

**EDUC 460.11 Specialization I, Elementary Social Studies  
Winter 2021**

<b>Instructor</b>	<b>Time</b>	<b>Location</b>	<b>Email</b>
Randy Head	<b>Zoom Dates: January 11, January 25, February 8, March 1</b> <b>Zoom Time: 9:30 am - 11:00 am</b> <b>Zoom links will be posted in D2L</b>	Online	<a href="mailto:randy.head@ucalgary.ca">randy.head@ucalgary.ca</a>

Class Dates: January 11, 2021 to March 12, 2021

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: Phone call and/or additional Zoom session are available by appointment only. Additional (Optional) Zoom sessions will be offered.

**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 specializations of Social Studies. 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:

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

**COURSE DESIGN AND DELIVERY:**

This course will be delivered online (asynchronous) and in a D2L environment using Zoom.

**REQUIRED RESOURCES AND ADDITIONAL RESOURCES:** See Weekly Course Schedule

**LEARNING ASSESSMENT TASKS OVERVIEW**

<b>LEARNING TASK</b>	<b>DESCRIPTION OF LEARNING TASK</b>	<b>GROUP/ INDIVIDUAL</b>	<b>WEIGHT</b>	<b>DUE DATE</b>
#1 Critical Analysis of a Learning and Assessment Plan: Media Presentation	To gain a deeper appreciation of what a well-designed learning and assessment plan looks like, using McTighe and Wiggins (2012) Understanding by Design Framework and Wiggins & McTighe's (2005) Understanding by Design, students engage in a critical review of an Alberta Education authorized learning and assessment plan (Critical Challenge).	Group	30%	February 5, 2021
#2 Design a Short-term Learning and Assessment Plan	Students design a short-term learning and assessment plan connected to a larger unit of study, illustrating the key aspects of theory introduced in the course.	Individual	40%	March 5, 2021
#3 Emergent Conceptual Understanding of Social Studies: Media Portfolio and Response	Reflecting on the four purposes for citizenship education, the Alberta Social Studies Program of Studies (2005), and other collected resources, students consider what curricular vision of social studies will begin to guide their professional practice.	Individual	30%	March 12, 2021

**WEEKLY COURSE SCHEDULE:**

Date	Topic	Readings and Tasks*	Due Dates
<p><b>Week 1</b></p> <p><b>January 11 - January 16</b></p>	<p><b>Why does social studies matter?</b></p> <p><b>Why do we learn this stuff?</b></p> <p><b>What vision of social studies will begin to guide your professional practice?</b></p> <p><b>What is the Alberta Social Studies Program of Studies (2005) asking of us as educators?</b></p>	<p><b>Week 1 Tasks</b></p> <ul style="list-style-type: none"> <li>• Read/view instructor's welcome.</li> <li>• Introduce yourself and meet your classmates. Your response will be built around the question: Why does social studies matter? Your perspective! (See discussion thread)</li> <li>• Attend the compulsory Zoom session on January 11<sup>th</sup>. See D2L content section for Zoom link and Zoom topics, including the discussion question/activity.</li> <li>• Enroll in a group for Learning Assessment Task 1 by January 14<sup>th</sup> at 11:59 pm.</li> <li>• As a group, select the critical challenge from Learn Alberta. (2014, July 1) <i>Summaries of the critical challenges</i> you will analyze for Learning Assessment Task 1. Begin to collaborate to complete Learning Assessment Task 1. Opportunities for formative feedback will be discussed and posted in D2L.</li> <li>• Review any additional instructional tips for Learning Assessment Task 1.</li> <li>• Read Gibson, S. (2012). "Why do we learn this stuff"?</li> <li>• Read Clark, P., &amp; Case, R. (2008). <i>Four defining purposes of citizenship education</i>.</li> <li>• Read Alberta Education. (2005). <i>Social studies Kindergarten to grade 12 program rationale and philosophy and program foundations</i>.</li> <li>• Read Scott, D. &amp; Abbot, L. (2012). <i>Trying to make the mission statements of social studies curriculum inhabit my social studies pedagogy and vice versa</i>.</li> </ul> <p><b>Readings and Resources</b></p> <ul style="list-style-type: none"> <li>• Learn Alberta. (2014, July 1). <i>Summaries of the critical challenges</i>. <a href="http://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm?grade=1">http://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm?grade=1</a></li> <li>• Gibson, S. (2012). "Why do we learn this stuff"? Students' views on the purpose of social studies. <i>Canadian Social Studies</i>, 45(1), 43-58. <a href="https://eric.ed.gov/?id=EJ972852">https://eric.ed.gov/?id=EJ972852</a></li> </ul>	

