EDUC 535.01: Specialization II: Early Childhood Education
Fall 2023

Section	Instructor	Time	Location	Email
S01	Joy de Nance	W 12:00-3:50	EDC 255	joy.denance2@ucalgary.ca

Term Dates: September 5-October 27, 2023

Class Dates: Wednesday: September 6-October 25, 2023

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

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

EXTENDED COURSE DESCRIPTION:
Notably, you will also draw from the classroom observations of your previous field experiences in ways designed to support more full and meaningful participation in course discussions. The aim is to bring previous experiences into a working vision for your own teaching. In sum, the emphasis of the course is to offer guided opportunities in designing learning experiences and developing associated materials that are both authentic and appropriate—that is, experiences and materials that are: discipline-specific, consistent with evidence- and performance-based assessment, designed with inclusion and differentiation in mind, true to inquiry-based practices, and supportive of intended student outcomes in ways that continue to strengthen learning, both student and teacher alike.

LEARNER OUTCOMES:
Over the course of the semester, students will:

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

2) Identify and critique the *key learning perspectives* (as outlined in the front matter of the Programs of Study) and *intentions* (learning objectives) across the units in a grade(s) from the Alberta Programs of Study;

3) Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.

COURSE DESIGN AND DELIVERY:
The course will consist of a combination of in-class large and small group discussions with opportunity to participate in a guided collaborative manner to complete in-class assignments and course assignments and to lay the foundations for effective teaching and learning practice at the ECE level. This course will be delivered face-to-face on campus with possible engagement in a D2L environment. It is expected that students read further in the area of topics identified and discussed in class.

REQUIRED RESOURCES:
There is no required resource beyond the readings for each week.

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

Adams, M.J. (1998). *Phonemic awareness in young children: a classroom curriculum*. P.H. Brookes. (print copy is available)
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991019106009704336

Alberta Education ESL Benchmarks http://www.learnalberta.ca/content/eslapb/printable_benchmarks.html

Alberta Education. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction.*
https://open.alberta.ca/dataset/e02db4bb-ba84-4ee2-92eb-cd7e20fee97c/resource/4f325cbc-0b11-4284-80fb-6b83e3072b49/download/makingadifference-2010.pdf

Alvarado, A.E. & Herr, P. (2003). *Inquiry-based learning using everyday objects: Hands-on instructional strategies that promote active learning in grades 3-8*. Corwin Press. (print copy is available)
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991026589579704336

Axelrod, Y., Hall, A., & McNair, J. (2015). Kindergarten Through Grade 3: A Is Burrito and B Is Sloppy Joe: Creating Print-Rich Environments for Children in K–3 Classrooms. *YC Young Children*, *70*(4), 16–25.
https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=112343043&site=ehost-live

Barell, J. (2008). *Why are school buses always yellow?: Teaching for inquiry, preK-5*. Corwin Press. (*print copy is available*) https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991016774329704336
2nd edition published 2016 available as ebook:
https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2274194&site=ehost-live

Bates, S. & Hoover, H. (2019, July). Anecdotal Records: Practical Strategies for Taking Meaningful Notes. *Young Children, 74* (3), 14 -19.
https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=137223390&site=ehost-live

Bingham, G.E., Quinn, M. F., McRoy, K., Zhang, X., & Gerde, H. K. (2018). Integrating writing into the early childhood curriculum: A frame for intentional and meaningful writing experiences. *Early Childhood Education Journal*, *46*(6), 601–611. Doi: 10.1007/s10643-018-0894-x
https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10643-018-0894-x

Bodrova, E., & Leong, D.J. (1998). Scaffolding Emergent Writing in the Zone of Proximal Development.
https://www.readingrecovery.org/wp-content/uploads/2017/03/LTL_3.2-Bodrova-Leong.pdf
https://files.eric.ed.gov/fulltext/ED436726.pdf - *scroll down to p. 110*

Brillante, P. & Nemeth, K.N. (2018). *Universal Design for Learning in the Early Childhood Classroom: Teaching Children of All Languages, Cultures and Abilities, Birth-8 Years*. Routledge. Chapters 1-5 Jigsaw reading in groups
Available at: https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315622736/universal-design-learning-early-childhood-classroom-pamela-brillante-karen-nemeth

Burns, M. & Sheffield, S. (2004). *Math and Literature: Grades K-1*. Math Solutions Publications. *Print copy available in LCR:* https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991024887049704336

Burns, M. (2004). *Math and Literature: Grades K-3*. Math Solutions Publications. *Print copy available in LCR:* https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991024887019704336

Clements, & Sarama, J. (2021). *Learning and teaching early math: The learning trajectories approach* (3rd ed.). Routledge. 10.4324/9781003083528
https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781003083528/learning-teaching-early-math-douglas-clements-julie-sarama

