Temper, L., Sterlin, J., Smolyar, N. L., Sellers, S., Moore, M., Melgar-Melgar, R., et al. (2019). From the Anthropocene to Mutual Thriving: An Agenda for Higher Education in the Ecozoic. *Sustainability*, 11(12), 3312. MDPI AG. Retrieved from <http://dx.doi.org/10.3390/su11123312>  
<https://www.mdpi.com/2071-1050/11/12/3312>
- Vaught, S.E. & Castagno, A.E (2008) "I don't think I'm a racist": Critical Race Theory, teacher attitudes, and structural racism. *Race, Ethnicity and Education*, (11:2), 95-113. DOI: 10.1080/13613320802110217  
<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/13613320802110217>

Warburton, N. (2019). The interoceptive turn. *AEON*. Retrieved from <https://aeon.co/essays/the-interoceptive-turn-is-maturing-as-a-rich-science-of-selfhood>

Zazzera, E. D. (n.d.). First you make the maps. *Laphams Quarterly*. Retrieved from: <https://www.laphamsquarterly.org/roundtable/first-you-make-maps>

## PODCAST ABOUT ENERGY TRANSITIONS IN THE ANTHROPOCENE

Volatile Trajectories (Host). (2022, November 23). *Volatile trajectories* [Audio podcast episodes 1-6]. [https://www.youtube.com/channel/UCmxaqKwTJv\\_NIHqU1MRiNMA](https://www.youtube.com/channel/UCmxaqKwTJv_NIHqU1MRiNMA)

## INDIGENOUS LANGUAGES – ADDITIONAL READINGS AND RESOURCES (PODCASTS, WEBSITES, ETC.)

### Websites:

APTN (2022). *Speak with pride*. <https://speakwithpride.ca/>

Government of Canada. (2019, June 28). *Indigenous languages legislation*. <https://www.canada.ca/en/canadian-heritage/campaigns/celebrate-indigenous-languages/legislation.html>

Statistics Canada (2016). *Census in brief: The Aboriginal languages of First Nations people, Métis and Inuit*. <https://www12.statcan.gc.ca/census-recensement/2016/as-sa/98-200-x/2016022/98-200-x2016022-eng.cfm>

### Chapters and Articles:

Abley, M. (1998). Outrunning the sun. In B. Moon & D. Obe (Eds.), *Taking risks: Literary journalism from the edge* (pp. 283-309). Banff Centre Press.  
*PDF will be posted on D2L*

Assembly of First Nations. (n.d.). *Languages and culture*. <https://www.afn.ca/policy-sectors/languages-and-culture/>

Da Costa, A. E. (2022) Whiteness and damage in the education classroom. *Whiteness and Education*. DOI: 10.1080/23793406.2022.2136106  
<https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/23793406.2022.2136106>

Battiste, M. (1998). Enabling the autumn seed: Toward a decolonized approach to Aboriginal knowledge, language, and education. *Canadian Journal of Native Education*, 22(1).  
<https://doi.org/10.14288/cjne.v22i1.195792>  
<https://ezproxy.lib.ucalgary.ca/login?url=https://www-proquest-com.ezproxy.lib.ucalgary.ca/scholarly-journals/enabling-autumn-seed-toward-decolonized-approach/docview/230302956/se-2?accountid=9838>

Barbosa, L. P. (2022): Onto-Epistemic paradigm of the countryside and social theory: What do popular movements of Latin America and the Caribbean teach us?, *Educational Studies*. DOI: 10.1080/00131946.2022.2132392  
<https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00131946.2022.2132392>

Carleton, S. (Sept. 26, 2022). Reckoning with the history of public schooling and settler colonialism. *The Conversation*. <https://theconversation.com/reckoning-with-the-history-of-public-schooling-and-settler-colonialism-190386>

*Also available in LCR:* <https://ezproxy.lib.ucalgary.ca/login?url=https://www-proquest-com.ezproxy.lib.ucalgary.ca/wire-feeds/reckoning-with-history-public-schooling-settler/docview/2719042775/se-2?accountid=9838>

Coupal, M. (2021). Reconciliation rainbows and the promise of education: Teaching truth and redress in neocolonial Canada. In Cote-Meek, S & Moeke-Pickering, T. (Eds.) *Decolonizing and Indigenizing education in Canada* (pp. 221-228). Canadian Scholars Press.

