

**EDUC 460.01: Specialization I: Early Childhood Education
Winter, 2026***Erin Spring*

Section information (times, class location, instructor) can be found in your my.ucalgary.ca portal.

Your instructor will also confirm section information through your D2L course shell.

Please check these sites prior to the start of the course.

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation within Alberta (including Nose Hill Métis District 5 and Elbow Métis District 6).

Class Dates: January 12 – March 13, 2026

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

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

Office Hours: By appointment only

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

COURSE DESCRIPTION:

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

EXTENDED COURSE DESCRIPTION:

Early Learning theories and approaches, as they connect to practical classroom experiences will be explored through consideration of foundational early learning programs and approaches, the investigation of Alberta Education's guiding curriculum documents, the design of learning and assessment plans, and the analysis of teaching/learning resources. Topics in teaching and learning will focus on appropriate early childhood practices, including inquiry-based learning, the importance of on-going formative assessment, as well as curriculum diversification to meet the needs of all learners. Key topics will include historical and contemporary shifts in early childhood curriculum and pedagogy. Together we will examine various theoretical perspectives of early childhood education and their socio-political and historical inheritances.

Assignments will provide an opportunity for students to develop an understanding of short-term instructional design and to examine curriculum shifts in the province, as indicated in Alberta Education's curriculum redesign documents.

LEARNER OUTCOMES:

Students will be knowledgeable about:

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

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

REQUIRED RESOURCES: There is no required resource beyond the readings in the Weekly Course Schedule, below. Given the emergent and dialogic nature of the course, readings and tasks are subject to change.

LEARNING TASKS OVERVIEW

LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT 1: Analysis of a Lesson and Assessment Plan	Group	30%	Monday, February 2, 2026
LT 2: Creation of Short-term Learning and Assessment Plan	Individual	40%	Friday, February 27, 2026
LT 3: Conceptual Understanding of "ECE"	Individual	30%	Friday, March 13, 2026

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

WEEKLY COURSE SCHEDULE:

TENTATIVE WEEKLY COURSE SCHEDULE

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.

Weeks, Topics, Deadlines, and Readings
Week 1 (January 12-16, 2026): Pedagogy in the Early Years <i>Jigsaw read in class</i>

Biermeier, M. (2015). Inspired by Reggio Emilia: Emergent curriculum in relationship-driven learning environments. *YC Young Children*, 70 (5),
<https://www.naeyc.org/resources/pubs/yc/nov2015/emergent-curriculum>
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=112343077&site=ehost-live>

Key elements of the Reggio Emilia Approach.

<https://www.edutopia.org/article/7-ideas-reggio-emilia-any-early-childhood-teacher-can-use/>

Taylor, M. & Boyer, W. (2020). Play-based learning: Evidence-based research to improve children's learning experiences in the kindergarten classroom. *Early Childhood Education Journal*, 48(2), 127-133.
10.1007/s10643-019-00989-7

<https://link.springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10643-019-00989-7>

Thompson, J., & Stanković-Ramirez, Z. (2021). What early childhood educators know about developmentally appropriate practice. *Phi Delta Kappan*, 103(2), 20–23. 10.1177/00317217211051138
<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/00317217211051138>

Hewes, J. (2015). Let the children play. Canadian Council on Learning, 1-8.

https://www.researchgate.net/publication/242281732_LET_THE_CHILDREN_PLAY_Nature%27s_Answer_to_Early_Learning_EARLY_CHILDHOOD_LEARNING

The Importance of Play

<https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1218823/let-the-children-play/1771900/>

Documents we will reference in class at various times:

Alberta Education. (2008). Kindergarten program statement.

<https://education.alberta.ca/media/563583/kindprogstate2008.pdf>

Alberta Education. (2020). Guiding framework

<https://open.alberta.ca/dataset/f3fb3059-fdec-4c62-89b7-a34eb9d33c3c/resource/0a51ffa3-76bf-4f8b-a31c-7481eb2fba5c/download/edc-guiding-framework-curriculum-development-2020.pdf>

Week 2 (January 19-23, 2026):

Lesson Design

Required Readings:

McTighe, J. & Wiggins, G. (2013). What makes a question essential? In *Essential questions: Opening doors to student understanding*. ASCD.