		<ul style="list-style-type: none"> <li>• Clark, P., &amp; Case, R. (2008). Four defining purposes of citizenship education. In R. Case &amp; P. Clark (Eds.), <i>The anthology of social studies: Issues and strategies for elementary teachers</i> (pp. 18-29). Pacific Educational Press. <b>Will be posted in D2L</b></li> <li>• Alberta Education. (2005). Social studies kindergarten to grade 12 program rationale and philosophy. <a href="http://www.learnalberta.ca/ProgramOfStudy.aspx?lang=en&amp;ProgramId=564423#968464">http://www.learnalberta.ca/ProgramOfStudy.aspx?lang=en&amp;ProgramId=564423#968464</a></li> <li>• Scott, D. &amp; Abbot, L. (2012). Trying to make the mission statements of social studies curriculum inhabit my social studies pedagogy and vice versa. <i>One World in Dialogue Journal</i>, 2(1), 8-18. <a href="http://bit.ly/2gWKgvt">http://bit.ly/2gWKgvt</a></li> </ul> <p><b>Additional Resources</b></p> <ul style="list-style-type: none"> <li>• Purdue Online Writing Lab College of Liberal Arts (2020). APA formatting and style guide (7<sup>th</sup> edition). Purdue University. <a href="https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html">https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html</a></li> <li>• Antioch University Writing Center (2020). Writing in APA style 7th edition example paper. Antioch University. <a href="https://www.antioch.edu/santa-barbara/wp-content/uploads/sites/4/2019/12/APA-7-Writing-in-APA-7th-Ed-Example-Paper.pdf">https://www.antioch.edu/santa-barbara/wp-content/uploads/sites/4/2019/12/APA-7-Writing-in-APA-7th-Ed-Example-Paper.pdf</a></li> </ul>	
<p><b>Week 2</b></p> <p><b>January 17 – January 23</b></p>	<p><b>How will I apply the key components of Understanding by Design (UbD) to critically analyze and create learning and assessment plans?</b></p>	<p><b>Week 2 Tasks</b></p> <ul style="list-style-type: none"> <li>• Continue to collaborate with your group on Learning Assessment Task 1.</li> <li>• Review any additional instructional tips for Learning Assessment Task 1.</li> <li>• Review Fanwood (2009) LinkedIn SlideShare <i>Using understanding by design to create meaningful units of study</i>.</li> <li>• Explore Wiggins, G., &amp; McTighe, J. (2005). <i>Understanding by design</i> and McTighe, J. &amp; Wiggins, G. (2012). <i>Understanding by Design Framework</i>.</li> <li>• Read <i>UbD in a nutshell</i>.</li> <li>• Read Davis, J.L. (2005). <i>Crafting enduring understandings and essential questions</i>.</li> <li>• Read Wallingford Public Schools (October, 2007). <i>K-12 enduring understandings and essential questions</i>.</li> </ul>	

		<p><b>Readings and Resources</b></p> <ul style="list-style-type: none"> <li>• Fanwood, Scotch (2009, December 9). <i>Using understanding by design to create meaningful units of study</i>. [LinkedIn SlideShare]. <a href="https://www.slideshare.net/jdumaresq/understanding-by-design-the-basics">https://www.slideshare.net/jdumaresq/understanding-by-design-the-basics</a></li> <li>• Wiggins, G., &amp; McTighe, J. (2005). <i>Understanding by design</i>. Association for Supervision and Curriculum Development. <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=13&amp;docID=3002118&amp;tm=1528840475720">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=13&amp;docID=3002118&amp;tm=1528840475720</a></li> <li>• McTighe, J. &amp; Wiggins, G. (2012). <i>Understanding by design framework</i>. ASCD. <a href="https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf">https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf</a></li> <li>• <i>UbD in a nutshell</i>. <a href="https://carpentries.github.io/instructor-training/files/papers/wiggins-mctighe-ubd-nutshell.pdf">https://carpentries.github.io/instructor-training/files/papers/wiggins-mctighe-ubd-nutshell.pdf</a></li> <li>• Davis, J.L. (2005). <i>Crafting enduring understandings and essential questions</i>, Region 10 Education Service Center. <a href="https://www.mresc-learning.org/wp-content/uploads/2016/05/Essential-Question-and-Enduring-Understanding-Tutorial.pdf">https://www.mresc-learning.org/wp-content/uploads/2016/05/Essential-Question-and-Enduring-Understanding-Tutorial.pdf</a></li> <li>• Wallingford Public Schools (October, 2007). <i>K-12 enduring understandings and essential questions</i>. <a href="https://www.wallingford.k12.ct.us/uploaded/Curriculum/SOCIAL_STUDIES_K-12/SS_K-12_EUs_%26_EQs.pdf">https://www.wallingford.k12.ct.us/uploaded/Curriculum/SOCIAL_STUDIES_K-12/SS_K-12_EUs_%26_EQs.pdf</a></li> </ul>	
<p><b>Week 3</b> <b>January 24 - January 30</b></p>	<p><b>How can we teach for deeper understanding rather than simple recall?</b></p>	<p><b>Week 3 Tasks</b></p> <ul style="list-style-type: none"> <li>• Continue to collaborate with your group on Learning Assessment Task 1.</li> <li>• Ensure you attend the compulsory Zoom session on January 25<sup>th</sup>. See D2L content section for Zoom link and Zoom topics, including the discussion question/activity.</li> <li>• Review any additional instructional tips for Learning Assessment Task 1.</li> <li>• Review and begin to work on Learning Assessment Task 2.</li> <li>• Read Case, R. (2005). <i>Moving critical thinking to the main stage</i>.</li> </ul>	

