UNIVERSITY OF CALGARY

EDUC 535.25/.11
Revitalization of Indigenous Languages/Elementary Social Studies
Fall 2023

Section	Instructor	Time	Location	Email
S01	Jackie Seidel	12:00 pm – 3:50 pm	EDUC 351	jlseidel@ucalgary.ca
	TA: Iikiinayookaa Yellow Horn			marlene.yellowhorn@ucalgary.ca

Class Dates: Wednesdays, 12:00 – 3:50 pm
September 5 – October 27

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

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

Office Hours: By appointment only

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

Dear Revitalizing Indigenous Languages and Social Studies Friends,

I'm looking forward to learning together with you again this term and continuing to create and build on what we began in Winter 2023.

COVID-19 continues to present significant challenges to the global and local communities, and for us individually and with those we love. It will take time to integrate the existential meaning of this into our own lives and experiences including what it means to be teachers and what schools are for.

The climate emergency as well as the contemporary geopolitical state of planetary relations are also leaving many humans with a sense of being profoundly unsettled.

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

Jackie

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).

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 Elementary Social Studies and the study of Indigenous Language/Culture Revitalization in Canada*, and relate this to curriculum planning in the specialization area;

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

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

Additional Aims of the Course

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

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

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

REQUIRED RESOURCES:

King, T. (2003). *The truth about stories: A native narrative*. House of Anansi Press.
    *options: you can purchase this book at the bookstore, several copies are available in the library, or you may listen to Thomas King read the book at: https://www.cbc.ca/radio/ideas/the-2003-cbc-massey-lectures-the-truth-about-stories-a-native-narrative-1.2946870
Google Play ; BookShelf ; Kobo ; Amazon Kindle ; iBooks

Snyder, T. & Krug, N. (2021). *On tyranny (graphic edition): Twenty lessons from the twentieth century*. Ten Speed Press.
Google Play ; Kobo ; Amazon Kindle ; ebooks.com ; iBooks ; BookShelf

ADDITIONAL RESOURCES:

** See bibliography lists below learning projects and schedule for further course resources we will be drawing on for collective and individual readings and for your projects.

LEARNING PROJECTS OVERVIEW

LEARNING PROJECT	DESCRIPTION OF LEARNING PROJECT	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Orienting Ourselves: Exploring Narrative Mapping	See description below	Individual	40%	Wednesday September 20 (presentation / map) and 27th (reflection / assessment)
Un-unit (learning/curriculum) and Assessment Plan draft	See description below	Group	20%	October 4
Un-unit (learning/curriculum) and Assessment Plan	See description below	Individual	40%	October 25

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Sept 6	Welcome! Orienting ourselves to the course learning.	Video: Counter Mapping (Global Oneness Project https://www.youtube.com/watch?v=U7DQmTjpFI0	

	BRING LUNCH and whatever you need to be comfortable outdoors (ie. had, sunglasses, jacket, something to sit on, etc).

Begin Narrative Mapping project

Geography and mapping in the Alberta Program of Studies | READ: (time will be given in class)

Donald, D. (2009). Forts, curriculum, and Indigenous Métissage: Imagining decolonization of Aboriginal-Canadian relations in educational contexts. *First Nations Perspectives, (2),*1, 1-24. https://mfnerc.org/wp-content/uploads/2022/10/004_Donald.pdf

COMPLETE for homework – 1st three steps of the Narrative Mapping project

Readings for homework:

Chapter 1 in
King, T. (2003). *The truth about stories: A native narrative*. House of Anansi Press.

Choose one or more of the following:

Alook, A., Eaton, E., Gray-Donald, D., LaForest, J., Lamenman, C., & Tucker, B. (2023). Miyo-Wicihtowin: Uniting to build a caring economy for all (pp. 107-128) in *The end of this world: Climate justice in so-called Canada*. Between the Lines. Toronto. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=30338936

Celidwen, Y. (2020, May 29). *Indigenous contemplative science: An ethics of belonging and reconnection* (lecture). The Center for Contemplative Mind in Higher Education. https://youtu.be/nJNNKLeB57g

Chambers, C. (2006). "The land is the best teacher I have ever had": Places as pedagogy for precarious times. *Journal of Curriculum Theorizing, 22*(3), https://link.gale.com/apps/doc/A159508001/AONE?u=ucalgary&sid=googleScholar&xid=4c87f871 | |

| Sept 13 | Continue narrative mapping projects

Geography and mapping in SS Program of Study | Sharing three steps of Narrative Mapping projects

Critically examine the ways geography and maps are presented in the SS Program of Study

BRING your Timothy Snyder book to class.