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

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

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

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

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

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

Dorion, L. & Fleury, N. (2009). *The giving tree: A retelling of a traditional Métis story about giving and receiving = Laarbr kawmaekit : aen kiitwam achimook aen histwayr chi maykik pi aen ootistikook*. Gabriel Dumont Institute of Native Studies and Applied Research. *Print copy available in LCR:*
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991019702269704336

Education Counts Michiana - The Reggio Emilia Approach Retrieved from:
https://www.youtube.com/watch?v=fYx_aGs-DjU

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

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

Gregory & Chapman, C. (2013). *Differentiated Instructional Strategies: One Size Doesn't Fit All.* https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1273536

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

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

Heroman. (2017). *Making and tinkering with STEM: solving design challenges with young children*. National Association for the Education of Young Children. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=5719895

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

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

Larsen-Jonasson, & Von Innerebner, J. (2016). *The sharing circle*. Medicine Wheel Education Inc. *Print copy available in LCR:* https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991014217769704336

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

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

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

Moline. (2012). *I see what you mean: visual literacy K-8* (2nd ed.). Stenhouse Publishers.
Print copy available in LCR:
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991003984099704336

Moss., Caswell. Flynn & Hawes, Z. (2016). *Taking shape: activities to develop geometric and spatial thinking. Grades k-2*. Pearson Canada, Inc.
Print copy available in LCR:
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991012468879704336

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

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

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

Peterson. (2004). *Math and Nonfiction.* Math Solutions Publications.
Print copy available in LCR:
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991001560179704336

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

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

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

Rog. (2011). *Read, write, play, learn: literacy instruction in today's kindergarten.* International Reading Association.
Print copy available in LCR
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991002913699704336

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

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

Routman. (2003). *Reading essentials: the specifics you need to teach reading well*. Heinemann. *Print copy available in LCR:* https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991025107239704336

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

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

Seitz, H. (2023). Authentic Assessment: A Strengths-Based Approach to Making Thinking, Learning, and Development Visible. *YC: Young Children*, *78*(1), 6–11.
https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=162721663&site=ehost-live

Shanker. (2013). *Calm, alert, and learning: classroom strategies for self-regulation*. Pearson.
Print copy available in LCR:
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991012547819704336

Shumway, J. F. (2011). Number sense routines: building numerical literacy every day in grades K-3. Stenhouse Publishers. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991014457289704336

Small, & Fletcher, G. (2018). *Fun and fundamental math for young children: building a strong foundation through play in PreK-grade 2*. Teachers College Press. *Print copy available in LCR:*
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991028151208104336

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

Small, M. (2018). *Open Questions for Rich Math Lessons. Patterns and Relations.* Rubicon Publishing. *Available for purchase on publisher's website:* https://www.rubiconpublishing.com/product/open-questions-prsp-grades-k-3-aligned-western-northern-canadian-protocol-mathematics-curriculum/

Small, M. (2018). *Open Question for Rich Math Lessons. Number Strand.* Rubicon Publishing. *Available for purchase on publisher's website*: https://www.rubiconpublishing.com/product/open-questions-grades-7-9-wncp/

Stern, J., Lauriault, N. & Ferraro, K. (2018). *Tools for Teaching Conceptual Understanding, Elementary: Harnessing Natural Curiosity for Learning That Transfers* (Vol. 1st). Corwin. Chapters: 1-5 Jigsaw read in class
https://ucalgary.primo.exlibrisgroup.com/discovery/search?query=any,contains,Learning%20that%20transfers&tab=UofC Collections&search_scope=UCalgaryPhysical&vid=01UCALG_INST:UCALGARY&offset=0
https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2524803&site=ehost-live

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

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

Tomlinson, C. A. (1999). Mapping a Route Toward a Differentiated Instruction. *Educational Leadership*, *57*(1), 12. Retrieved from:
https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=2259298&site=ehost-live

Way. (2008). Using Questioning to Stimulate Mathematical Thinking. *Australian Primary Mathematics Classroom*, *13*(3), 22–27.
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_rmit_indexes_ing_to_stimulate_mathematical_thinking_172018_AEIPT

West, & Roberts, K. L. (2016). Caught Up in Curiosity: Genius Hour in the Kindergarten Classroom. *The Reading Teacher*, *70*(2), 227–232. doi.org/10.1002/trtr.1497
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_1822636980

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

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

Yardley, & Blacksmith, A. (2017). *As big as the sky, as tall as the trees: A moving journey through the heart and land of Alberta*. 4th Floor Press, Inc. *Print copy available in LCR:*
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991013923469704336

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

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Group Inquiry Project Creating a concept map/web for the unit plan	Development of a topic of inquiry/essential questions to be explored around disciplinary knowledge relevant to ECE	Group	30%	Sept. 20/23
Unit and Assessment Plan	Design of a unit and assessment plan that illustrates developmentally and individually appropriate programming for young children	Individual	45%	Oct. 11/23
Classroom wellness and self-care plan	Using Canva, design elements for a classroom and personal wellness plan	Individual	25%	Oct. 25/23