	<p><b>How can we ask better questions to engage students in critical thinking and inquiry in the social studies classroom?</b></p> <p><b>What does effective teaching look like?</b></p> <p><b>How do the differing purposes for teaching social studies shape learning and assessment activities?</b></p>	<ul style="list-style-type: none"> <li>• Explore the Critical Thinking Consortium (2020).</li> <li>• View the four grade level projects for Activity #1 from the Reading and Resource list below. Which purpose of citizenship education outlined by Clark and Case (2008) is each project built around (i.e. personal development, intellectual development, social initiation or social reform)? Based on Case (2005), What elements of critical thinking and inquiry are present in each activity? How could you initiate further critical thinking and inquiry for each activity? Reflecting on these questions while viewing will help you synthesize your ideas to complete Week 2 compulsory activity/discussion thread.</li> </ul> <p><b>Reading and Resources</b></p> <ul style="list-style-type: none"> <li>• Case, R. (2005). Moving critical thinking to the main stage. <i>Education Canada</i>, 45(2), 45–49. <a href="https://www.edcan.ca/wp-content/uploads/edcan-2005-v45-n2-case.pdf">https://www.edcan.ca/wp-content/uploads/edcan-2005-v45-n2-case.pdf</a></li> <li>• The Critical Thinking Consortium (2020). <a href="https://tc2.ca/en/creative-collaborative-critical-thinking/resources/professional-library/">https://tc2.ca/en/creative-collaborative-critical-thinking/resources/professional-library/</a></li> </ul> <p><b>Activity #1</b></p> <ul style="list-style-type: none"> <li>• Galileo Educational Network. (2020) <i>Community map makers</i> [Video]. Galileo Educational Network <a href="https://galileo.org/classroom-example/community-map-makers/">https://galileo.org/classroom-example/community-map-makers/</a></li> <li>• Grade 2: Exploring Inuit culture through authentic artifacts project. In Scott, David. (2014, January 24). <i>An introduction to discipline-based inquiry learning</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=RVhKTMFCgq0">https://www.youtube.com/watch?v=RVhKTMFCgq0</a> (starts at 2:21)</li> <li>• Grade 7 iHistory Projects - Trailer #1. In Bailey, Deirdre. (2014, October 30). <i>Land of milk and honey: The pursuit of the Canadian dream</i> [Blog]. <a href="http://connectcharterschoolblog.ca/2014/10/grade-7-ihistory-projects-trailer-1/">http://connectcharterschoolblog.ca/2014/10/grade-7-ihistory-projects-trailer-1/</a></li> <li>• Grade 7 iHistory Projects - The Most Remarkable. In Fawcett, Rick. (2014, November 7). <i>The most remarkable</i>. [Blog]. <a href="http://connectcharterschoolblog.ca/2014/11/ihistory-projects-focus-on-the-remarkable/">http://connectcharterschoolblog.ca/2014/11/ihistory-projects-focus-on-the-remarkable/</a></li> </ul> <p><b>Additional Resources</b></p> <ul style="list-style-type: none"> <li>• Grade 9 All my relations: Education for reconciliation project. In Bailey, Deirdre. (2015, March 22). <i>All my relations</i> [Video]. YouTube <a href="https://www.youtube.com/watch?v=xrvNO70Tjj8">https://www.youtube.com/watch?v=xrvNO70Tjj8</a></li> </ul>	
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<p><b>Week 4</b></p> <p><b>January 31 – February 6</b></p>	<p><b>What does effective inquiry look like in a social studies classroom?</b></p> <p><b>What social studies resources can I share to support my peers?</b></p>	<p><b>Week 4 Tasks</b></p> <ul style="list-style-type: none"> <li>Submit Learning Assessment Task 1 by February 5<sup>th</sup>, including documentation of collaboration.</li> <li>Continue with Learning Assessment Task 2. Opportunities for formative feedback will be discussed and posted in D2L.</li> <li>Review any additional instructional tips for Learning Task 2.</li> <li>Throughout Weeks 4 and 5 share a social studies resource to support your peers. (See discussion thread)</li> <li>View Scott (2014) video on <i>Introduction to discipline-based inquiry</i>.</li> <li>Read Galileo Educational Network Association (2015). <i>Chapter 2 Discipline-based inquiry: making it work</i>.</li> <li>View Scott (2019) PowerPoint on <i>Reconsidering inquiry in the social studies classroom</i>.</li> <li>Read Friesen (2009) <i>What did you do in school today? Teaching effectiveness: A framework and rubric</i>.</li> </ul> <p><b>Readings and Resources</b></p> <ul style="list-style-type: none"> <li>Scott, D. (2014, January 24). <i>An Introduction to discipline-based inquiry</i>. [Video]. YouTube <a href="https://www.youtube.com/watch?v=RVhKTMFCgq0">https://www.youtube.com/watch?v=RVhKTMFCgq0</a></li> <li>Galileo Educational Network Association (2015). Focus on inquiry: <i>Chapter 2 discipline-based inquiry: making it work</i>. <a href="http://inquiry.galileo.org/ch2/developing-and-working-with-a-great-idea/">http://inquiry.galileo.org/ch2/developing-and-working-with-a-great-idea/</a></li> <li>Scott, David. (2019). <i>Reconsidering inquiry in the social studies classroom</i> [PowerPoint]. <i>Will be posted in D2L</i></li> <li>Friesen, S. (2009). <i>What did you do in school today? Teaching effectiveness: A framework and rubric</i>. Canadian Education Association. <a href="https://galileo.org/cea-2009-wdydist-teaching.pdf">https://galileo.org/cea-2009-wdydist-teaching.pdf</a></li> </ul>	<p><b>Submit Learning Assessment Task 1 to the drop box before 11:59 pm on February 5<sup>th</sup></b></p>

