

**EDUC 535.11/ 535.25 Combined Specialization II, Elementary Social Studies / Elementary Social Studies  
 Revitalization of Indigenous Languages  
 Summer 2023**

Section	Instructor	Time	Location	Email
S01	Randy Head	1:00 pm – 3:50 pm	EDC 357	<a href="mailto:randy.head@ucalgary.ca">randy.head@ucalgary.ca</a>

**Class Dates:** July 10, 2023, to July 21, 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:** Available by appointment.

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

**COURSE DESCRIPTION:**

The intent of the Social Studies Specialization Seminar II is to deepen your understanding of the practical aspects of teaching within the specialization and to connect this practice with specific theoretical concepts. While this second specialization course focuses more on practical knowledge, you will also refine your knowledge of 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:**

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

**LEARNER OUTCOMES:**

In this course, students will:

- 1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *discipline of Social Studies*, and relate this to curriculum planning in the specialization area.
- 2) Identify and critique the *key learning perspectives* (as outlined in the front matter of the Programs of Study) and *intentions* (learning objectives) across the units in a grade from the Alberta Programs of Study.
- 3) Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.

**COURSE DESIGN AND DELIVERY:**

This course will be delivered face-to-face at the Werklund School of Education.

**RESOURCES:**

See Weekly Course Schedule

**Additional Resources:**

See Weekly Course Schedule

**LEARNING TASKS OVERVIEW**

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task One: Group Inquiry Digital Presentation	Using a Two-Eyed Seeing Perspective and applying The First Peoples' Principles of Learning, a group will respond with a digital presentation to an inquiry question that emerges from exploring the front matter of the Alberta Social Studies Program of Study (Alberta Education, 2005).	Group	40%	July 17, 2023
Learning Task Two: Course Reading Facilitation	A group will lead a 30 - minute class discussion on one of the core course readings. Prior to leading the discussion, students will submit a one-page synthesis of the reading, along with three guiding discussion questions and the discussion protocol to be used.	Group	20%	See Sign Up Sheet.
Learning Task Three: Design a Unit and Assessment Plan	Using the Understanding by Design (Wiggins & McTighe, 2005) and Understanding by Design Framework (McTighe & Wiggins, 2012), students apply theoretical knowledge to the design of a longer-term social studies unit and assessment plan.	Individual	40%	July 24, 2023

**Weekly Schedule**

Date	Reflective questions explored through activities, discussion learning tasks, etc.	Readings and Tasks	Learning Tasks Due Dates
<b>Monday, July 10, 2023</b>	<p><b>Why are you passionate about social studies?</b></p> <p><b>What vision of social studies deeply resonates with you?</b></p> <p><b>Through which vision do you want to teach social studies to apply appropriate citizenship competencies?</b></p>	<ul style="list-style-type: none"> <li>• Course expectations and overview.</li> <li>• Introduction Activity: connecting and reflecting on our social studies experiences using the Citizenship Education Matrix - Reflecting on where you currently stand.</li> <li>• Learning Task Two Group Work: Formulating your discussion protocol, questions, strategies, quotes, etc. A template will be provided.</li> <li>• Ensure you have signed up to lead a discussion question on a core course article. The Google Doc link will be posted in the Newsfeed and in D2L.</li> </ul>	
<b>Tuesday, July 11, 2023</b>	<p><b>What is the Alberta Program of Study asking of social studies educators?</b></p> <p><b>What are the essential components of inquiry-based pedagogy in social studies?</b></p> <p><b>How does the Two-Eyed Seeing Approach enrich inquiry?</b></p> <p><b>How do the First Peoples' Principles of Learning inform inquiry?</b></p>	<ul style="list-style-type: none"> <li>• Key components of Inquiry Based Learning.</li> <li>• Learning Task One Group Work</li> <li>• Activity: Developing an inquiry question. Visualizing and bringing to life Alberta's planned curriculum.</li> <li>• Sharing of inquiry questions to receive feedback.</li> </ul> <p><b>Readings and Resources</b></p> <ul style="list-style-type: none"> <li>• Alberta Education. (2005). <i>Social studies kindergarten to grade 12: Program rationale and philosophy</i> (pp. 1-10). Alberta Education. <a href="https://education.alberta.ca/media/159594/program-of-studies-k-3.pdf">https://education.alberta.ca/media/159594/program-of-studies-k-3.pdf</a></li> <li>• Crombie, S. (2014, May 26). <i>What is inquiry-based learning?</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=u84ZsS6niPc">https://www.youtube.com/watch?v=u84ZsS6niPc</a></li> <li>• First Nations Education Steering Committee. (2007). First Peoples principles of learning. <a href="https://www.fnesc.ca/first-peoples-principles-of-learning/">https://www.fnesc.ca/first-peoples-principles-of-learning/</a></li> <li>• Thomas, R. (20017) [Vidoe].YouTube. Etuaptmumk: Two Eye Seeing <a href="https://www.youtube.com/watch?v=bA9EwcFbVfg">https://www.youtube.com/watch?v=bA9EwcFbVfg</a></li> </ul>	