Retrieved from <https://static.pdesas.org/content/documents/WHERETO.pdf>

New Learn Alberta. (2021). Competency Progressions.

<https://curriculum.learnalberta.ca/cdn/progression-pdfs/Competency%20Progressions%20-%20EN.pdf>

In class review:

What is Bloom's Digital Taxonomy? Updated for the 21st century learner

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

Alberta Education. (2008). Kindergarten program statement.

<https://education.alberta.ca/media/563583/kindprogstate2008.pdf>

Learn Alberta. (2023). New Alberta Curriculum K-6. [Program of Studies].
<https://www.alberta.ca/education-guide-learnalberta-ca.aspx>

Choosing topics:

Heard, G. & McDonough, J. (2009). A place for wonder: Reading and writing nonfiction in the primary grades. Stenhouse Publishers. Chapter 1 pg. 8-55
https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=330192&site=ehost-live&ebv=EB&ppid=pp_7

Preparation for LT1- examination of lesson plans

Week 3 (January 26-30, 2026):

Theories of Play and Learning in the Early Years

Required Readings:

Nilsson, M., Ferholt, B., & Lecusay, R. (2018). 'The playing-exploring child': Reconceptualizing the relationship between play and learning in early childhood education. *Contemporary Issues in Early Childhood*, 19(3), 231– 245.

Gray, P. (2017). What exactly is play, and why is it such a powerful vehicle for learning? *Topics in Language Disorders*. 37 (3) pp. 217–228. <https://ezproxy.lib.ucalgary.ca/login?url=https://ovidsp-ovid-com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00011363-201707000-00003&LSLINK=80&D=ovft>

Focus on ECE theorists and approaches:

Jigsaw group work in class to analyze: Jean Piaget, Lev Vygotsky, John Dewey, Jerome Bruner, Erik Erikson, Urie Bronfenbrenner, Howard Gardner, Maria Montessori, Fredrich Froebel

Students will create a brief CANVA presentation with an overview of the specific philosophy and classroom implications

Jigsaw readings:

Manitoba Education and Advanced Learning. (2015). Learning through play.
https://www.edu.gov.mb.ca/k12/childhood/time_for_joy/chapter6.pdf

Everyone reads 169-170 (Rationale). The rest will be read in groups and shared in class. Pg. 171-218

What is "Provocation"?

<https://www.youtube.com/watch?v=ZXYW2LGrYYA&t=31s>

Edge Early Learning

<https://www.youtube.com/watch?v=ZZMsNkHQg5c>

Activity:

Bring an object or a photo to class that could be used as a provocation for learning. Be prepared to share how it could be used to facilitate learning. What can play based learning look like in grade 1-3?

LT 1 Due Monday, February 2, 2026

Week 4 (February 2-6, 2026):

Fostering Literacy Learning in the Early Years

Required Readings:

Taylor, S., & Leung, C. (2020). Multimodal literacy and social interaction: Young children's literacy learning. *Early Childhood Education Journal*, 48(1), 1–10.

<https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10643-019-00974-0>

REACH Workshop Series: Emergent Writing

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

Peggy Semingson, Phonological awareness, phonemic awareness, and phonics.

<https://www.youtube.com/watch?v=McJldIFIpC8&t=518s>

Video 15: Phonemes linked to letters

<https://www.youtube.com/watch?v=6wjU03hjOvs>

Jigsaw Readings:

Rog, L. (2011). Teacher, I hurt my arm knee!: Oral language, phonological awareness, and vocabulary development. In *Read, Write, Play and Learn*. (47-58). International Reading Association.

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991002913699704336

Roskos, C., & Richgels, D. (2003). The essentials of early literacy instruction. *YC Young Children*, 58(2), 52–60. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/42729932>

Rowe, D., Shimizu A. & Davis, Z. (2021). Essential practices for engaging young children as writers: Lessons from expert early writing teachers. *The Reading Teacher*. 75 (4).485-494.