		<p><b>Additional Resource</b></p> <ul style="list-style-type: none"> <li>Galileo Educational Network. (2016). <i>Rubric for discipline-based and inter-disciplinary inquiry studies</i>. <a href="http://galileo.org/rubric.pdf">http://galileo.org/rubric.pdf</a></li> </ul>	
<p><b>Week 5</b></p> <p><b>February 7 - February 13</b></p>	<p><b>What does a learning and assessment plan look like emphasizing formative assessment strategies to help students be successful in summative assessment tasks?</b></p> <p><b>How can I effectively use scaffolding strategies in my teaching?</b></p> <p><b>What is effective differentiation?</b></p>	<p><b>Week 5 Tasks</b></p> <ul style="list-style-type: none"> <li>Continue with work on Learning Assessment Task 2.</li> <li>Begin or continue with work on Learning Assessment Task 3.</li> <li>Review any additional instructional tips for Learning Tasks 2 and 3.</li> <li>Attend the compulsory Zoom session on February 8<sup>th</sup>. See D2L content section for Zoom link and Zoom topics, including the discussion question/activity.</li> <li>Consider sharing additional social studies resources to assist classmates.</li> <li>Choose two videos from the additional resources to view as examples of effective formative assessment strategies.</li> <li>Read Lewis (2020) <i>Scaffolding instruction strategies</i>.</li> <li>Read Mulvahill (2018) <i>10 ways to scaffold learning</i>.</li> <li>Read Martinelli (2018) <i>19 simple accommodations that work</i>.</li> <li>View Wormeli (2010) video on <i>Assessment and grading in the differentiated classroom</i>.</li> <li>Explore Alberta (2002) <i>Assess, evaluate and communicate student learning</i>.</li> <li>Explore Alberta Assessment Consortium (2020). <i>Assessment in Action</i>.</li> </ul> <p><b>Readings and Resources</b></p> <ul style="list-style-type: none"> <li>Lewis, Beth. (2020, February 11). <i>Scaffolding instruction strategies</i>. <a href="https://www.thoughtco.com/scaffolding-instruction-strategies-2081682">https://www.thoughtco.com/scaffolding-instruction-strategies-2081682</a></li> <li>Mulvahill, Elizabeth. (2018, August 31). <i>10 ways to scaffold learning</i>. <a href="https://www.weareteachers.com/ways-to-scaffold-learning/">https://www.weareteachers.com/ways-to-scaffold-learning/</a></li> <li>Martinelli, Marlana. (2018, March 21). <i>19 simple accommodations that work</i>.</li> </ul>	

		<p><a href="https://www.weareteachers.com/19-simple-student-accommodations-that-work/">https://www.weareteachers.com/19-simple-student-accommodations-that-work/</a></p> <ul style="list-style-type: none"> <li>• Wormeli, Rick. (2010, November 13). <i>Assessment and grading in the differentiated Classroom</i>. [Video]. YouTube. <a href="https://www.youtube.com/watch?v=rJxFXjfb_B4&amp;feature=youtu.be&amp;list=PLs8CQn-vIjyXXq&amp;d3iJhDa3Pa5MU97AU">https://www.youtube.com/watch?v=rJxFXjfb_B4&amp;feature=youtu.be&amp;list=PLs8CQn-vIjyXXq&amp;d3iJhDa3Pa5MU97AU</a></li> <li>• Alberta Learning. (2002). <i>Assess, evaluate and communicate student learning</i>. <a href="https://education.alberta.ca/media/482292/accs1.pdf">https://education.alberta.ca/media/482292/accs1.pdf</a></li> <li>• Alberta Assessment Consortium (2020). <i>Assessment in Action</i>. <a href="https://aac.ab.ca/grants/assessment-capacity/">https://aac.ab.ca/grants/assessment-capacity/</a></li> </ul> <p><b>Additional Resources</b></p> <ul style="list-style-type: none"> <li>• [Measuredprogress]. (2011, January 13). <i>The formative classroom: Real teachers, real students, real progress</i>. [Video]. YouTube. <a href="https://www.youtube.com/watch?v=rL54bfmZPzY">https://www.youtube.com/watch?v=rL54bfmZPzY</a></li> <li>• [AITSL]. (2017, August 29). <i>Formative assessment in the classroom</i>. [Video]. YouTube <a href="https://www.youtube.com/watch?v=9FZR3-l8Y5Y">https://www.youtube.com/watch?v=9FZR3-l8Y5Y</a></li> <li>• [Edutopia]. (2010, July 19). <i>How differentiated instruction and formative assessment work at Forest Lake Elementary</i>. [Video]. YouTube. <a href="https://www.youtube.com/watch?v=gFXbuE-21I4">https://www.youtube.com/watch?v=gFXbuE-21I4</a></li> <li>• Fenner, Diane. (2016, December 9). <i>Scaffolding ELA and social studies for ELLs</i>. <a href="http://getsupported.net/wp-content/uploads/0-OCMBOCES_Scaffolding_PPT_FINAL.pdf">http://getsupported.net/wp-content/uploads/0-OCMBOCES_Scaffolding_PPT_FINAL.pdf</a></li> </ul>	
<p><b>Week 6</b> <b>February 14 – February 20</b></p>		<p><b>Reading Break, No Classes</b></p>	
<p><b>Week 7</b> <b>February 21 – February 27</b></p>	<p><i>How can we take up the Truth and Reconciliation Commission of Canada: Calls to Action (2015) in meaningful and ethical ways?</i></p>	<p><b>Week 7 Tasks</b></p> <ul style="list-style-type: none"> <li>• Continue with Learning Assessment Tasks 2 and 3.</li> <li>• Review any additional instructional tips for Learning Assessment Tasks 2 and 3 posted in D2L.</li> <li>• After reading the Truth and Reconciliation Commission of Canada: Calls to Action (2015), reflect on and articulate how you will be an agent for change in meaningful and ethical ways within your classroom (See discussion thread).</li> <li>• Review Learn Alberta (2015). <i>Guiding voices: A curriculum development tool for inclusion of First Nations, Metis and Inuit perspectives throughout</i></li> </ul>	