		<ul style="list-style-type: none"> <li>• Yard, B. (2021). Two-eyed seeing: Humber's new early childhood initiative aims to change the way we think about land-based paly. <a href="https://humber.ca/today/news/two-eyed-seeing">https://humber.ca/today/news/two-eyed-seeing</a></li> <li>• Pottie, E. Eskasoni elder bringing "two-eyed seeing into the classroom. <a href="https://www.cbc.ca/news/canada/nova-scotia/eskasoni-elder-bringing-two-eyed-seeing-into-classroom-1.6388379">https://www.cbc.ca/news/canada/nova-scotia/eskasoni-elder-bringing-two-eyed-seeing-into-classroom-1.6388379</a></li> <li>• Mackenzie, T. (2016) Bringing inquiry-based learning into your class: A four-step approach to using a powerful model that increases student agency in learning. <a href="https://www.edutopia.org/article/bringing-inquiry-based-learning-into-your-class-trevor-mackenzie/">https://www.edutopia.org/article/bringing-inquiry-based-learning-into-your-class-trevor-mackenzie/</a></li> </ul>	
<b>Wednesday, July 12, 2023</b>	<b>How will I use the Alberta Social Studies Program of Study (Alberta Education, 2005) to enact purposeful teaching?</b>	<ul style="list-style-type: none"> <li>• <b>First student-led discussion</b> on <i>Purposeful teaching in elementary social studies</i> article. Please read and come prepared to discuss: Case, R. &amp; Abbott, M. (2008). Purposeful teaching in elementary social studies. In R. Case &amp; P. Clark (Eds.), <i>The anthology of social studies: Issues and strategies for elementary teachers</i> (pp. 8-17). <b>Article is posted in D2L.</b></li> <li>• Continue with group work on Learning Task One</li> </ul> <p><b>Additional Resources</b></p> <ul style="list-style-type: none"> <li>• Clarke, 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 secondary teachers</i> (pp. 41-53). <b>Article is posted in D2L.</b></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> <li>• Scott, David. (2019). Reconsidering inquiry in the social studies classroom [PowerPoint]. <b>Power point is posted in D2L.</b></li> <li>• Scott, D. (2014, January 24). An introduction to discipline-based inquiry. [Video]. YouTube <a href="https://www.youtube.com/watch?v=RVhKTMFCgq0">https://www.youtube.com/watch?v=RVhKTMFCgq0</a></li> </ul>	

		<ul style="list-style-type: none"> <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="https://ssc.teachers.ab.ca/SiteCollectionDocuments/OneWorldInDialogue/OneWorld%20inDialogue%202012%20v2n1.pdf">https://ssc.teachers.ab.ca/SiteCollectionDocuments/OneWorldInDialogue/OneWorld%20inDialogue%202012%20v2n1.pdf</a></li> <li>• Sears, A. (2004). In search of good citizens: Citizenship education and social studies in Canada. In A. Sears &amp; I. Wright (Eds.), <i>Challenges &amp; prospects for Canadian social studies</i> (pp. 91-106). <a href="https://www.learnalberta.ca/content/sspp/html/pdf/in_search_of_good_citizens.pdf">https://www.learnalberta.ca/content/sspp/html/pdf/in_search_of_good_citizens.pdf</a></li> </ul>	
<b>Thursday, July 13, 2023</b>	<p><b>How can we avoid teaching Indigenous perspectives in ways that are superficial and ultimately seen through Euro-Western lenses?</b></p> <p><b>Why are we all treaty people?</b></p>	<ul style="list-style-type: none"> <li>• <b>Second student-led discussion</b> on <i>Gakina Gidagwi'igoomin Anishinaabewiyang: We are all Treaty People, understanding the spirit and intent of the Treaties matters to all of us</i> article. Please read and come prepared to discuss: Duhamel, K. (2018). <i>Gakina Gidagwi'igoomin Anishinaabewiyang: We are all Treaty people, understanding the spirit and intent of the Treaties matters to all of us. Treaties and the Treaty relationship, Canada's History Society</i>, 11-22 <a href="https://www.canadashistory.ca/explore/settlement-immigration/gakina-gidagwi-igoomin-anishinaabewiyang-we-are-all-treaty-people">https://www.canadashistory.ca/explore/settlement-immigration/gakina-gidagwi-igoomin-anishinaabewiyang-we-are-all-treaty-people</a></li> <li>• Continue with group work on Learning Task One.</li> </ul> <p><b>Additional Resources</b></p> <ul style="list-style-type: none"> <li>• Alberta Regional Consortia. (2020). <i>Empowering the spirit: educational resources to support reconciliation</i>. <a href="https://empoweringthespirit.ca/">https://empoweringthespirit.ca/</a></li> <li>• Alberta Teacher's Association. (2018). <i>Indigenous ways of knowing: Walking in our footsteps</i>. <a href="https://teachers.ab.ca/professional-development/indigenous-education-and-walking-together">https://teachers.ab.ca/professional-development/indigenous-education-and-walking-together</a></li> <li>• Donald, D. (2009). Forts, curriculum, and indigenous métissage: Imagining decolonization of Aboriginal Canadian relations in educational contexts. <i>First Nations Perspectives Journal</i>, 2(1), 1-24. <a href="https://mfnerc.org/wp-content/uploads/2022/10/004_Donald.pdf">https://mfnerc.org/wp-content/uploads/2022/10/004_Donald.pdf</a> Click "view this resource."</li> </ul>	