<https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.2066>

Group reading and analysis:

The top 5 ideas from each article others should know

Fine, M. (2022). Follow the line: A kindergarten journey from lines to letters. *YC Young Children*, 77(3), 70–76.

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=158980292&site=ehost-live>

Activity:

A selection of picture books will be available. Your task will be to find the curriculum outcome(s) that align and create a list of questions to ask students before/during/after reading.

Week 5 (Feb 9-13, 2026):

Fostering Mathematical Learning in the Early Years

Required Readings:

Dorl, J., Casa, T., & LaBella, E. (2022). Developing young children's expressive mathematical language. *YC Young Children*, 77(3), 32–41.

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=158980286&site=ehost-live>

Perry, L. (2022). Promoting algebraic reasoning in the early years. *YC Young Children*, 77(3), 16–23.
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=158980284&site=ehost-live>

Jigsaw Readings:

Jaques, S., Kim, B., Shyleyko-Kostas, A., & Takeuchi, M. (2019). “I just won against myself!”: Fostering early numeracy through boardgame play and redesign. *Alberta Teachers’ Association Journal: Early Childhood Education*, 46(1), (22-29)
<https://prism.ucalgary.ca/bitstream/handle/1880/111252/ECE%20article%202019.pdf?sequence=1&isAllowed=y>

Siller, M., & Alanís, I. (2022). Two mathematical heads are better than one: The benefit of peer-based learning in preschool. *YC Young Children*, 77(3), 6–14.
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=158980283&site=ehost-live>

Burns M., & Sheffield, S. (2004). The Napping House: In *Math and literature: Grades K-1*. (35-44) Posted on Leganto Reading List in D2L

Moss, J., Bruce, C., Caswell, B., Flynn, T., & Hawes, Z. (2016). Shaping young minds: Why we care about spatial reasoning in the early years. In *Taking shape: Activities to develop geometric and spatial thinking Grades k-2* (3-16). Pearson Canada. Posted on Leganto Reading List in D2L

Activity:

Choose from a selection of math related picture books, link the relevant curriculum outcome-suggest a math related journal entry or task that could arise from the book to be shared in class

Week 6- February 16-20, 2026: Reading Week/Family Day No classes

**Week 7 (February 23-27, 2026) and Week 8 (March 2-6, 2026)
Pedagogical Documentation and Meaningful Assessment**

Required Readings:

Moss, P. (2014). Transformative change and real utopias in early childhood education. New York: Routledge (Chapter 5: Democracy, experimentation, and democratic experimentalism - pay particular attention to the sections ‘Evaluation’ as a democratic practice (beginning on p. 126) and ‘Experimentation’ (beginning on p. 131)

Rinaldi, C. (2006). Documentation and assessment: What is the relationship? (1995–8). In *In Dialogue with Reggio Emilia* (pp. 55–65). Routledge.10.4324/9780203317730-11

Rinaldi, C. (2012). The pedagogy of listening: The listening perspective from Reggio Emilia. In C. Edwards, L. Gandini, & G. Forman. (Eds.). *The hundred languages of children: The Reggio Emilia experience in transformation* (233-246). Bloomsbury Publishing.
<https://ebookcentral-proquestcom.ezproxy.lib.ucalgary.ca/lib/ucalgaryebooks/reader.action?ppg=260&docID=820317&tm=1539978042505>

In addition, please also read one of the following articles as an example of an inquiry-based approach to curriculum:

Moss, P. (2014). Transformative change and real utopias in early childhood education. New York:

Routledge (Chapter 6: The crow project)

<https://www.taylorfranciscom.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781315779904-6/crowproject-peter-moss>

Cadwell, L. B. (1997). Bringing Reggio Emilia home: an innovative approach to early childhood education. Teachers College Press. (Chapter 3, The children and trees)

https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24344901390004336?auth=SAML

We will watch these in class:

Reggio Children. (2020). Imagine a forest. Available at: <https://vimeo.com/395417061> (English subtitles available on Vimeo)