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Sept 6	Introduction: course outline, assignments Discussion of Field 2: What was your best experience? What did you learn? What is next on the teaching journey? Concerns – things you wish you had tried. Review of Alberta Education curriculum material Connecting foundational beliefs and classroom approaches Focus on Inquiry and Unit Planning	EDUC 535.01 S01 Course Outline- expectations Explanation of Learning tasks Resources to have available for reference for each class Learn Alberta – New Alberta Curriculum K-6 https://www.alberta.ca/education-guide-learnalberta-ca.aspx Alberta Education (2008) *Kindergarten Program Statement* https://education.alberta.ca/media/563583/kindprogstate2008.pdf Alberta Education (2020). *Guiding framework* https://open.alberta.ca/dataset/f3fb3059-fdec-4c62-89b7-a34eb9d33c3c/resource/0a51ffa3-76bf-4f8b-a31c-7481eb2fba5c/download/edc-guiding-framework-curriculum-development-2020.pdf Inclusive Education Alberta https://www.alberta.ca/inclusive-education.aspx Alberta Education (2007) *Primary Programs Framework for Teaching and Learning* https://education.alberta.ca/primary-grades-k-3/primary-grades-k-3/everyone/program-resources/ Guiding Framework for Curriculum Development – Alberta Education https://education.alberta.ca/media/3575996/curriculum-development-guiding-framework.pdf Park A. & Scott D. (2014) *An Introduction to Discipline-based Inquiry* https://www.youtube.com/watch?v=RVhKTMFCgq0 https://galileo.org – Designing Learning – https://galileo.org	

		What is Inquiry, Why Inquiry, Choosing a Topic, The Individual Student	
		Gini-Newman, Garfield. (2019). Inspiring wonder through learning and thinking. Retrieved from: https://www.youtube.com/watch?v=qBREL3VVbZI	
		Poling, Let al, (2015). Mapping the Way to Content Knowledge. *Teaching Children Mathematics,* 21(9). 538-547. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/10.5951/teacchilmath.21.9.0538?sid=primo	
		Understanding by Design, Wiggins & McTighe (2005 2nd edition https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3002118 Review of essential questions and understandings and the lesson plan template in class	
		Unit Planning – Set up groups for Learning Task 1	
		Submit brief goals and anticipated outcomes – exit slip	
Sept 13	Building conceptual understanding K-3	What inquiry experiences did you have in Field 2?	
		Stern, J., Lauriault, N. & Ferraro, K. (2018). *Tools for Teaching Conceptual Understanding, Elementary: Harnessing Natural Curiosity for Learning That Transfers* (Vol. 1st). Corwin. Chapters: 1-5 Jigsaw read in class https://ucalgary.primo.exlibrisgroup.com/discovery/search?query=any,contains,Learning%20that%20transfers&tab=UofCCollections&search_scope=UCalgaryPhysical&vid=01UCALG_INST:UCALGARY&offset=0 **https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2524803&site=ehost-live**	
	Power point and activities from Joy de Nance	Heard & McDonough, J. (2009) *A place for Wonder: Reading and Writing Nonfiction in the Primary Grades:* Stenhouse Publishers. Chapter 1 and 2 (review from EDUC 460) https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2274194&site=ehost-live&ebv=EB&ppid=pp_C	
		Barell, J. (2008) *Why are School Buses Always Yellow? Teaching for Inquiry, Pre k – 5.* Chap 3 and 4 group analysis https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2274194&site=ehost-live&ebv=EB&ppid=pp_C	
		Showcase: a grade 2 inquiry unit "Saving the Bees" and "Ways of looking at the land" – K inquiry unit	
		Group reading of	