		<ul style="list-style-type: none"> <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="https://www.learnalberta.ca/content/fnmigv/index.html">https://www.learnalberta.ca/content/fnmigv/index.html</a></li> </ul>	
<b>Friday, July 14, 2023</b>	<b>How can we take up the Truth and Reconciliation Commissions of Canada: Calls to Action (2015) in meaningful and ethical ways through the revitalization of Indigenous languages?</b>	<ul style="list-style-type: none"> <li><b>Third student-led discussion on “It’s a very emotional experience’:</b> Indigenous millennials share their journey of language reclamation article. Please read and come prepared to discuss: Morin, B. Feb 10, 2019. CBC News <a href="https://www.cbc.ca/news/indigenous/indigenous-languages-learning-youth-1.5010655">https://www.cbc.ca/news/indigenous/indigenous-languages-learning-youth-1.5010655</a></li> <li>Continue with group work on Learning Task One.</li> </ul> <p><b>Additional Resources</b></p> <ul style="list-style-type: none"> <li>Truth and Reconciliation Commission of Canada. (2022). <i>Truth and reconciliation commission of Canada.</i> <a href="https://web.archive.org/web/20200505161532/http://trc.ca/about-us/trc-findings.html">https://web.archive.org/web/20200505161532/http://trc.ca/about-us/trc-findings.html</a></li> </ul>	
<b>Monday July 17, 2023</b>	<p><b>What are the critical components of the Understanding by Design (UBD) Model and how will you use the model to ensure a lesson planned is lived in teaching practice?</b></p> <p><b>What should assessment tasks “look like” to promote and provide opportunities for students to show a deep understanding of key program goals?</b></p>	<ul style="list-style-type: none"> <li>Learning Task One Group Class Presentations.</li> <li>Expectations for Learning Task Three</li> <li>Reviewing the tenets and key stages of UBD Framework.</li> </ul> <p><b>Readings and Resources</b></p> <ul style="list-style-type: none"> <li>Alberta Assessment Consortium. (2013). <i>Classroom materials performance assessments.</i> <a href="https://aac.ab.ca/materials/">https://aac.ab.ca/materials/</a> Username – teachers; Password – master (case sensitive)</li> <li>Davis, J.L. (2005). <i>Crafting enduring understandings and essential questions</i>, Region 10 Education Service Center <b>Posted in D2L</b></li> <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>Galileo Educational Network (2020). <i>Classroom examples.</i> <a href="https://galileo.org/classroom-examples/">https://galileo.org/classroom-examples/</a></li> </ul>	<b>Learning Task One in class presentations will take place on July 17, 2023. Presentations must be submitted to D2L by 11:59 pm.</b>