Readings for homework:

Chapter 2 in
King, T. (2003). *The truth about stories: A native narrative*. House of Anansi Press.

Ghosh, A. (October 2022). The colonial roots of present crises. *Green European Journal*. https://www.greeneuropeanjournal.eu/the-colonial-roots-of-present-crises/

Marker, M. (2018) There is no place of nature; there is only the nature of place: animate landscapes as methodology for inquiry in the Coast Salish territory, *International Journal of Qualitative Studies in Education, 31*:6, 453-464, DOI: 10.1080/09518398.2018.1430391 https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_2032371691 | BRING: first 3 steps of the narrative mapping project completed as we will be sharing them today |
| Sept 20 | Begin Learning Project #2

Focus on un-unit planning | PRESENT and discuss Narrative Mapping projects

*Discussion focus is on connecting this assignment and our learning to Indigenous language/culture/land revitalization and to anti-colonial learning/teaching. We will collaboratively reflect on how our emergent work on mapping can be authentically and ethically connected to TQS #5 and to *this land* (Blackfoot territory/Treaty 7) and its historical and contemporary complexities. | Narrative Mapping projects DUE |

		Choose groups/focus for Learning Project #2 READINGS: Chapter 3 in King, T. (2003). *The truth about stories: A native narrative*. House of Anansi Press. Maracle, L. (2021). We appear to have fallen on dark times. In D. H. Taylor (Ed.), *Me tomorrow: Indigenous views on the future (*pp.197-206). Douglas and McIntyre. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3050551&site=ehost-live **E-book licence permits only one online user at a time; please download/print pages you need ahead of schedule* Simpson, L. B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education & Society (3)*3, 1-25. https://jps.library.utoronto.ca/index.php/des/article/view/22170/17985	
Sept 27		Work on group project READINGS: Chapter 3 in King, T. (2003). *The truth about stories: A native narrative*. House of Anansi Press. Shipley, T. (2020). Introduction. In T. Shipley (pp.1-11), *Canada in the world: settler capitalism and the colonial imagination. Fernwood Publishing.* https://fernwoodpublishing.ca/files/Canada_in_the_World__by_Tyler_A._Shipley_copy.pdf Additional Readings: TBA (will be aligned with the projects/topics we have chosen for our projects)	Reflection on narrative mapping project DUE to Dropbox on or before today

Oct 4		Share (un)unit plans. Engage the classroom community in one or more "activities' from your plan. Receive feedback. READINGS: Chapter 4 in King, T. (2003). *The truth about stories: A native narrative*. House of Anansi Press. Vamvalis, M. (2023). "We're fighting for our lives": Centering affective, collective and systemic approaches to climate justice education as a youth mental health imperative. *Research in Education*, (online first 0(0)). https://doi.org/10.1177/003452372311 60090 https://journals.sagepub.com/doi/10.11 77/00345237231160090 Additional Readings TBA	Learning Assignment #2 DUE (group presentations to class)
Oct 11		Work on Learning Project #3 un-unit plans in class. READINGS: Chapter 5 in King, T. (2003). *The truth about stories: A native narrative*. House of Anansi Press. Additional Readings TBA	
Oct 18		Work on Learning Project #3 un-unit plans in class. SHARE/teach one "lesson" from your un-unit learning plan with the class and receive feedback. READINGS: TBA	
Oct 25		Presenting/sharing our (un)unit plans. Finishing our course in a good way	Learning Assignment #3 DUE (present to class and submit in D2L dropbox OR on paper (depending on your chosen format)

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 PROJECTS AND ASSESSMENT

There are THREE required Learning Projects for this course.

1. **LEARNING PROJECT 1: Orienting Ourselves: Exploring Narrative Mapping**

   DUE: September 20th (project) and September 27 (reflection/assessment)

Maps, mapping and cartography are, and have been, important concepts in Social Studies curriculum and pedagogy. Representing places and the world has also been a powerful colonial tool. This assignment engages us in exploring and experiencing anti-colonial practices and pedagogies so that we can integrate them into our classroom pedagogies.