Documentation

<https://www.youtube.com/watch?v=me46lbQKGSU>

Harvard Project Zero: See think wonder

<https://www.youtube.com/watch?v=-TKZiGWjLCI>

Discipline-based Inquiry Assessment and Rubrics (from Galileo.org):

<https://galileo.org/earlylearning/professionals/assessment/>

<https://galileo.org/earlylearning/professionals/designing-rubrics/>

Alberta Assessment Consortium (2013). Principles of sound assessment practice for early learning environments: A guide for educators.

https://aac.ab.ca/wp-content/uploads/2018/02/Assessment_For_Early_Learners_Teachers.pdf

Jigsaw readings:

Leahy, S., Lyon, C., Thompson, M., & Wiliam, D. (2005). Classroom assessment minute by minute, day by day. Educational Leadership, 63(3), 18–24.

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

Lee Keenan, D., & Ponte, I. (2018). Meaningful assessment and documentation. YC Young Children, 73(5), 87–92.

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=132765607&site=ehost-live>

Parnell, W. & Bartlett, J. (2012). I document: How smartphones and tablets are changing documentation in preschool and primary classrooms. YC Young Children, 67(3), 50-57.

https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1012&context=edu_fac

LT2 Due Friday, February 27, 2026

Week 8 (March 2-6, 2026):

Pedagogical Documentation and Meaningful Assessment Continued and Materials and Making

Required Readings:

Pacini-Ketchabaw, V. (2024). Encounters with Materials in Early Childhood Education. Routledge. (Chapter 5: Clay) <https://www-taylorfranciscom.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781003322559-3/charcoal-veronica-pacini-ketchabaw-sylvia-kind-lauriekoher>

<https://www-taylorfranciscom.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781003322559-3/charcoal-veronica-pacini-ketchabaw-sylvia-kind-lauriekoher>

Bunn, S. (1999). The Importance of Materials. *Journal of Museum Ethnography*, 11, 15–28.
<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/40793620>

Pacini-Ketchabaw, V. (2024). *Encounters with Materials in Early Childhood Education*. Routledge.
(Chapter 2: Paper)
<https://www.taylorfrancis.com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781003322559-3/charcoal-veronica-pacini-ketchabaw-sylvia-kind-lauriekocher>

**Week 9 (March 9-13, 2026):
Synthesizing Our Learning**

Activity:

Sharing of Multimodal assignments

Creating a list of Children's Literature: Bring a favorite children's book to share

Suggestions and Questions related to Field Experience

LT3 Due – Friday, March 13, 2026

CHANGES TO SCHEDULE:

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

LEARNING TASKS AND ASSESSMENT

There are three required Learning Tasks for this course.

LT 1: Analysis of a Learning Design and Assessment Plan (worth 30%) DUE: Monday, February 2, 2026.

For this assignment, students will work in small groups to analyze inquiry-based learning design and associated assessment plans that have been published, found online, or experienced in practice. It is recommended that you locate an inquiry-based learning design that contains at least 3-4 lessons/learning activities, and associated assessment plans that cover at least two disciplines (for example, mathematics and English Language Arts, Social Studies and Science). Please provide samples of the lessons your group has chosen.

The following sites will be useful in locating possible lesson and assessment plans:

- OISE/University of Toronto Inquiry-based Lesson Plans for the Early Years
<https://wordpress.oise.utoronto.ca/robertson/inquiry/>
- Learn Alberta First Nations, Métis, and Inuit perspectives to Lesson Plans
<http://www.learnalberta.ca/content/fnmilp/index.html>
- Galileo Site <http://galileo.org>
- Alberta Assessment Consortium <https://aac.ab.ca>
- Doucette Library Lesson Planning Guides.
https://libguides.ucalgary.ca/guides/lesson_planning_resources
- Learn Alberta Lesson Plans
<http://www.learnalberta.ca/Search.aspx?lang=en&search=&grade=&subject=&audience=&language=fr&format=&type=Lesson+plan>

The purpose will be to foster professional learning conversations to gain an understanding of the features of a well-designed, inquiry-based lesson and assessment plan appropriate at the ECE level, and to provide helpful and supportive suggestions to strengthen the designs selected by their peers.