		<ul style="list-style-type: none"> <li>Galileo Educational Network Association (2015). <i>Chapter 2: Discipline- based inquiry: Making it work: 1) Dimension of Disciple-Based Inquiry, 2) A Design for Inquiry, 3) Developing and Working with a Great Idea, 4) Designing Great Tasks, and 5) Working with Programs of Study</i> <a href="https://inquiry.galileo.org/ch2/developing-and-working-with-a-great-idea/">https://inquiry.galileo.org/ch2/developing-and-working-with-a-great-idea/</a></li> <li>Leahy, S., Lyon, C. Thompson, S. &amp; Williams, D. (2011). <i>Classroom assessment: Minute by minute, day by day.</i> <a href="https://pdo.ascd.org/LMSCourses/PD11OC101M/media/FA_M03_Reading_02_Classroom-Assessment.pdf">https://pdo.ascd.org/LMSCourses/PD11OC101M/media/FA_M03_Reading_02_Classroom-Assessment.pdf</a></li> <li>McTighe, J. &amp; Wiggins, G. (2012). <i>Understanding by design framework.</i> ASCD. <a href="https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf">https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf</a></li> <li><i>UBD in a nutshell.</i> <a href="https://jaymctighe.com/wp-content/uploads/2011/04/UbD-in-a-Nutshell.pdf">https://jaymctighe.com/wp-content/uploads/2011/04/UbD-in-a-Nutshell.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_&amp;EQs.pdf">https://www.wallingford.k12.ct.us/uploaded/Curriculum/SOCIAL_STUDIES_K-12/SS_K-12_EUs_&amp;EQs.pdf</a></li> <li>Wiggins, G., &amp; McTighe, J. (2005). <i>Understanding by design. Chapter 1 Backward Design.</i> Association for Supervision and Curriculum Development. (pp.13-34) <a href="https://login.ezproxy.lib.ucalgary.ca/login?url=https://ebookcentral.proquest.com%2f%2f%2fucalgary-ebooks%2freader.action%3fpg%3d13%26docID%3d3002118%26tm%3d1528840475720">https://login.ezproxy.lib.ucalgary.ca/login?url=https://ebookcentral.proquest.com%2f%2f%2fucalgary-ebooks%2freader.action%3fpg%3d13%26docID%3d3002118%26tm%3d1528840475720</a></li> </ul> <p><b>Additional Resources</b></p> <ul style="list-style-type: none"> <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-2114">https://www.youtube.com/watch?v=gFXbuE-2114</a></li> <li>Fenner, Diane. (2016, December 9). <i>Scaffolding ELA and social studies for ELLs.</i> <a href="https://supported.com/wp-content/uploads/0-OCMBOCES_Scaffolding_PPT_FINAL.pdf">https://supported.com/wp-content/uploads/0-OCMBOCES_Scaffolding_PPT_FINAL.pdf</a></li> </ul>	
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		<ul style="list-style-type: none"> <li>Learn Alberta (2014). <i>Summaries of critical challenges aligned to various grades in the Alberta social studies program.</i> <a href="https://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm?grade=1">https://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm?grade=1</a></li> <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>Martinelli, Marlana. (2018, March 21). <i>19 simple student accommodations that work.</i> <a href="https://www.weareteachers.com/19-simple-student-accommodations-that-work/">https://www.weareteachers.com/19-simple-student-accommodations-that-work/</a></li> <li>[Measuredprogress]. (2011, January 13). <i>The formative classroom: Real teachers, real students, real process.</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=rL54bfmZPzY">https://www.youtube.com/watch?v=rL54bfmZPzY</a></li> <li>Mulvahill, Elizabeth. (2021, July 9). <i>15 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>The Critical Thinking Consortium (2016). <i>Critical discussions.</i> <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> <li>Wormeli, Rick. (2010, November 30). <i>Assessment and grading in the differentiated Classroom.</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=rJxFXjfb_B4">https://www.youtube.com/watch?v=rJxFXjfb_B4</a></li> </ul>	
<b>Tuesday July 18, 2023</b>	<b>How can students be critical friends to provide feedback and learn together?</b>	<ul style="list-style-type: none"> <li>Learning Task One class presentations continued, if needed.</li> <li>Continue with work on Learning Task Three. Formative Feedback.</li> </ul>	
<b>Wednesday, July 19, 2023</b>	<b>How can we use historical thinking to bring a lesson to life?</b>	<ul style="list-style-type: none"> <li><b>Fourth student-led discussion on <i>Engaging students in learning history</i> article.</b> Please read and come prepared to discuss: Fielding (2005) <i>Engaging students in learning history. Canadian Social Studies</i>, 39(2). <a href="https://files.eric.ed.gov/fulltext/EJ1073994.pdf">https://files.eric.ed.gov/fulltext/EJ1073994.pdf</a></li> <li>Continue with work on Learning Task Three.</li> </ul>	



		<b>Additional Readings and Resources</b> <ul style="list-style-type: none"> <li>Heyking, A. (2004). Historical thinking in the elementary years: A review of current research. <i>Canadian Social Studies</i>, 39(1). <a href="https://files.eric.ed.gov/fulltext/EJ1073974.pdf">https://files.eric.ed.gov/fulltext/EJ1073974.pdf</a></li> <li>Scott, David. (2019). <i>Historical thinking in practice</i> [PowerPoint] <b>Posted in D2L</b></li> <li>The Critical Thinking Consortium. Teaching Historical Thinking (2020). <a href="https://tc2.ca/en/creative-collaborative-critical-thinking/resources/thinking-about-history/">https://tc2.ca/en/creative-collaborative-critical-thinking/resources/thinking-about-history/</a></li> </ul>	
Thursday, July 20, 2023	<b>Why are social studies teachers resistant to teaching Francophone perspectives in Alberta?</b>	<ul style="list-style-type: none"> <li><b>Fifth student- led discussion on <i>Social Studies Teachers' Resistance to Teaching Francophone Perspectives in Alberta</i> article.</b> Please read and come prepared to discuss:  Gani, R., &amp; Scott, D. (2017). Social studies teachers' resistance to teaching Francophone perspectives In Alberta. <i>International Journal of Historical Learning, Teaching and Research</i>, 15(1), 34-48. <a href="https://www.history.org.uk/secondary/resource/9330/social-studies-teachers-resistance-to-teaching-fr">https://www.history.org.uk/secondary/resource/9330/social-studies-teachers-resistance-to-teaching-fr</a></li> <li>Continue with work on Learning Task Three.</li> </ul>	
Friday, July 21, 2023	<b>How do we approach teaching for change and multicultural curriculum reform?</b>  <b>How do we address in our teaching societal inequalities to create paths to healing, reconciliation and justice?</b>	<ul style="list-style-type: none"> <li>Activity: Creating a mission statement articulating how you will address teaching societal inequalities to create paths for healing, reconciliation and justice.</li> <li><b>Sixth student-led discussion on <i>Why white students need multicultural and social justice education</i>.</b> article. Please read and come prepared to discuss: Eakins, Sheldon. (2020, June 7). Why white students need multicultural and social justice education. <a href="https://www.cultofpedagogy.com/white-students-multicultural-ed/">https://www.cultofpedagogy.com/white-students-multicultural-ed/</a></li> <li>Continue with work on Learning Task Three.</li> </ul>	<b>Learning Task Three must be submitted to D2L by 11:59 pm on July 24<sup>th</sup>.</b>