The purposes of this assignment include the following (as we work and learn to develop a critical understanding of the role of cartography in Social Studies, we will create further purposes and learning outcomes together):

- Becoming familiar with mapping and cartography learning outcomes in the Alberta Program of Studies

- Exploring emerging concepts of narrative mapping as interpretive methods of learning, unlearning and relearning the stories of a place, time, and/or culture.

- Explore diverse historical and cultural conceptions and images of mapping, and inquire into how these shape understandings of land, time, space, place, history, culture, gender, etc.

- Developing critical understandings of contemporary and decolonizing (and anti-colonial) approaches to thinking about maps and cartography

- Conceptualizing ways mapping and cartography learning experiences might enliven learning in your future classrooms

The purpose of narrative mapping, or narrative cartography, is to bring place, story and experience alive. It is an ecological, ethical and relational process of coming to understand ourselves in relation to places. It is about looking at and understand places differently through animating them through the stories that emerge in, through and because of them. Finally, narrative mapping is about deepening our ethical relationality to and within the places we inhabit. It is about learning their histories, including hidden, erased or forgotten stories. This assignment asks us to pay careful, purposeful, heartfelt attention to the places we inhabit as we go about our day-to-day lives and to contemplative the relations and stories we discover there. These may be relations of love, friendship, and beauty, or they may be relations of power, oppression and violence. Through the work of narrative mapping, we learn new ways to think about and live ethically and relationally in the places and times we find ourselves. In Canada and Alberta, narrative mapping can be one important way to actively engage in Reconciliation and Treaty relationship processes in our classroom learning.

Step 1: Choose a place or route you travel or visit often (and that you can visit during this assignment). Examples include where you walk your dog, your journey to the university, the grocery store, etc. We will generate a list of possibilities.

Step 2: Draw an initial map of this place or route from memory. Write a list of events that occur here, humans and non-humans who you encounter in this place, and a list of questions you have about your map.

Step 3: As you visit your chosen place or route, pay attention (more mindfully than usual) to all your senses… take notes…. What do you See, Hear, Smell, Touch, Taste and Emotionally experience… Try to notice both your inner and

outer experiences. Where do "you" begin and end? Where does the "place" begin or end? What captures your attention? What do you wonder about? Can you find out anything about this place/route? How long has it been here? Who (human and non-human) shares this place with you? What is the place like when you aren't here? What was here before this time, in deep history? What do you imagine to be the future of this place? What is your *felt experience* of this place (Positive? Negative? Neutral?)?

> *We will generate a list of focus questions together and related to our readings for this project.
> * **BRING** your in-process narrative map to class on Wednesday September 13th (the first three steps to share/discuss with each other.

Step 4: Create a map of your inquiry. The style of your map is your choice to explore. Think about aligning your style (i.e. paper, collage, fabric, 3-D diorama, digital, etc) with what makes sense for the place you have chosen to explore/map/document. Examples of what such maps can look like will be shared and explored in class. You may also find wonderful examplars by conducting a search of images online (search maps, mapping, cartography, narrative mapping, etc.).

NEXT: Write/compose three to five narratives/stories as part of your map. The style of your writing is up to you, and again, think about aligning this with the spirit of the place or route you are mapping. You may choose to write autobiographically, historically, in first or third person. Your writing may sound like a conventional essay, or it may be poetry. Who else might speak in this place: Animals? Trees? Nature? Other humans, past or present? Perhaps in your sensory exploration you heard or observed other voices and recorded them (on paper or digitally) – is there a way to include these?

Learning Project 1 Assessment:

The Exploring Narrative Mapping assignment will be assessed by self-assessment in consultation and collaboration with the instructor and our classroom community. We will practice summative and formative assessment practices during our learning process. This part of this assignment involves collaborative, meta-cognitive/learning about assessment. The following document (as well as others) will guide our assessment design:

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

Thus, we will design the assessment criteria/rubric together, with an eye/mind towards what it is like to design these kinds of learning and assessment activities for/with children. Along with your project, which you will share in class on Wednesday, September 20th, please also compose a short reflective assessment essay of not more than 600 words (this part is due on Wednesday, September 27th by Dropbox). This is an opportunity for you to reflect on both the design and assessment of this kind of work with children, through experiencing it for yourself and discussing it with others.