		Government of British Columbia Ministry of Education. (2019). *Play Today Handbook for Educators K-3 AND*	
		https://www2.gov.bc.ca/assets/gov/education/early-learning/teach/earlylearning/play-today-handbook.pdf	
		Early Learning and Development Framework: Retrieved from: http://www.cmec.ca/Publications/Lists/Publications/Attachments/327/2014-07-Early-Learning-Framework-EN.pdf	
		Explore *Project Zero's Thinking Routine Toolbox.* Practice one as you read the "Play Handbook" and the ELDF	
		http://www.pz.harvard.edu/thinking-routines	
		When planning your unit use this model to ensure quality tasks *Discipline-Based Rubric for Inquiry Studies* – available from http://galileo.org/rubric.pdf	
		Personal Study: Early Learning Early Grades available from	
		https://galileo.org/earlylearning/ with attention to videos by Dr. Bryan Kolb, Dr. Sergio Pellis and Dr. Stuart Brown https://vimeo.com/98449472 https://vimeo.com/98449697 https://www.ted.com/talks/stuart_brown_play_is_more_than_just_fun	
		Time for working in group on LT 1	
Sept 20	Essential Literacy Skills Phonemic Awareness, early writing, early reading, journals Practices in K-3	Yopp, & Yopp, R. H. (2000). Supporting Phonemic Awareness Development in the Classroom. *The Reading Teacher*, *54*(2), 130–143. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_miscellaneous_85509238 Piasta, S. B., & Hudson, A. K. (2022). Key Knowledge to Support Phonological Awareness and Phonics Instruction. *The Reading Teacher*, 76, 201– 210. https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/trtr.2093 Bence, M., Ramzy, M. Layers of Reading Development: Deepening our understanding of the foundations of reading to support all readers. Retrieved from: https://www.youtube.com/watch?v=eaVZ9gDQvRA&t=124s Bingham, Quinn, M. F., McRoy, K., Zhang, X., & Gerde, H. K. (2018). Integrating Writing into the Early Childhood Curriculum: A Frame for Intentional and Meaningful Writing Experiences. *Early Childhood Education Journal*, *46*(6), 601–611. 10.1007/s10643-018-0894-x https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_2026204565	**Learning task 1 due**

		Axelrod, Hall, & McNair,J. (2015). Kindergarten Through Grade 3: A Is Burrito and B Is Sloppy Joe: Creating Print-Rich Environments for Children in K–3 Classrooms. *YC Young Children*, *70*(4), 16–25. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/ycyoungchildren.70.4.16 https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=112343043&site=ehost-live Bodrova, E. (1998). Scaffolding Emergent Writing in the Zone of Proximal Development. *Literacy Teaching and Learning, 3(2), 1-17.* https://www.readingrecovery.org/wp-content/uploads/2017/03/LTL_3.2-Bodrova-Leong.pdf *Resources by Alberta teachers that link to the curriculum* *www.readingalberta.ca* Kuhn, M. R., & Stahl, K. A. D. (2022). Teaching reading: Development and differentiation. Phi Delta Kappan, 103(8), 25–31. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/00317217221100007	
Sept 27	Essential Numeracy skills The importance of "Variation Theory" Subitizing, part-part whole Math inquiry as it arises from the children	Review of curriculum material Way. (2008). Using Questioning to Stimulate Mathematical Thinking. *Australian Primary Mathematics Classroom*, *13*(3), 22–27. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_rmit_indexes_ing_to_stimulate_mathematical_thinking_172018_AEIPT Novakowski. (2007). Developing "Five-ness" in Kindergarten. *Teaching Children Mathematics*, *14*(4), 226–231. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41199122 McLennan. (2019). Joyful Number Talks in Kindergarten. *Journal of Teaching and Learning (Windsor)*, *13*(2), 43–. https://jtl.uwindsor.ca/index.php/jtl/article/view/5684 Myoungwhon Jung. (2011). Number relationships in preschool. *Teaching Children Mathematics*, *17*(9), 550–557. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41199776 Clements. (1999). Subitizing: What Is It? Why Teach It? *Teaching Children Mathematics*, *5*(7), 400–405. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41199015 Clements, D. H., & Sarama, J. (2018). Myths of early math. Education Sciences, 8(2), 71–. https://doi.org/10.3390/educsci8020071 Adler, D. (1999). *How Tall, How Short, How Faraway*. Penguin House. *Available only as print copy for purchase* https://www.chapters.indigo.ca/en-ca/books/how-tall-how-short-how/9780823416325-item.html Measurement in the classroom	

		Math tools: rekenrek, number lines for building number sense Power point by Joy de Nance	
Oct 4	Literacy and Numeracy continued if necessary Assessment: formative- what to look for and how English Language learners Benchmarks, I Can statements, tracking sheets Time for working on LT 2	Formative assessment- what are you looking for? Anecdotal note taking, RRST, the Lens What are IPP's? Seitz, H. (2023). Authentic Assessment: A Strengths-Based Approach to Making Thinking, Learning, and Development Visible. *YC: Young Children*, *78*(1), 6–11. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=162721663&site=ehost-live Assessment strategies and Tools. Available from: https://www.learnalberta.ca/content/mewa/html/assessment/strategies.html Bates C., Schenck, M and Hoover, H. (2019, July). Anecdotal Records: Practical Strategies for Taking Meaningful Notes. *Young Children* Vol 74 (No. 3), pages 14 -19. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_2251000353 Alberta Education ESL Benchmarks http://www.learnalberta.ca/content/eslapb/printable_benchmarks.html	
Oct 11	Classroom environment A look at the day in an early learning classroom- entry, routines, classroom management, transitions Create Rubric for LT 3	Tarr. (2010). Curiosity, Curriculum and Collaboration Entwined: Reflections on Pedagogical Documentation. *Canadian Children*, *35*(2), 10–. https://journals.uvic.ca/index.php/jcs/article/view/15251 Tarr. (2004). Consider the Walls. *Young Children,* 59(3), 88-92. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/42729109 Seitz. (2008). The Power of Documentation in the Early Childhood Classroom. *YC Young Children*, *63*(2), 88–93. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/42730984 https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=31986753&site=ehost-live Brillante, Pamela, and Karen N. Nemeth. *Universal Design for Learning in the Early Childhood Classroom: Teaching Children of All Languages, Cultures and Abilities, Birth-8 Years*. Routledge, 2018. Chapters 1-5 Jigsaw reading in groups Available at: https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315622736/universal-design-learning-early-childhood-classroom-pamela-brillante-karen-nemeth	**Learning task 2 due**