		<p><b>Additional Resources</b></p> <ul style="list-style-type: none"> <li>• Banks. James. (2006). Approaches to multicultural cultural reform. in Race culture and education: The selected works of John Banks. <a href="https://login.ezproxy.lib.ucalgary.ca/login?url=https://www.taylorfrancis.com/%2fchapters/%2fmono/%2f10.4324/%2f9780203088586-28/%2fapproaches-multicultural-curriculum-reform-james-banks">https://login.ezproxy.lib.ucalgary.ca/login?url=https://www.taylorfrancis.com/%2fchapters/%2fmono/%2f10.4324/%2f9780203088586-28/%2fapproaches-multicultural-curriculum-reform-james-banks</a></li> <li>• Davis, Matt. (2016, September 8) Preparing for cultural diversity: Resources for teachers. <a href="https://www.edutopia.org/blog/preparing-cultural-diversity-resources-teachers">https://www.edutopia.org/blog/preparing-cultural-diversity-resources-teachers</a></li> <li>• Framing brave conversations about race and ethnicity. <a href="https://www.cps.edu/sites/equity/#:~:text=In%20conversations%20about%20race%20and,deeply%20personal%20and%20oftentimes%20emotional.">https://www.cps.edu/sites/equity/#:~:text=In%20conversations%20about%20race%20and,deeply%20personal%20and%20oftentimes%20emotional.</a></li> <li>• Schawartz, Sarah (2020, June 2). 15 classroom resources for discussing racism, policing, and protest. <a href="https://www.edweek.org/teaching-learning/15-classroom-resources-for-discussing-racism-policing-and-protest/2020/06">https://www.edweek.org/teaching-learning/15-classroom-resources-for-discussing-racism-policing-and-protest/2020/06</a></li> <li>• Your ATA Library. (2020) Featured Books. <a href="https://teachers-ab.libguides.com/antiracism">https://teachers-ab.libguides.com/antiracism</a></li> <li>• Your ATA Library. (2020). Lesson plans. <a href="https://teachers-ab.libguides.com/c.php?g=717443&amp;p=5120546">https://teachers-ab.libguides.com/c.php?g=717443&amp;p=5120546</a></li> </ul>	
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### 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 ASSESSMENTS

There are three required Learning Tasks for this course.

#### Learning Task 1: Group Inquiry Digital Presentation

**Due: July 17, 2023**

A group of learners will respond with a digital presentation to an inquiry question that emerges from exploring the front matter of the Alberta Social Studies Program of Study (Alberta Education, 2005). As part of the process, the group must choose a concept or element within the program front matter with which they have limited familiarity. The inquiry could include, for example, the teaching of Indigenous or Francophone perspectives, critical thinking, historical thinking, controversial issues, etc. Essential components and characteristics of inquiry-based pedagogy in social studies will be explored as you complete the various activities, readings and learning assessment tasks.

**The group presentation must include:**

- ✓ An overarching question of inquiry.
- ✓ A rationale explaining the choice to investigate the inquiry question.
- ✓ Each member's experiences and observations related to the inquiry.
- ✓ A mixture of visuals and text effectively connecting all sections of the inquiry.
- ✓ A synthesis of the three most significant insights gained from research using scholarly articles related to the question.
- ✓ How the First Peoples' Principles of Learning informed the inquiry question.

First Nations Education Steering Committee. (2007). First Peoples principles of learning. <https://www.fnesc.ca/first-peoples-principles-of-learning/>

- ✓ How the inquiry question can be viewed through a Two-Eyed Seeing approach.

Thomas, R. (2017) [Vidoe]. YouTube. Etuaptmumk: Two Eye Seeing  
<https://www.youtube.com/watch?v=bA9EwcFbVfg>

Yard, B. (2021). Two-eyed seeing: Humber's new early childhood initiative aims to change the way we think about land-based paly. <https://humber.ca/today/news/two-eyed-seeing>

Pottie, E. Eskasoni elder bringing "two-eyed seeing into the classroom. <https://www.cbc.ca/news/canada/nova-scotia/eskasoni-elder-bringing-two-eyed-seeing-into-classroom-1.6388379>

- ✓ The creation of an original resource (learner artifact) to help pre-service teachers address the issue in their teaching.
- ✓ Three questions that remain resulting from the inquiry.
- ✓ How formative feedback was applied to improve the inquiry and digital presentation.
- ✓ Evidence of collaboration, equitable division of labor and communication among group members.
- ✓ Citations explicitly connected to a reference list using APA 7.

***Criteria for Assessment of Learning Task 1***

1. Quality of inquiry question and rationale for the meaningfulness to pre-service teachers.
2. Reflection of each group member's experiences and observations related to the inquiry.
3. Effectiveness of visuals and supporting text connecting all sections of the inquiry.
4. Clarity of synthesizing the three most important findings gained through research and connection to scholarly articles.
5. Reflection on how the First Peoples' Principles of Learning and Two-Eyed Seeing informed the inquiry.
6. Questions resulting from the inquiry that still need to be addressed.
7. Creation of an original, practical, and meaningful resource (learner artifact) to help pre-service teachers address the issue in their teaching.
8. Application of formative feedback to improve the inquiry and digital presentation.
9. Documented evidence of collaboration, equitable division of labor and communication among group members.
10. Accuracy of writing and usage of APA 7 for citations and reference list.