The focus of your assessment/summary reflection will be to connect the work you've done on your own project, and what you've witnessed/learned with our classroom community, to TQS #5 and the TRC goals for education. We will discuss this in class on the day of the presentations/sharing.

We will create a list of possible reflective questions as part of our assessment design process. The purpose of working through this together is to engage in the challenges and complexities of anti-colonial and decolonizing Social Studies (and other disciplinary) assessment for diverse learners (e.g. What is *good* work and how do we know? How do we discern what was *learned*? (rather than merely what was produced?). What counts as evidence of learning? What information do we gain as teachers from children's (and our own) work and how do we use this information to plan for day-to-day learning and growth? What kinds of documentation might we use to share with parents, children and administration? How do we engage children in assessment of their own learning and work? Etc.).

2. **LEARNING PROJECT 2: (UN)UNIT (LEARNING/CURRICULUM) AND ASSESSMENT PLAN DRAFT (GROUP)**

   DUE: OCTOBER 4, 2023

In a group of 3-4 teacher peers, design *a draft* (un)unit/learning plan.

This process will be completed in class, with guidance from the instructor and one another.

See the description of Learning Project #3. This group draft project will follow the same guidelines and instructions.

Engage us in one or more of the learning activities ("lessons") in your plan. Receive feedback. (We will collaboratively discuss this and make the schedule for how long your sharing and activity can take)

CRITERIA FOR ASSESSMENT OF LEARNING PROJECT #2

Assessment will be collaboratively designed, based on the work and learning that creatively co-emerges

We will practice summative and formative assessment practices during our learning process. Our assessment will engage in collaborative, meta-cognitive/learning about assessment that will support you in your field experiences.

The following document, along with the TQS, will guide our collaborative assessment design and your self-assessment:

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

3. **LEARNING PROJECT #3: (UN)UNIT (LEARNING/CURRICULUM) AND ASSESSMENT PLAN DRAFT (INDIVIDUAL)**

   DUE: OCTOBER 25 (PRESENTATION AND HARD COPY)

This project continues the learning and planning begun in our groups (#2) by revising the draft plan your group has designed to make it your own. Using the feedback received on your draft plan, revise and reformulate it into final form. Time will be given in class to work on these plans/projects with the guidance and formative feedback from instructor and peers.

Minimally, your plan (and the group draft plan for project #2) should focus on the following and be illustrative of key aspects of theory introduced in the course.

1. Designing an (un)unit plan for learning and an assessment plan to foster deep understanding of a key disciplinary concept and/or competency.
2. Including a rationale for the learning plan, as supported by theory and discipline.
3. Discussion of practicalities of enacting this learning and assessment plan: fitting it into a larger context/concept, integration of effective formative assessment strategies for scaffolding and adapting to the needs of diverse learners, etc.

4.   Align plan with the TQS.

**You may use any style or template for your plan that makes sense for your topic. The following is a suggested path for organizing your thinking/planning/presenting:

A. ***Unit Title, Subject Area, and Topic*** *– The theme of your unit.* This should be developed in consultation with the instructor and should be clearly and specifically titled.

B. ***Reference to Alberta Education Curriculum or standards****, as it applies to your un-unit.* Identify how your planning fits within the Alberta Curriculum. Provide an explanation if it doesn't fit explicitly.

C. ***Grade Level(s) –*** *The grade in which the subject is taught*

D. ***Rationale –*** *Provide a paragraph explanation where the value of the un-unit is presented/discussed.*

E. ***Learning Outcomes –*** describe the learning outcomes for the overall unit (longer term). In your lesson plans, describe the learning outcomes or goals for that specific lesson (shorter term). One or more of these may overlap. Five or six learning outcomes should define what the students should know/be able to do by the end of the unit and lessons. We will discuss in class what "lesson" plans should specifically include and various formats for writing/documenting them.

F. ***Key Instructional Practices and Assessment –*** *Details about the main methods for teaching and learning through the un-unit and possible assessment practices.* 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? How will you discern and document student learning to inform and support your teaching.