		Heroman, C. (2017). Making and Tinkering: Bringing Design Challenges to the Classroom. YC Young Children, 72(2), 72–. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_1889995032 West, & Roberts, K. L. (2016). Caught Up in Curiosity: Genius Hour in the Kindergarten Classroom. *The Reading Teacher*, *70*(2), 227–232. 10.1002/trtr.1497 https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_1822636980	
Oct 18	Multidisciplinary- science, the importance of nature Indigenous storytelling and links to the land We will make a talking stick in class to use in Field	*Beyond Ecophobia* https://files.nc.gov/deqee/documents/files/beyond-ecophobia.pdf Mantzicopoulos,& Samarapungavan, A. (2009). Reading, Writing, and Conducting Inquiry about Science in Kindergarten. *YC Young Children*, *64*(6), 32–38. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_197622657 Exploring the new Science Curriculum https://curriculum.learnalberta.ca/curriculum/en/s/sci Indigenous Education Resources https://werklund.ucalgary.ca/teaching-learning/indigenous-literatures-learning *Education is our buffalo: A teachers' resource for First Nations, Métis and Inuit education in Alberta* (Rev. 2016.). Alberta Teachers' Association. https://www.albertaschoolcouncils.ca/public/download/documents/55705 Dorion, & Fleury, N. (2009). *The giving tree: A retelling of a traditional Métis story about giving and receiving = Laarbr kawmaekit : aen kiitwam achimook aen histwayr chi maykik pi aen ootistikook*. Gabriel Dumont Institute of Native Studies and Applied Research. Larsen-Jonasson, & Von Innerebner, J. (2016). *The sharing circle*. Medicine Wheel Education Inc. Yardley, & Blacksmith, A. (2017). *As big as the sky, as tall as the trees: a moving journey through the heart and land of Alberta*. 4th Floor Press, Inc.	
Oct 25	Meeting the needs of all learners diversity, self-regulation	Shanker. (2013). *Calm, alert, and learning: classroom strategies for self-regulation*. Pearson. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991012547819704336 Tomlinson, C. A. (1999). Mapping a Route Toward a Differentiated Instruction. *Educational Leadership*, *57*(1), 12. Retrieved from:	**Learning task 3 due**

		https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=2259298&site=ehost-live Look at resources for enhanced services: speech pathologist, OT- occupational therapist, PT- physical therapist Social stories/use of visuals Group sharing of LT3	

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 PLANS

There are three required Learning Tasks for this course.

1. **LEARNING TASK 1: Group Inquiry Project** – *Value 35% of final grade – Due date September 20th, 2023*

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

The format will include a written rationale, a concept map, sometimes referred to as a mind map or web design to show the connections between ideas and references. You may choose a topic applicable to a K-3 classroom.

Note: This small group assignment is essentially making visible the initial brain storming processes that teachers employ when beginning to plan a unit – a gathering of ideas, materials, resources and possibilities that will serve you in developing your unit plan to follow in Learning Task 2. It will allow you to investigate an inquiry topic through small group and classroom discussions of personal experiences, through previous field observations and other related teaching experiences, through guided research into appropriate and useable resources specific to ECE, and through assigned and self-selected readings.

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

Required elements of this project include:
1. A topic, essential understandings or overarching essential question hosting the inquiry;
2. A written rationale using proper APA 7 formatting
3. Textual and visual presentation of findings/responses, as well as guiding questions and concerns that have arisen in your considerations of the inquiry plan.

4. A listing of possible resources (print, performance, and digital) that could be used in the project completion, cited appropriately using APA approved formatting. (This should be presented as a reference page.)

<mark>CRITERIA FOR ASSESSMENT OF LEARNING TASK 1</mark>

Grading Criteria for Learning Task 1
Group inquiry projects will be assessed on the following criteria:

1. Quality, meaningfulness and appropriateness of the inquiry topic, essential understandings and essential questions presented as a written rationale including:

    a. Clarity of presentation of the inquiry topic, essential understandings, essential questions and supportive guiding questions
    b. Comprehensiveness of the rationale for the topic, essential understanding/inquiry question and guiding questions- curriculum connections and relevant readings
    c. Relevance and value of the inquiry project to young learners;
    d. Significance and relevance of resources with correct citations.