### *Learning Task 1 Rubric*

Criteria	Performance Levels			
	Expert - 4	Practitioner - 3	Apprentice - 2	Novice - 1
<b>Quality of inquiry question and rationale for the meaningfulness to pre-service teachers (5 %)</b>	The inquiry question is excellent and very clear. There is a full rationale of its meaningfulness to preservice teachers.	The inquiry question is good and clear. There is supporting rationale of its meaningfulness to pre-service teachers.	The inquiry question is somewhat unclear and needs refinement. The rationale of its meaningfulness to preservice teachers is vague.	The inquiry question is unclear. The rationale of its meaningfulness to preservice teachers is absent and/or very vague.
<b>Reflection of each group member's experiences and observations related to the inquiry. (10%)</b>	The experiences and observations related to the inquiry are clearly articulated and supported with specific details.	The experiences and observations related to the inquiry are clear but not fully supported with specific details.	The experiences and observations related to the inquiry are unclear and lacks specific detail.	The experiences and observations related to the inquiry are very vague or missing.
<b>Effectiveness of visuals and supporting text connecting all sections of the inquiry. (10%)</b>	The visuals and supporting text are clear, relevant and engaging, effectively depicting the issues raised in the inquiry. The visuals and texts are strongly connected to all sections of the inquiry.	The visuals and supporting text are clear, depicting the issues raised in the inquiry. The visuals and texts are connected to all sections of the inquiry.	The visuals and supporting text are somewhat unclear and do not fully depict the issues raised in the inquiry. Some visuals and texts are not connected to all sections of the inquiry.	The visuals and supporting text are unclear, very vague or missing and do not depict the issues raised in the inquiry. The visuals and texts are not connected to all sections of the inquiry.
<b>Synthesis of the three most significant insights gained from research related to the inquiry question and connected to scholarly articles. (15%)</b>	The findings are effectively articulated in an exemplary manner, describing what was learnt by engaging in the inquiry. All findings are superbly supported by scholarly articles.	The findings are clear and articulated in a good manner, describing what was learnt by engaging in the inquiry. The findings are generally supported by scholarly articles.	Some of the findings are unclear and lacking details about what was learnt by engaging in the inquiry. Some findings are not supported by scholarly articles.	The findings are very vague or missing and are not supported by scholarly articles.
<b>Reflection on how the First Peoples' Principles of Learning and Two-Eyed Seeing informed the inquiry. (10%)</b>	The reflection is excellent and very clear. The presentation shows purposeful applications throughout the inquiry	The reflection is good and clear. The presentation shows, in most cases, purposeful applications throughout the inquiry.	The reflection is somewhat unclear and needs refinement. Purposeful applications are vague throughout the inquiry.	The reflection is unclear. Purposeful applications are very vague or missing throughout the inquiry
<b>Three questions resulting from the inquiry that still need to be addressed. (10%)</b>	The questions are clearly articulated in an exemplary manner, describing what still needs to be addressed.	The questions are clearly articulated in a good manner, describing what still needs to be addressed.	The questions are unclear and do not fully describe what still needs to be addressed.	The questions are very vague or missing and do not describe what still needs to be addressed.
<b>Creation of an original resource (learner artifact) to help preservice teachers address the issue in their teaching. (15%)</b>	The artifact is exemplary, original, practical and meaningful for pre-service teachers. The artifact is strongly connected to the issues of inquiry.	The artifact is good and practical for pre-service teachers. The artifact is connected to the issues of inquiry.	The artifact is not fully practical for pre-service teachers with few connections to the issues of the inquiry.	The artifact is not practical for pre-service teachers and is not connected to the issues of inquiry.
<b>Description of how formative feedback was applied to improve the inquiry and digital presentation. (5%)</b>	The description is exemplary and detailed.	The description is good but lacks some details.	The description is weak in most areas.	The description is extremely vague or missing.
<b>Documented 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.
<b>Accurate writing, citations and reference list, APA 7 format (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 few 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.

**LEARNING TASK 2: Course Reading Facilitation Using a Discussion Protocol (20%)****Due: Ongoing based on reading presentation day (see sign-up sheet)**

Protocols, involving structured ways to facilitate dialogue and collaboration, provide a powerful means to promote deep learning, along with knowledge sharing and building within learning communities. Within the domain of education, protocols offer educators ways to explore educational texts more deeply, as well as problems and issues that surface within the diverse contexts in which they work. Over the course of the term, you will engage with six core course articles to help you gain deeper insights into the nature of social studies education. In this two-part assignment you will help deepen your peers understanding of key insights and issues present within one of these texts by leading them through a discussion protocol. **The date for your discussion, based on the core course article selected, is in the course schedule above.**

**Part I: One-page synthesis of the selected core course article (10%)****Due: Must be posted on D2L, 12 hours prior to in-class discussion date**

In the first part of this assignment, you will work in a group of 4 to create a no more than one-page synthesis on one of the core course articles. **(A template will be provided by the instructor for your submission.)**

In writing this synthesis, which can be done in point form, your group will consider and articulate:

- What 3-4 insights from the text are the most relevant and important?
- What key quotes from the text are most helpful in highlighting these key insights and will engage discussion?
- What are 2-3 key questions that would help your peers more deeply engage with this text?