G. ***List of Sources*** *– All sources consulted in preparation of the unit should be listed. Note: multiple sources are expected.* Present a reference page in APA format.

H. ***List of Materials –*** *List all materials needed to teach the unit that are not readily available to the teacher every day.* Be specific!

J. ***Learner Differentiation/Explanation of how the unit plan addresses all students' needs*** *Demonstrate how your plan addresses the interests and needs of a range of students.* Show how you will teach inclusively and in an anti-colonial manner, address the TQS and goals of EDIA.

K. ***Creativity and Innovation*** *Detail how your unit will include a variety of teaching methods, with specific reference to creative teaching that engages all students.* Include discussion of your inclusion of technology in the curriculum and ways to include interdisciplinarity and connections to other subject areas.

CRITERIA FOR ASSESSMENT OF LEARNING PROJECT #3

Assessment will be collaboratively designed, based on the work and learning that creatively co-emerges

We will practice summative and formative assessment practices during our learning process. Our assessment will engage in collaborative, meta-cognitive/learning about assessment that will support you in your field experiences and in being able to independently self-assess your own learning and planning as a teacher.

The following document, along with the TQS, will guide our collaborative assessment design and your self-assessment:

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

READINGS and RESOURCES to support our learning

REQUIRED:

King, T. (2003). *The truth about stories: A native narrative*. House of Anansi Press.
　　*options: you can purchase this book at the bookstore, several copies are available in the library, or you may listen to Thomas King read the book at: https://www.cbc.ca/radio/ideas/the-2003-cbc-massey-lectures-the-truth-about-stories-a-native-narrative-1.2946870
Google Play ; BookShelf ; Kobo ; Amazon Kindle ; iBooks

Snyder, T. & Krug, N. (2021). *On tyranny (graphic edition): Twenty lessons from the twentieth century*. Ten Speed Press.
Google Play ; Kobo ; Amazon Kindle ; ebooks.com ; iBooks ; BookShelf

ADDITIONAL RESOURCES:

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

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

***Truth and Reconciliation*:**
Truth and Reconciliation Commission of Canada (2015). *Calls to Action.*
https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf
https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1223287/truth-and-reconciliation-commission-of-canada/1776364/#details=1

First Nations Child & Family Caring Society of Canada (nd). *Spirit Bear's Guide to the Truth and Reconciliation Commission of Canada Calls to Action.*
https://fncaringsociety.com/publications/spirit-bears-guide-truth-and-reconciliation-commission-canada-calls-action

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

Alterman, E. (2019, February). The decline of historical thinking. *The New Yorker*. Retrieved from:
　　https://www.newyorker.com/news/news-desk/the-decline-of-historical-thinking

Alook, A., Eaton, E., Gray-Donald, D., LaForest, J., Lamenman, C., & Tucker, B. (2023). Miyo-Wicihtowin: Uniting to build a caring economy for all (pp. 107-128) in *The end of this world: Climate justice in so-called Canada*. Between the Lines. Toronto.
　　https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=30338936

Celidwen, Y. (2020, May 29). *Indigenous contemplative science: An ethics of belonging and reconnection* (lecture). The Center for Contemplative Mind in Higher Education.
https://youtu.be/nJNNKLeB57g

Chambers, C. (2006). "The land is the best teacher I have ever had": Places as pedagogy for precarious times. *Journal of Curriculum Theorizing, 22*(3),
https://link.gale.com/apps/doc/A159508001/AONE?u=ucalgary&sid=googleScholar&xid=4c87f871

Amnesty International (2022, Nov. 28). Stop paving over our rights. Amnesty International Canada.
https://amnesty.ca/blog/making-climate-justice-action-accessible-amnestys-stop-paving-over-our-rights-comic/
OR
https://amnesty.ca/wp-content/uploads/2022/11/amnesty-comic-2-stop-paving-over-our-rights-updated-1.pdf

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

Battiste, M.A. (2013). *Decolonizing education: Nourishing the learning spirit*. Saskatoon SK: Purich Publishing Limited.
https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=5652479
*E-book licence permits only three (3) simultaneous online users; per day, a user may print to PDF up to 68 pages