2. Overall presentation of findings including:
    a. Organization, clarity, and succinctness
    b. Writing effectiveness that provides clear summary of findings and conveys the brainstorming and key findings of the group;
    c. Effectiveness of visuals in depicting issues raised in inquiry;
    d. Specificity of references made to resources.

3. Concept/mind map design elements used in representation of the group inquiry question and the findings, including:
    a. Effectiveness of visuals in depicting elements raised in inquiry;
    b. Presence of clear, relevant, and striking use of visuals and/or technology and media; and
    c. Connectedness between the inquiry topic, essential questions, supporting text and the use of visual content.

1.VALUE OF RESEARCH QUESTION AND RESOURCES	ACCOMPLISHED A+ TO A- (85-100)	DEVELOPING B- TO B+ (70-84)	BEGINNING C+ OR LESS (65-69)
Strength of inquiry question/topic **What do you want to know?**	The research question/topic, essential questions and understandings are clearly stated, specific, and address a significant interest, need or problem that has relevance to the students and value beyond school	The research question/topic and essential questions and understandings are appropriate and clearly stated but may be general or too narrow in focus	The research question/topic and essential questions and understandings are roughly sketched and in need of refinement
Rationale for inquiry question/topic	The rationale for choosing the research question/topic, essential questions and understandings is well	The rationale for choosing the research question/topic, essential questions and understandings gives	The supporting rationale is weakly developed and/or provides limited consideration of its impact on

Why do you want to know? **Provide curriculum outcomes to demonstrate interdisciplinary connections**	supported with thoughtful consideration and understanding of the impact on student engagement, interest and development. Connections to Programs of Study and readings are clearly identified.	consideration to the impact on student engagement, interest and development. Some connections to Programs of Study are provided.	student engagement, interest and development. Limited or few connections to Programs of Study are evident.
Value of research question/topic in teaching and learning **What activities will you choose?**	The research question/topic, essential questions and understandings provide the teacher with **multiple ways of engaging students in a variety of learning activities** that would provide students with opportunities to demonstrate their understanding and development. (UDL principles)	The research question/topic, essential questions and understandings have some potential to provide variety in engaging student interest. They provide students with some variation in the how they will demonstrate their understanding.	The research question/topic, essential questions and understandings have limited potential for variety in the presentation of information and limited ways for students to demonstrate their understanding.
Value of references to support teaching and learning	Attention is given to providing a variety of age-appropriate and scholarly resources in building a thorough understanding of the issues, challenges and opportunities presented by the research question/topic, essential questions and understandings	Some attention is given to providing age-appropriate and scholarly resources that relate to the issues and opportunities presented by the research question/topic, essential questions and understandings	Resources are referenced but are limited in variety and are missing a clear connection to the research question/topic, essential questions and understandings
2. Overall Presentation	ACCOMPLISHED	DEVELOPING	BEGINNNING
How easy is it for us to follow your train of thought and find the key components?	Analysis is: • Exceptional • Presented in a logical format • Clearly summarized, well organized and easily followed	Analysis is: • Appropriate • Presented in an understandable format • Organizationally adequate	Analysis is: • Lacking in clarity or development • Weak in formatting and organization • Difficult to follow and understand
Effectiveness of writing to convey and summarize ideas **Does it represent the input of all group members?**	Key ideas are relevant, clearly described and supported with well-chosen examples and connected to research, readings and programs of study	Key ideas are described and supported with limited examples, connections to research, readings and Programs of Study	Key ideas are vague with limited examples, connections to research or Programs of Study
Specificity of references to resources	Resources included are relevant and appropriate and are fully cited following APA 7 requirements	Paired with research support and following APA 7 citation requirements	Not directly linked to the current research in the field and/or does not employ APA 7 citation requirements

3. Digital Design Elements	ACCOMPLISHED	DEVELOPING	BEGINNING
Effective use of visuals to enhance the strength of the findings **Do visuals help to clarify understanding of the issues?** **Do visuals engage and hold the audience?** **Are the inquiry, overall presentation of information and visual content well connected and meaningful?**	The concept map or mind map employs engaging and clearly connected visuals with an accompanying legend or key	The concept map or mind map includes mainly relevant visuals with an accompanying legend or key	The concept map or mind map includes images and files, but may not be complete or may hold examples that are not connected to the inquiry project and is missing elements in the legend or key

Summary of Grading Based on Above Criteria

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

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

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

2. **LEARNING TASK 2: Design a Unit and Assessment Plan: Individual submission – *Value 40% of final grade* DUE: October 11th, 2023**