When handing in the one-page synthesis, please include an outline of the steps and strategies within the discussion protocol your group has created or modified (see links below) to facilitate the **30-minute** class discussion around your chosen core course reading. The following sites list a range of protocols that your group can choose to use or modify:

- Harvard Graduate School of Education. (n.d.). *Teaching & learning lab: Discussion protocols*: [https://www.gse.harvard.edu/sites/default/files/Protocols\\_Handout.pdf](https://www.gse.harvard.edu/sites/default/files/Protocols_Handout.pdf)
- Cult of Pedagogy. (2015). *The big list of class discussion strategies*: <https://www.cultofpedagogy.com/speaking-listening-techniques/>
- School Reform Initiative. (n.d.). *Protocols*: <https://www.schoolreforminitiative.org/protocols/>

**Part II: Facilitate your chosen reading using a design protocol (10%)**

In the second part of this task, you will lead the class through the **30-minute class** discussion protocol focusing on your chosen core course reading. As the group facilitates the class discussion, your group will:

- Bring forth the 3-4 key insights (and accompanying quotes) your group identified in your synthesis for your chosen core course reading.
- Introduce questions, strategies, prompts, etc. to help guide and focus dialogue, reflection, and discussion (consider grouping, etc.).

**Criteria for Assessment of Learning Task 2**

1. Critical analysis of core course article producing quality planning document
2. Effectiveness of discussion facilitation.
3. Level of group collaboration.

***Learning Task 2 Rubric, Excellent Level***

<b>Quality of planning document (10%)</b>	One-page synthesis of the group's chosen reading and outline of the steps of the discussion protocol were posted on D2L <b>at least 12 hours in advance</b> of discussion. Synthesis showed <b>deep comprehension</b> of the text by identifying 3-4 <b>strongly relevant</b> and <b>well-articulated</b> central insights, supporting quotes, and discussion questions.
<b>Effectiveness of discussion facilitation (5 %)</b>	The group was able to <b>effectively lead</b> a 30-minute class discussion on a core course reading using a protocol. Key insights from the text and guiding questions were <b>effectively</b> integrated into the session. The facilitation of the discussion sparked <b>high levels</b> of engagement, discussion, and debate.
<b>Level of group collaboration (5 %)</b>	Responsibilities for facilitation of the discussion were <b>shared equally</b> among group members.

**Learning Task 3: Design a Unit and Assessment Plan\***  
**Due: July 24, 2023**

In this learning assessment task, you will use the Understanding by Design (Wiggins & McTighe, 2005) and Understanding by Design Framework (McTighe & Wiggins, 2012) to design a five-page unit and assessment plan for learning and teaching to apply aspects of the theory explored in the course. Your unit will cover 5 periods of class time.

- McTighe, J. & Wiggins, G. (2012). Understanding by design framework. ASCD.  
[https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/UbD\\_WhitePaper0312.pdf](https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)
- McTighe, J. & Wiggins, G. (2012). Understanding by design framework. ASCD.  
[https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/UbD\\_WhitePaper0312.pdf](https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)
- UBD in a nutshell. <https://jaymctighe.com/wp-content/uploads/2011/04/UbD-in-a-Nutshell.pdf>

**Page 1 of Learning Task 3: Identifying the Desired Result and Connection to Vision****✓ Unit Title, Grade Level, Big Idea, Enduring Understanding and Connection to Personal Vision and Program of Study**

Clearly articulate the context of the unit within the Alberta Social Studies Program of Study (Alberta Education, 2005), including the unit title, grade level, big idea and enduring understanding the unit seeks to leave students with through the curricular engagement. How does this unit reflect your vision for social studies education? Connect your vision to the key ideas from the Alberta Social Studies Program of Study (Alberta Education, 2005) front matter the unit engages.

**✓ Relevance of Essential Question**

Clearly articulate an essential question guiding the unit of study. The essential question should be thought provoking and intellectually engaging to initiate discussion and debate. The question should clearly stimulate higher-order thinking and cannot be effectively answered by recall alone.

**✓ Connection of Grade Level Learning Outcomes from the Alberta Social Studies Program of Study to the Unit Plan and Lesson Plans**

Outline the learning outcomes for the overall unit and connect them to the specific lessons. The learning outcomes must clearly define what the students should know, be able to do and appreciate by the end of the unit and lessons. The unit must identify and address at least one outcome from each domain within the Alberta Social Studies Program of Study (Alberta Education, 2005) related to knowledge and understanding, skills and processes and values and attitudes.

**Page 2 of Learning Task 3: Determine Acceptable Evidence, Part 1****✓ Summative Performance Assessment Task**

Provide a clearly articulated summative assessment performance task that requires students to apply what you want them to learn in ways that show deep understanding. How will you know they understand what it is you are trying to teach them? Ensure the knowledge, skills and values learning outcomes are strongly linked to the performance task.