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

Block, A. (2007). States of siege: The assault on education. *Journal of the American Association for the Advancement of Curriculum Studies*. Vol. 3 (February 2007). Retrieved from
https://ojs.library.ubc.ca/index.php/jaaacs/article/view/187662

Brake, J. (2021, July/Aug). "Built on a foundation of white supremacy". *Briarpatch*, 50(4), 14-19.
https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=151115232&site=ehost-live

Brown, S.D. & Swope J. (2010). Using image analysis to build reading comprehension. *Canadian Social Studies (43)*1.
Retrieved from https://canadian-social-studies-journal.educ.ualberta.ca/content/articles-2000-2010
Available in Eric: https://files.eric.ed.gov/fulltext/EJ916613.pdf

California State Department of Education (1998). *10 quick ways to analyze children's books for racism and sexism.*
Sacramento: California. Retrieved from
https://link-gale-com.ezproxy.lib.ucalgary.ca/apps/doc/PQDTTB672814928/AHSI?u=ucalgary&sid=bookmark-AHSI&xid=e8008afb

https://link-gale-com.ezproxy.lib.ucalgary.ca/apps/doc/TOMLER082666030/AHSI?u=ucalgary&sid=bookmark-AHSI&xid=890d850f

Canadianhistory.ca (n.d.). *Gradual Civilization Act*. Retrieved from:
https://www.canadiana.ca/view/oocihm.9_07030/2?r=0&s=1

Crowley, R.M., & Smith, W.L. (2020). A divergence of interests: Critical race theory and white privilege pedagogy.
Teachers College Record, 122(1), 1-24.
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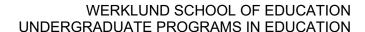https://doi.org/10.14288/cjne.v28i1-2.196590
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Interactive Internet Resources:

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

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

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

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

ALBERTA EDUCATION DOCUMENTS

Alberta Education. (2020) – Teaching Quality Standard (TQS)
https://open.alberta.ca/dataset/14d92858-fec0-449b-a9ad-52c05000b4de/resource/afc2aa25-ea83-4d23-a105-d1d45af9ffad/download/edc-teaching-quality-standard-english-2020.pdf

Alberta Education - Professional Practice Standards/Applying Foundation Knowledge (FNMI)
https://www.alberta.ca/first-nations-metis-and-inuit-education.aspx

Alberta Education. (2011). *English as a Second Language Proficiency Benchmarks.* Retrieved from:
http://www.learnalberta.ca/content/eslapb/

Alberta Education. (2013). *Framework for student learning: Competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit.* (10 pages)
https://open.alberta.ca/publications/9780778596479

Alberta Education. (2013). Ministerial order on student learning (#001/2013). (2 pages) Retrieved from:
https://education.alberta.ca/media/1626588/ministerial-order-on-student-learning.pdf

Alberta Education. (2005). *Elementary Social Studies Program of Study*. (K-6)
https://www.alberta.ca/programs-of-study.aspx?
https://education.alberta.ca/social-studies-k-6/programs-of-study/?searchMode=3

Alberta Learning. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction.* (255 pages) Retrieved from: **https://education.alberta.ca/media/384968/makingadifference_2010.pdf**

Friesen, S. (2009). What did you do in school today? Teaching effectiveness: A framework and rubric. Toronto: Canadian Education Association. (11 pages) Retrieved from: **http://www.galileo.org/cea-2009-wdydist-teaching.pdf**

UNITED NATIONS DOCUMENTS (re Sustainable Development Goals 2030)

UN sustainable development goals 2030
https://sustainabledevelopment.un.org/?menu=1300

UN SDG2030 lessons for teachers
https://en.unesco.org/themes/education/sdgs/material

Additional recommended resources for planning and assessment:

Leahy, S., Lyon, C., Thompson, M., & William, D. (2005). *Classroom assessment: Minute by minute and day by day* (5 pages) Retrieved from:

https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=18772694&site=ehost-live

McTighe, J. & Associates (2012) *New Professional Development Resources*
https://jaymctighe.com/resources/

McTighe, J. & Wiggins, G. (2005). Overview of UbD & the design template. Retrieved from:
https://wpvip.edutopia.org/wp-content/uploads/2022/10/stw-normal-park-normal-understanding-by-design.pdf

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 : Claire Gillis, esa@ucalgary.ca.

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