		<p><i>curriculum.</i></p> <ul style="list-style-type: none"> <li>Explore the resources to reflect on our call to action related to Indigenous ways of knowing, inclusion of First Nations, Metis and Inuit perspectives throughout social studies curriculum, and supporting reconciliation.</li> </ul> <p><b>Reading and Resources</b></p> <ul style="list-style-type: none"> <li>Truth and Reconciliation Commission of Canada. (2015). <i>Truth and reconciliation commission of Canada: Calls to action.</i> <a href="http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf">http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf</a></li> <li>Alberta Teacher’s Association. (2018). <i>Indigenous ways of knowing: Walking in our footsteps.</i> <a href="https://www.teachers.ab.ca/For%20Members/Professional%20Development/IndigenousEducationandWalkingTogether/Pages/WalkingTogether.aspx">https://www.teachers.ab.ca/For%20Members/Professional%20Development/IndigenousEducationandWalkingTogether/Pages/WalkingTogether.aspx</a></li> <li>Learn Alberta (2015). <i>Guiding voices: A curriculum development tool for inclusion of First Nations, Metis and Inuit perspectives throughout curriculum.</i> <a href="http://www.learnalberta.ca/content/fnmigv/index.html">http://www.learnalberta.ca/content/fnmigv/index.html</a></li> <li>Alberta Regional Consortia. (2020). <i>Empowering the spirit: educational resources to support reconciliation.</i> <a href="http://empoweringthespirit.ca/">http://empoweringthespirit.ca/</a></li> </ul>	
<p><b>Week 8</b></p> <p><b>February 28 - March 6</b></p>		<p><b>Week 8 Tasks</b></p> <ul style="list-style-type: none"> <li>Continue with work on Learning Assessment Tasks 2 and 3.</li> <li>Review any additional instructional tips for Learning Tasks 2 and 3 posted in D2L.</li> <li>Ensure you attend the compulsory Zoom session on March 1<sup>st</sup>. See D2L content section for Zoom link and Zoom topics, including the discussion question/activity.</li> <li>Submit Learning Assessment Task 2 by March 5<sup>th</sup>.</li> </ul>	<p><b>Submit Learning Assessment Task 2 to the drop box before 11:59 pm on March 5<sup>th</sup></b></p>
<p><b>Week 9</b></p> <p><b>March 7 – March 12</b></p>		<p><b>Week 9 Tasks</b></p> <ul style="list-style-type: none"> <li>Continue with Learning Assessment Task 3.</li> <li>Review any additional instructional tips for Learning Task 3 posted in D2L.</li> <li>Submit Learning Assessment Task 3 by March 12<sup>th</sup>.</li> </ul>	<p><b>Submit Learning Assessment Task 3 to the drop box before 11:59 pm on March 12<sup>th</sup></b></p>

**CHANGES TO SCHEDULE:**

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

## LEARNING TASKS AND ASSESSMENT

There are three required Learning Tasks for this course.

### 1. LEARNING TASK 1: Critical Analysis of a Learning and Assessment Plan – Media Presentation

**DUE: FEBRUARY 5, 2021**

Using McTighe & Wiggins (2012) Understanding by Design Framework and Wiggins & McTighe (2005) Understanding by Design, a group (3-4 students) will provide a critical review of an Alberta Education authorized learning and assessment plan (critical challenge) found on the Learn Alberta website (see below).

The analysis will help you gain a deeper appreciation of what a well-designed learning and assessment plan looks like within the field of social studies education. You will have the opportunity to discuss your challenge and receive peer formative feedback.

- Summaries of critical challenges aligned to various grades in the Alberta Social Studies Program:  
<http://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm?grade=1>
- Wiggins, G., & McTighe, J. (2005). *Understanding by design*. Association for Supervision and Curriculum Development.  
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=13&docID=3002118&tm=1528840475720>
- McTighe, J. & Wiggins, G. (2012). *Understanding by design framework*. ASCD.  
[https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD\\_WhitePaper0312.pdf](https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)

Specifically,

- ✓ Your group must answer all focus questions under sections 1-6 below to provide a thorough, detailed, and well-supported critical analysis of the critical challenge. The analysis must be connected to and supported by McTighe & Wiggins (2012) and Wiggins & McTighe (2005) and at least two other teaching and learning readings to demonstrate an understanding of effective teaching and learning theory.
- ✓ Using the WHERETO model outline provided in section 7, your group must provide four recommendations to strengthen the critical challenge. The recommendations must be connected to and supported by at least three additional teaching and learning readings. Each recommendation should be connected to a different letter in the model.
- ✓ Your group must present an audio-recorded digital presentation using connected texts and visuals to clearly support your analysis. The presentation must not exceed 12 minutes.
- ✓ You must use accurate writing and APA 7 citations connected to a reference list.
- ✓ You must provide evidence of collaboration, equitable division of labor and communication among group members.