Students will provide a critical review of the learning design and assessment plan, by addressing each of the following aspects of Unit and Lesson Plan templates (“the design template”) adapted from Wiggins, G. (2005). Overview of Understanding by Design and developed by members of University of Calgary’s Werklund School of Education:

1. Program of Studies Foundations

What program foundations form the emphasis of the unit? What big ideas from the Programs of Studies are included? What areas are missing? What additions would you make?

2. Essential Question

What is the big, overarching question guiding the unit plan? If there isn’t one, what do you suggest?

3. Unit Plan Outcomes

What general and specific outcomes from the Program of Studies are covered in the unit? What would students understand, be able to do, be able to apply? Are all possible outcomes listed? Are there any missing? What would you suggest?

4. What competencies from the Alberta Education’s Guiding Framework are evident? If none are listed, what do you suggest?

5. Unit Plan Resources

What resources would be required? Were there be guest speakers/field trips to plan for? Would you need resources/materials/technologies? Are the resources and materials developmentally appropriate and honour discovery and inquiry-based learning? Are there other resources, like children’s literature listed? What would be good additions to the lessons?

6. Unit Plan Summative Assessment

Describe the evidence that learning has occurred at the conclusion of this unit. What are the expected understandings at the conclusion of the lessons. Is there only summative assessment, formative or both? Provide examples. If the assessment is lacking, what does your group suggest?

7. Lesson Plan Sequence/Outcomes

For each lesson in the unit, consider the primary topic/activities, outcomes and assessment. Describe how each lesson builds on the next or not! What activities will help students engage with, explore, explain, elaborate on and evaluate the big idea in the unit? If the activities are lacking, provide suggestions from the group to enhance the lesson quality.

Do the lessons help guide students to reflect, rethink and refine their work/ideas/understandings? Do the lessons help students exhibit (show evidence of learning) and self-evaluate developing skills/knowledge/understandings? Are there co-constructed rubrics for tasks and clear criteria for task completion? If not, what would you suggest?

8. Recommendations:

What suggestions do you have to strengthen the learning design and assessment?

9. Theory:

In this selection of lesson plans, what are the underpinning theories of learning based on the Early Childhood principles of play-based learning, Primary Guiding Framework and developmentally appropriate practice? Was diversity in learning addressed? If not, what would you add to show personalization and differentiation?

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

CRITERIA	ACCOMPLISHED (A- TO A+)	DEVELOPING (B- to B+)	BEGINNING (C+ or less)
Assessment of Learning Design and Assessment Plans	All the above 9 points are addressed in a thorough, detailed and well-supported critique of lesson and assessment plans.	Some or all of the 9 points are addressed in a descriptive critique of the lesson plan.	Some of the 9 points are missing or incomplete or addressed in a cursory manner.
Grounding and pairing with theory -makes connections to theories of learning and Programs of Study, explains the connections	Analysis is grounded and paired with theories, makes multiple connections to the literature, is highly effective, and well-explained.	Analysis is grounded and paired with theories, makes one or two connections to the literature, is usually effective, and well-explained.	Connections to theory and/or explanations are missing or incomplete or made in a cursory manner.
Presentation of ideas APA 7 format, reference list, attention to spelling and grammar, logically organized material	Method of presentation is effective, well organized, clear, and concise.	Method of presentation is organized, but errors in referencing	Presentation is reasonably informative but lacking in organization or missing references

Group assignments, you will be assessed as a group. If there are any concerns around group work, please consult with your instructor, who will discuss a reasonable plan forward based on the specificity of the context. Further grading details will be discussed in class and included in the Learning Task Rubrics that are posted in D2L.