For this assignment, you will work independently to develop a topic of inquiry/unit with up to 7 interdisciplinary lesson plans that arise from your group inquiry project (Learning Task1) and supports the learning and developmental strengths and needs of young learners (grades K-3). Your individually submitted unit plan should include "ready to teach" lesson plans with listed materials and resources. They will include associated performance assessment tasks with accompanying rubrics and provide evidence of its alignment with current educational priorities as outlined in *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (Programs of Study) (The Guiding Framework)* and Alberta Education's *Primary Programs Framework.* General and specific learner outcomes and/or competencies (from the appropriate *Programs of Study* and/or *Kindergarten Program Statement* and/or *The Guiding Framework)* are to be addressed through the inquiry. You might consider using the format, adapted by U of C, from the Understanding by Design (UbD) Unit Plan as outlined by Wiggins and McTighe. This can be found on our D2L page. Other lesson plan formats that effectively represent your planning processes are also acceptable.

Required elements of this project include:

1. Design of an inquiry-based unit-plan for learning, teaching, and assessment (guided by your group concept map from Learning Task 1) that sponsors deep and rich investigation of essential understandings and/or competencies appropriate at the ECE level;
2. A written rationale for the learning, teaching, and assessment plan, as supported by theories of ECE and curriculum documents, for example: the Guiding Framework;
3. A list of valuable resources, reference books, quality children's literature and learning materials that support the inquiry/learning unit;
4. Discussion of the practicalities of enacting this learning, teaching, and assessment plan: fitting it into a larger context and integrating effective formative-assessment strategies to inform scaffolding, and discussion of possible adaptations to meet the needs of diverse learners;
5. Include the essential questions and understandings from Learning Task 1 on the lesson plans;
6. The 10 elements can be described in paragraph form or, if they are specific to a lesson plan, can be included in the plan itself.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Grading Criteria Checklist for Learning Task 2

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

1. Unit Title, Subject Area, and Topic – The inquiry topic of your unit.

2. Reference to the Alberta Education Programs of Study/ Guiding Framework/Kindergarten Program Statement– Applied to ECE. Identify how your unit fits within Alberta program mandates. Provide an explanation if it does not fit explicitly.

3. Grade Level – The grade for which this Unit is intended.

4. Unit Rationale – A paragraph explanation where the value of the unit is presented. This rationale should support your choice to create a full unit on this topic. This can be a separate paragraph and does not need to be on each lesson plan.

5. Learning Outcomes– The learning outcomes for the overall unit (longer term). In each lesson plan, describe the learning outcomes or goals for that specific lesson (shorter term). One or more of these may overlap. Three or four learning outcomes should define what the students should know/be able to do by the end of the unit and/or lesson. List curriculum outcomes in each discipline, as they apply to the lesson plan. For example, an art lesson may have elements that pertain to the art curriculum, but also have a math focus.

6. Key Instructional Practices Procedures – Details about the main methods for teaching through the unit. This is specifically about how you will teach the content. Will the students work as a whole class, in groups, or individually? How will you transition into different activities? How will you scaffold activities? How will materials be used? What classroom management systems need to be considered for your lesson- material distribution or collection? What questions might you ask students? The lesson should be considered "ready to teach".

7. List of Sources – A list of all sources consulted in preparation of the unit. Note: multiple sources are expected. Include a variety of fiction and non-fiction children's literature selections. Present a reference page in APA format.

8. List of Materials – A list of all materials needed to teach the unit that are not readily available to the teacher every day. You can place the list of materials on the specific lesson plan. Be specific!

9. Learner Differentiation/Explanation of how the unit plan addresses all students' needs – A demonstration of how your plan addresses the interests and needs of a range of students. Show how you will teach inclusively. For example, how will you address: students with special needs, English- as-a-second-language learners, gifted students, and students who excel at group work or at independent time?

10. Creativity and Innovation – A detailed account of how your unit will include a variety of teaching methods. Make specific reference to creative teaching that engages all students. Discuss inclusion of technology and ways to incorporate an inter-disciplinary approach. Think of ways to promote wonder and engagement in your students.

GRADING	A, A+	B+, A-	B-, B	C+ or less
Design is focused on building understanding	Demonstrates an exceptional understanding of: • How students learn, • Disciplinary core concepts and connections • Curricular outcomes. Skillfully designs strong inquiry-based learning tasks that focus student inquiry on issues, questions, and problems that are: central to the discipline, connected to students' lives, and connected to the world outside of school.	Demonstrates an understanding of: • How students learn • Disciplinary core concepts and connections, and • Curricular outcomes. Designs inquiry- based learning tasks that focus student inquiry on issues, questions, and problems central to the discipline	Demonstrates a clear understanding of curricular outcomes and sometimes incorporates them into inquiry-based learning (i.e. project-based, problem-based, or design-based).	Demonstrates a general understanding of curricular outcomes and uses them to deliver instruction
Design is informed by ECE principles and disciplinary knowledge	Designs learning experiences that engage the students in the distinct ways of thinking about and acting in the world that characterize ECE—the ways of making meaningful connections and building deep understanding in young learners.	Designs learning experiences that are organized around key principles of ECE, core concepts and disciplinary areas Considers ways in which young learners make connections between existing and new ideas to build understanding.	Designs learning activities that are organized around subject matter. Limited attention is given to organizing around key principles of ECE or utilizing discipline experts	Selects activities that emphasize subject matter acquisition that deal with acquiring information, facts.
Work is authentic	The work students undertake requires them to engage in productive collaboration with each other, with the inquiry topic and resources, and with other experts around authentic problems, issues, questions, or ideas that are of real concern and are central to young learners,	The work students undertake requires them to engage in some collaboration with each other, and with the inquiry topic and resources that are of interest to young learners	The work students undertake has some connection to the world outside the classroom.	The work students undertake requires them to acquire and recall static, inert facts.