## 1. Background

- What is the name and grade level and why did you choose this critical challenge?
- How is it connected to a purpose of social studies education explored in Clark, P., & Case, R. (2008) Four defining purposes of citizenship education. (See week one readings)

## 2. Big Idea and Enduring Understanding

- In viewing the learning outcomes (under the outcomes tab), what big idea and enduring understanding do you think this critical challenge was trying to get across?
- To what extent do you believe students would have understood this big idea and enduring understanding by the end of the lesson?

## 3. Essential Question(s)

- What was the critical/essential question(s) that guided this plan?
- To what extent was this question(s) thought provoking, likely to spark discussion and debate and apply knowledge in ways that show understanding rather than simple recall?

## 4. Knowledge and Skills

- What key knowledge and skills from the Alberta Social Studies Program of Study (2005) were present in this study?
- To what extent did the learning sequence effectively help students more deeply understand the key knowledge and skills?

## 5. Assessment Evidence

- Through what evidence were students asked to demonstrate achievement of the desired outcomes?
- To what extent were students given opportunities to receive formative feedback (i.e., were students given opportunities to reflect upon and self-assess their learning)?
- How and why would you adjust the forms of assessment?

## 6. Differentiation

- What learning activities could be adapted or removed to ensure a positive learning experience for all students?

## 7. Recommendations

- Using the WHERETO model outline below, what four recommendations would you make to strengthen the overall design of the learning and assessment plan? Each recommendation should be connected to a different letter in the model. Ensure your recommendations are supported by at least three additional teaching and learning readings.
  - ✓ **W**= help the students know **where** the unit is going and **what** is expected. Help the teacher know where the students are coming from (prior knowledge and interests).
  - ✓ **H** = **hook** all students and hold their interest.
  - ✓ **E** = **equip** students and help them experience the key ideas and explore the issues.
  - ✓ **R** = provide opportunities to **rethink** and **revise** their understandings and work.
  - ✓ **E** = allow students to **evaluate** their work and its implications.
  - ✓ **T** = **tailored (personalized)** to the different needs, interests, and abilities of learners.
  - ✓ **O** = **organized** to maximize initial and sustained engagement as well as effective learning.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK ONE**

1. Critical analysis of learning plan (critical challenge) using all focus questions.
2. Connections to McTighe & Wiggins (2012) and Wiggins & McTighe (2005) and two other teaching and learning readings.
3. Four recommendations to strengthen the learning plan based on the WHERETO model, supported by at least three additional teaching and learning readings.
4. Presentation of ideas using connected texts and visuals to support the analysis.
5. Accuracy of writing and usage of APA 7 for citations and reference list.
6. Evidence of collaboration, equitable division of labor and communication among group members.

### Learning Task 1 Rubric

Criteria	Expert	Practitioner	Apprentice	Novice
<b>Critical analysis of learning plan (critical challenge) using all focus questions (20%)</b>	All questions are addressed in a thorough, detailed, and well-supported critical analysis of the learning plan.	All questions are addressed in a descriptive assessment of the learning plan, but may lack some supporting evidence.	Some questions are addressed in a descriptive assessment of the learning plan, but lacks significant supporting evidence.	Major components of questions are missing, incomplete or addressed in a cursory manner.
<b>Connections to McTighe &amp; Wiggins (2012) and Wiggins &amp; McTighe (2005) and two other teaching and learning readings (20%)</b>	Multiple and ongoing connections to all readings. These connections are effective and well-explained.	Some connections to the readings are made. These connections are general and explained.	A few connections to the readings. These connections are not well-explained.	Connections to the readings are missing or incomplete and not explained.
<b>Four recommendations to strengthen the learning plan based on WHERETO model, supported by at least three additional theoretical readings (25%)</b>	Recommendations to strengthen the learning plan are well-articulated, very clear and strongly supported by teaching and learning readings.	Recommendations to strengthen the learning plan are clear and, in most cases, supported by teaching and learning readings.	Recommendations to strengthen the learning plan are unclear and lack significant connections to teaching and learning readings.	Recommendations to strengthen the learning plan are vague or missing and are not connected to teaching and learning readings.
<b>Presentation of ideas using connected texts and visuals to support the analysis (15%)</b>	Visuals and texts are effectively connected to strongly support the analysis. The presentation is explicitly clear.	Visuals and texts in most cases support the analysis. The presentation is clear.	Visuals and texts in many areas do not support the analysis. The presentation lacks clarity.	Visuals and texts are vague and/or missing and do not support the analysis. The presentation is very unclear.
<b>Accurate writing and APA 7 for citations and reference list. (10%)</b>	Exemplary usage of APA 7 for citations and reference list. The response is error free.	Good usage of APA 7 for citations and reference list. The response has some errors.	Significant mistakes in the usage of APA 7 for citations and reference list. The response has significant errors.	Poor usage of APA 7 for citations and reference list. The response has too many errors.
<b>Evidence of collaboration, equitable division of labor and communication among group members (10%)</b>	The evidence of collaboration, equitable division of labor and communication among group members is exemplary.	The evidence of collaboration, equitable division of labor and communication among group members is good.	The evidence of collaboration, equitable division of labor and communication among group members is weak.	The evidence of collaboration, equitable division of labor and communication among group members is not provided.