This page will be the document you will give to students and parents, clearly describing the expectations (criteria) for the performance task.



**Page 3 of Learning Task 3: Determine Acceptable Evidence, Part 2****✓ Criteria Section and Excellent Section of Summative Performance Assessment Task Rubric**

Using the principles for effective rubrics, create the criteria for the rubric you will use to assess the summative assessment performance task and articulate the descriptors for the Excellent category. What will you accept as specific evidence that students understand what was taught to them? Ensure the expectations (criteria) in the performance task fully align with the criteria in the rubric.

**Pages 4 and 5 of Learning Assessment Task 3: Learning Plan Instructional Sequence****✓ Annotated Table**

Submit an annotated table showing the instructional sequence and procedures you will use to engage students with the essential question in the unit. Connect each lesson to the learning outcomes for the unit and state the goal for each lesson. Show the formative-assessment feedback loops. How will students engage in metacognition? How will you address differentiation? For example, students with special needs, English-as-a second-language learners, gifted students, students who excel at group work or independent work. How will you purposefully use technology? Note and cite the materials and resources you will need and provide links to the resources. The instructional sequence should be scaffolded to prepare students for the performance task.

**Criteria for Assessment of Learning Task 3**

1. Connectedness of unit title, grade level, big idea and enduring understanding to Alberta Social Studies Program of Study (Alberta Education, 2005).
2. Articulation of how the unit plan reflects the student's vision for social studies.
3. Relevance of essential question.
4. Connectedness of learning outcomes from the Alberta Social Studies Program of Study (Alberta Education, 2005) to the unit plan and lesson plans.
5. Connectedness of performance assessment task to the learning outcomes and essential question as acceptable evidence of learning.
6. Connectedness of criteria section and excellent section of the assessment rubric to the summative performance assessment task.
7. Detailed annotated table of the learning plan instructional sequence addressing student engagement, learning outcomes and goals, formative feedback loops, differentiation, metacognition, technology and resources.

***Learning Task 3 Rubric, Excellent Level***

<b>Criteria</b>	<b>Excellent</b>
<b>Connectedness of unit title, grade level, big idea and enduring understanding to Alberta Social Studies Program of Study (Alberta Education, 2005). (2 marks)</b>	Identifies the unit title and grade level along with the big idea and enduring understanding. These offer very clear and succinctly articulated insights students will remember and can apply to their lives and are fully connected to the Alberta Social Studies Program of Study (Alberta Education, 2005).
<b>Articulation of how the unit plan reflects the student's vision for social studies. (4 marks)</b>	A very clear and sophisticated response on how the unit reflects a vision for social studies and is connected to the front matter of the Alberta Social Studies Program of Study (Alberta Education, 2005).
<b>Relevance of the essential question (2 marks)</b>	The essential question guiding the unit is thought-provoking and intellectually engaging. It will initiate discussion and debate. The question clearly stimulates higher-order thinking. The question cannot be effectively answered by recall alone.
<b>Connectedness of learning outcomes from the Alberta Social Studies Program of Study (Alberta Education, 2005) to the unit plan and lesson plans. (2 marks)</b>	Learning outcomes for unit and lesson plans clearly define a range of knowledge/understandings, skills/processes, and values/attitudes that are directly linked to the grade level and the Alberta Social Studies Program of Study (Alberta Education, 2005). What students need to be able to do and know at the end of the unit are explicitly stated.
<b>Connectedness of performance assessment task to the learning outcomes and essential question as acceptable evidence of learning. (10 marks)</b>	The desired knowledge/skills/values are strongly linked to the performance task and essential question requiring students to apply knowledge in ways that show deep understanding. The description of the task is exceptional, detailed and explicitly clear for students to understand what they must demonstrate to show evidence of learning.
<b>Connectedness of criteria section and excellent section of the assessment rubric to the summative performance assessment task. (10 marks)</b>	The criteria section and excellent section show mastery of the principles of rubric design. Students clearly understand what they must achieve to receive the grade associated with the excellent category in the performance task. The language is explicit and exceptionally clear and fully connected to the performance task.
<b>Detailed annotated table of the learning plan instructional sequence addressing student engagement, learning outcomes and goals, formative feedback loops, differentiation, metacognition, technology and resources. (10 marks)</b>	The table is annotated and very detailed showing instructional procedures to engage students with the essential question in the unit. Each lesson is explicitly connected to a learning outcome(s) with a stated goal. The table clearly articulates formative assessment feedback loops to strengthen students' understanding and inform instructional decision-making. The table articulates how differentiation will be addressed, how students will think about their thinking and how technology will be effectively used. Resources are specifically noted, cited and linked throughout the instructional sequence. Lessons are explicitly sequenced and connected to prepare students for the performance task.

### EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

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

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

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

- *Engagement in Class Discussion and Inquiry*

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

### EXPECTATIONS FOR WRITING

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

### LATE SUBMISSIONS

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

### ISSUES WITH GROUP TASKS

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

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

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