*PDF posted in D2L*

Gardner, E. B. (2004). Tset hikwstexw te sqwelteltset: We hold our language high. *Canadian Journal of Native Education*, 28(1/2), 130 – 148.

<https://doi.org/10.14288/cjne.v28i1-2.196590>

*Also available in LCR:* <https://ezproxy.lib.ucalgary.ca/login?url=https://www-proquest-com.ezproxy.lib.ucalgary.ca/scholarly-journals/tset-hikwstexw-te-sqwelteltset-we-hold-our/docview/230302434/se-2?accountid=9838>

Learn Alberta (n.d.). *Walking together: First Nations, Metis, and Inuit perspectives in curriculum.*

<https://www.learnalberta.ca/content/aswt/>

Philip, M. N. (1989). The absence of writing or how I almost became a spy. In M. N. Philip (author), *She tries her tongue, her silence softly breaks* (pp.10-25). Ragweed. *Post PDF on D2L*

Martin, K. (2016). On the hunting and harvesting of Inuit literature. In D. Reder & L. Morra (Eds.), *Learn, teach, challenge: Approaching Indigenous literatures* (pp. 445-458). Wilfrid Laurier University Press.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4767165&ppg=458>

Nettle, D. & Romaine, S. (2000). The ecology of language. In D. Nettle & S. Romaine (authors), *Vanishing voices: The extension of the world's languages* (pp. 78-98). Oxford University Press.

[https://search-alexanderstreet-com.ezproxy.lib.ucalgary.ca/view/work/bibliographic\\_entity%7Cbibliographic\\_details%7C1672095#page/92](https://search-alexanderstreet-com.ezproxy.lib.ucalgary.ca/view/work/bibliographic_entity%7Cbibliographic_details%7C1672095#page/92)

Tinker, G.E. (2004). The stones shall cry out: Consciousness, rocks, and indians. *Wicazo Sa Review* 19(2), 105-125. doi:10.1353/wic.2004.0027.

<https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/173674>

Whyte, K. (2020) Against crisis epistemology. Pp 52-64 In Hokowhitu, Moreton-Robinson, A., Tuhiwai-Smith, L., Andersen, C., & Larkin, S. (2022). *Routledge Handbook of Critical Indigenous Studies*. Taylor & Francis Group. 10.4324/9780429440229

<https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780429440229-6/crisis-epistemology-kyle-whyte>

### **Blog:**

Courtois, V. (2022, November 17). Indigenous led land stewardship. *Indigenous Leadership Initiative.*

<https://www.ilinationhood.ca/blog/hopeforbiodiversity?twclid=2-trj7i89ljez8dud5d436o9yz>

### **Video:**

Storyhive. (2019, November 29). *Voices on the rise: Indigenous language revitalization in Alberta Episode 4.* [Video].

YouTube. <https://www.youtube.com/watch?v=spW78Jry5t4>

Storyhive. (2019, November 29). *Voices on the rise: Indigenous language revitalization in Alberta Episode 5*. [Video]. YouTube. <https://www.youtube.com/watch?v=d10ttJgVkiE>

Storyhive. (2019, November 29). *Voices on the rise: Indigenous language revitalization in Alberta Episode 6*. [Video]. YouTube. <https://www.youtube.com/watch?v=GvdXyCpgtT4>

### **Podcasts:**

CBC Radio (2022). *Land back*. <https://www.cbc.ca/listen/cbc-podcasts/1341-landback>  
Or Listen on the CBC Listen App

CBC Radio (2021). *Stuff the British stole*.  
[https://www.cbc.ca/listen/cbc-podcasts/1030-stuff-the-british-stole?cmp=DM\\_SEM\\_Listen\\_Titles](https://www.cbc.ca/listen/cbc-podcasts/1030-stuff-the-british-stole?cmp=DM_SEM_Listen_Titles)  
or Listen on the CBC Listen App

### **Interactive Internet Resources:**

Interactive Map of Indian Day Schools in Canada  
<https://indiandayschools.org/>

Native Land Digital (maps of languages and territories globally)  
<https://native-land.ca/>

Learn Alberta (2022). *Walking together: First Nations, Inuit, and Metis perspectives in curriculum*.  
<https://www.learnalberta.ca/content/aswt/>

Blackfoot Digital Library (n.d.). *Blackfoot digital library*. <https://www.blackfootdigitallibrary.com/digital/collection/bdl>

## **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>

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

### 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 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

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 Claire Gillis, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

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