## 2. LEARNING TASK 2: Design a Discipline-Based Inquiry Learning and Assessment Plan DUE: MARCH 5, 2021

In this assignment you will design a short-term learning and assessment plan illustrating key aspects of theory introduced in this course. The three-period lesson plans must show evidence of being connected to a larger unit of study. Your learning and assessment plan will be submitted using a lesson plan template adapted from Wiggins and McTighe (1998). The template will be provided.

Specifically,

1. Connect the lesson plans to a unit title, grade level, big idea, enduring understanding and essential question.
2. Determine the specific outcomes from the Alberta Social Studies Program of Studies (2005) addressed in the lessons (see rubric).
3. Connect and describe how the lesson plans are connected to an authentic summative assessment performance task for the unit.
4. Outline in clear, student-friendly language what students will understand, experience, and appreciate from engaging in the activities associated with the lesson plans.
5. Determine how formative assessment strategies for the lesson plans will be used to accept as evidence of learning as you prepare students to be successful in the summative performance task.
6. Determine how personalization/differentiation will attend to the needs of all learners.
7. Determine what materials, resources and technology you will purposefully and strategically use. Links must be provided.
8. Determine how you will activate prior knowledge and engage students and how the lesson connects to other lessons.
9. Articulate the learning activity sequence outlining the steps being taken by the students and teacher.
10. Determine effective conclusions (summary activities) for the lessons.
11. Use annotations throughout the learning sequence to explain how your decisions are supported by teaching and learning readings.

The three-day lesson plans should not exceed six pages and must show evidence of being connected to a larger unit of study.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

1. Connection of unit and lesson plans through learning outcomes to the Alberta Social Studies Program of Studies (2005).
2. Clarity and connections of activities to unit title, grade level, big idea, enduring understanding and essential question.
3. Connection of lesson activities to prepare students for the summative assessment performance task.
4. Effective articulation and usage of formative feedback loops.
5. Design of an engaging learning sequence incorporating personalization/differentiation, appropriate resources, and technology.
6. Annotations throughout the learning sequence justifying decisions based on teaching and learning readings.

### Learning Task 2 Rubric

<b>Criteria</b>	<b>Expert</b>
<b>Connection of unit and lesson plans through learning outcomes to the Alberta Social Studies Program of Studies (2005) (10%)</b>	The lesson plans are very clear and specifically and directly connected to the Alberta Social Studies Program of Studies (2005). The learning outcomes address all three domains of the social studies program (i.e. knowledge, skills and values). What students need to be able to do, know and, appreciate are clearly stated and connected to the overall unit and the Alberta Social Studies Program of Studies (2005).
<b>Clarity and connections of activities to unit title, grade level, big idea, enduring understanding and essential question (10%)</b>	The lesson plans clearly and succinctly articulate how the activities are connected to the big idea, enduring understanding, and essential question of a larger unit. The essential question guiding the unit is clear and answerable by all students at this grade level. It is thought provoking and intellectually engaging, and likely to spark discussion. The question cannot be effectively answered by recall alone.
<b>Connection of lesson activities to prepare students for the summative assessment performance task (20 %)</b>	The lesson activities and outcomes are strongly linked to the summative assessment performance task. The activities prepare students to be successful in the task. The task requires students to apply knowledge in ways that show deep understanding.
<b>Effective articulation and usage of formative feedback loops (15%)</b>	A wide range of ongoing formative assessment loops is woven into the plan to strengthen student understanding and inform instructional decision-making.
<b>Design of an engaging learning sequence incorporating personalization/differentiation, appropriate resources, and technology (25%)</b>	The design of the learning experiences creates an engaging learner-centred environment where all students through personalization/differentiation, appropriate resources and technology are extremely well prepared with the requisite knowledge and skill development to offer a strong response to the performance task. The skillfully designed learning plan focuses students' attention on issues and problems that are central to social studies, connected to students' lives, and the world outside of school.
<b>Annotations throughout the learning sequence justifying decisions based on teaching and learning readings (20%)</b>	Annotations justifying how the learning sequence was clearly informed by teaching and learning theory are thoughtful and sophisticated. The annotated learning and assessment plan are written clearly and stands as a superior error-free example.

Other sections of the rubric will be discussed and posted in D2L.

### 3. LEARNING TASK 3: Emergent Conceptual Understanding of Social Studies: Media Portfolio and Response DUE: March 12, 2021

#### Collected Evidence to Respond to the Essential Question Below:

*Which one of the four defining purposes of citizenship education outlined by Clark and Case (2008) do you believe should guide social studies education in Alberta: a) personal development, b) intellectual development, c) social initiation, or d) social reform?*

Noting that the Alberta Social Studies Program of Studies (2005) has elements that reflect all four of these purposes for citizenship education, the intent of this assignment is for you to consider more deeply what curricular vision of social studies will begin to guide your professional practice. Your response may take a number of forms, but must include an audio-recorded reflection portfolio supported by images and texts. The response must be persuasive – you must take a personal stand on the question, and then set out to prove your interpretation using relevant and varied evidence you have collected throughout the course.