	and to the broader community outside of school.			
Work fosters deep understanding	The work students undertake fosters strong habits of mind, innovation and creativity. Students are routinely asked to describe their understanding and reasoning, make connections between and among concepts, and to make judgments and conclusions and with an examination of different viewpoints based on evidence	The work students undertake fosters disciplined habits of mind. Students are asked to describe their understanding, what those observations might mean and how they connect to their previous experiences	The work students undertake requires that they describe their observations and how they connect with their previous experience.	The work students undertake requires that they provide simple descriptions of their observations and thinking
Assessment is comprehensive **What are you assessing and how will you know students understand? How will that focus your future lessons?**	Assessment is integral to the learning and woven into the day-to-day fabric of teaching and learning. A wide range and choice of learning tasks inform instructional decisions in order to improve practice. Assessment tasks provide an accurate, comprehensive, defensible picture of student learning and of student competencies Teacher uses a wide variety of ongoing formative assessments to inform instructional decision and to improve practice. Teacher and students work together to determine and gather a variety of assessment data from observations, conversations, and artifacts that provide a rich variety of evidences of learning including written assignments, student reflections, portfolios digital images of student work	Assessment is both summative and formative. The teacher uses a limited number of formative assessments and tasks to improve learning and inform instructional decisions. Assessment tasks provide an accurate, defensible picture of student learning and competencies The teacher uses a variety of assessment data including observations, conversations, and artifacts that provide for wide range evidences of learning including written assignments, student reflections, portfolios, digital images of student work	The teacher uses occasional formative assessment instrument to improve learning and guide planning decisions. Teacher uses a limited number of sources as assessment data. These sources include tests, paper and pencil artifact and the occasional technology presentation. A limited variety of learning tasks provide a general picture of student learning and competencies	Assessment is exclusively summative and is not used to inform practice. Assessment tasks provide a limited picture of student learning. (i.e. tests or assignments after learning has occurred). The teacher is unaware of ways to use formative assessment to improve learning or to inform teaching practices.

Clear criteria are established	Age-appropriate, clearly worded assessment criteria, are used by the teacher and students to support student work throughout the inquiry Assessment criteria are collaboratively designed with students, and mediated by or added to by the teacher	Age appropriate, clearly worded assessment criteria are collaboratively designed with students in ways meant to ensure that everyone has input and understands the learning expectations.	Assessment criteria are developed by the teacher who uses them in summative assessment.	Assessment criteria are not in evidence prior to grading and is shared after the work has been graded.

3. **LEARNING TASK 3: Classroom Wellness and Self-Care Plan**   *Due: October 25th, 2023 Value: 25% of final grade*

The purpose of Learning Task 3 is for you to focus on aspects to support the social and emotional climate you build within your classroom community of learners. Mental health concerns within the student and teacher populations are well documented. Self-care was an important part of Field 2 and it is also important to develop a wellness plan for the classroom environment that supports student and teacher self-regulation, mindfulness, and self- care (both teacher and student self). It is encouraged that a CANVA presentation be the cornerstone of the learning task.

Required Components of Assignment 3
Why?
- A rationale for your decisions that identifies readings or other research that ground your practice both for individual teacher and student emotional wellness

What?
- A thorough description of up to 10 daily and/or weekly activities to support your classroom plan
- Suggestions are to include a variety of movement activities, mindfulness, art therapy, music, student check-ins– be creative and innovative-
- Consider elements of classroom design, to support the plan- what could your classroom contain to support student and teacher mental health- what do you need to be calm and focused
- A reference list of at least 10 children's literature selections, resources and materials using proper APA 7 formatting
- A description of specific, achievable personal self-care options- what can you do daily and weekly to promote healthy self-care

Assessment for Learning Task 3
The CANVA presentations will be shared with the group on the last day of class and uploaded to D2L
We will collaboratively develop the rubric criteria for the assessment of this Learning Task prior to the assignment

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 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. 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.

Werklund SU Representative is Elsa Stokes, educrep@su.ucalgary.ca.