- ✓ **Your portfolio and response must include supporting evidence from the front matter of the Alberta Social Studies Program of Studies (2005):**

Alberta Education. (2005). Social studies kindergarten to grade 12 program rationale and philosophy. <http://www.learnalberta.ca/ProgramOfStudy.aspx?lang=en&ProgramId=564423#968464>

- ✓ **Your portfolio and response must include supporting evidence from at least two other sources from the following list:**

Clark, P., & Case, R. (2008). Four defining purposes of citizenship education. In R. Case & P. Clark (Eds.), *The anthology of social studies: Issues and strategies for elementary teachers* (pp. 18-29). Pacific Educational Press. *This article will be posted in D2L.*

Gibson, S. (2012). Why do we learn this stuff? Students' views on the purpose of social studies. *Canadian Social Studies*, 45(1), 43-58. <https://eric.ed.gov/?id=EJ972852>

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 Journal*, 2(1), 8-18. <http://bit.ly/2gWKgvt>

- ✓ **In addition, your portfolio and response must include five pieces of supporting evidence you have collected from class discussions, readings from this course and other courses, field experiences, or personal experiences.**

Your portfolio and response must,

- Articulate a clear, insightful and, persuasive argument to answer the question and to demonstrate an emerging understanding of concepts and theories related to the teaching of social studies.
- Draw upon relevant evidence to support the argument.
- Use an appropriate mode of expression in a way that is sophisticated, clear, and accurate.
- Use accurate writing and APA 7 citations connected to a reference list.

Your audio-recorded portfolio media presentation should not exceed 10 minutes. You will have opportunities to provide and receive peer formative feedback.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 3**

1. Sophistication, clarity, and accuracy using relevant images and texts through the mode of expression.
2. Persuasiveness, clarity, and insightfulness of the argument.
3. Application of relevant evidence from Alberta Social Studies Program of Studies (2005) front matter and other required sources.
4. Accuracy of writing and usage of APA 7 for citations and reference list.

**Learning Task 3 Rubric**

<b>Criteria</b>	<b>Expert</b>	<b>Practitioner</b>	<b>Apprentice</b>	<b>Novice</b>
<b>Sophistication, clarity and, accuracy using relevant images and texts through the mode of expression. (25%)</b>	The audio-recorded media portfolio presentation is excellent, sophisticated, very clear, and accurate and uses relevant images and text.	The audio-recorded media portfolio presentation is clear and most images and text are relevant.	The audio-recorded media portfolio presentation is unclear and some images and text are not relevant.	The audio-recorded portfolio media presentation is very vague. Most images and texts are irrelevant or missing.
<b>Persuasiveness, clarity, and insightfulness of the argument. (25 %)</b>	The portfolio and response articulate a very clear, insightful, and persuasive argument demonstrating an emerging understanding of the concepts and theories related to the teaching of social studies.	The portfolio and response are clear but not fully persuasive and insightful. Some gaps are evident in the emerging understanding of the concepts and theories related to the teaching of social studies.	The portfolio and response in some areas lacks clarity, insightfulness, and persuasion. Significant gaps are evident in the emerging understanding of the concepts and theories related to the teaching of social studies.	The portfolio and response are very vague, not insightful, or persuasive. Major gaps are evident in the emerging understanding of the concepts and theories related to the teaching of social studies.
<b>Application of relevant evidence from Alberta Social Studies Program of Studies (2005) front matter and other required sources (40%)</b>	The portfolio and response strongly use relevant evidence from the Alberta Social Studies Program of Studies (2005) front matter and from two other sources from the resource list. In addition, the portfolio and response are fully supported by five other sources, including class discussions, readings in this course, readings in other courses, field observations, or personal experiences.	The portfolio and response use relevant evidence from the Alberta Social Studies Program of Studies (2005) front matter and from two other sources from the resource list. In addition, the portfolio and response, in most cases, are supported by five other sources, including class discussions, readings in this course, readings in other courses, field observations, or personal experiences.	Some areas of the portfolio and response lack relevant evidence from the Alberta Social Studies Program of Studies (2005) front matter and from two other sources from the resource list. The portfolio and response are not fully supported by five other sources, including class discussions, readings in this course, readings in other courses, field observations, or personal experiences.	The portfolio and response lack relevant or missing evidence from the Alberta Social Studies Program of Studies (2005) front matter and from two other sources from the resource list. The portfolio and response are vague and/or not supported by five other sources, including class discussions, readings in this course, readings in other courses, field observations, or personal experiences.
<b>Accuracy of writing and usage of APA 7 for citations and reference list (10%)</b>	The presentation is error free. Exemplary usage of APA 7 for citations and reference list.	The presentation has some errors. Good usage of APA 7 for citations and reference list.	The presentation has significant errors. Significant mistakes in the usage of APA 7 for citations and reference list.	The presentation has too many errors. Poor usage of APA 7 for citations and reference list.

## THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

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

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

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

- *Engagement in Class Discussion and Inquiry*

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

## EXPECTATIONS FOR WRITING

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

## LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence. **A penalty of 5% per day may apply for unexcused late submissions of assignments.**

## 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.

**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**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

**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 Jonah Secreti,  
jonah.secreti@ucalgary.ca, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

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