LT 2: Creation of Short-term Learning and Assessment Plan (worth 40%) DUE: Friday, February 27, 2026

Based on some of the work done in LT1, students will individually create a short-term learning and assessment plan. In this assignment, you will be asked to prepare a connected series of **3** lesson plans that incorporate significant concepts relevant to young children (Kindergarten to Grade 3). Your plans should incorporate at least two curricular areas as identified in the Alberta Education's Programs of study and/or Alberta Education's Kindergarten Program Statement. To this end you are asked to create a rationale to explain the reasons for the teaching and learning choices you made, how this lesson plan fits into a broader context of a unit that meets the learning outcomes outlined in the appropriate Programs of Study or Kindergarten Program Statement, and the intended results of creating the lesson as you have indicated.

Rationale: As a precursor to this lesson sequence, please provide a written rationale to support the reasons you chose to create these lessons by providing evidence of your knowledge of:

- How young learners learn

- Theories and philosophies associated with early childhood education
- Effective and appropriate assessment strategies
- Learning outcomes identified in Alberta Education's Program of Studies/ Kindergarten Program Statement
- Include references for your sources and readings that support your ideas- you may use readings from other courses
- There is no word limit if the material is covered

Lesson elements: The following elements are required for each lesson in the short -term planning unit.

A thorough plan on a lesson plan template of your choice (see D2L for an example), that succinctly illustrates your comprehensive vision for the lessons to ensure student learning as guided by the learner outcomes. Learner outcomes should be identified within Alberta Education's Program of Studies/ Kindergarten Program Statement. Your plan must include (although is not limited to) the following:

1. Topic/Curriculum Area (s)/Expected Grade level
 2. Essential question (s) and Understandings
 3. List of learning outcomes from the respective Program of Studies curriculum documents as they apply to your lesson
 4. Learning intention for the lesson (Students will be able to...), a logical sequence of events, (teacher does, students do), possible questions to be asked, possible responses, options for inclusion/differentiation and specific materials and resources.
- Each lesson should include one selection of children's literature. Make sure there is enough detail for me to fully understand how each activity will be conducted.
5. Examples of on-going formative assessment that align with, and support, student learning
 6. Provide a sample of the expected task outcome, possible materials used during the execution of the lesson (if created by you) and an assessment rubric of the task.

References: Please include a reference page using APA 7. Include references for the resources in your lesson plans.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

CRITERIA	ACCOMPLISHED (A- TO A+)	DEVELOPING (B- to B+)	BEGINNING (C+ or less)
DESIGN			
Curricular Outcomes	Appropriate links to Program of Studies (POS) for chosen level; clear understanding of curricular outcomes as expressed in POS	Some links to POS for chosen level are clear and appropriate; some POS curricular outcomes are represented in lesson plan	Links to POS for chosen level not clear or appropriate; curricular outcomes present but not clearly articulated
Instructional Delivery	Plan well informed by disciplinary knowledge; lessons are highly engaging and inquiry-based; lessons are clearly student-centered; clear intentions with a logical sequence; complete and	Good evidence of carryover of disciplinary knowledge to lesson plan; lessons are engaging and some parts inquiry-based; mostly student-centered; good attempt to integrate parts of the lesson; lesson plan	Some evidence that disciplinary knowledge informed creation of lesson plan; lesson is inquiry-based and student-centered but needs to be strengthened; lesson

	organized; easy to envision how lesson will unfold; high degree of integration among lesson sections and samples of tasks are provided	mostly clear and logical flow; most important elements included	plan flow is neither clear nor logical and is hard to follow; several important elements of a good lesson plan are missing
Lesson Design	Lesson design is highly effective for encouraging deep understanding of content objectives by students Includes a variety of options for inclusion/differentiation/personalization	Lesson design provides good opportunities to encourage deep understanding by students Some effort to include options for differentiation/inclusion/personalization	Lesson design shows awareness of importance of encouraging deep understanding by students, but is not effective in achieving that understanding No attempt to differentiate or personalize learning
Assessment	Appropriate assessments are clearly integrated into lesson Clearly communicates to students how individual tasks fit in. Uses a variety of effective formative assessments to inform instructional decisions and to improve practice; strong statement of how assessment will improve practice Examples of rubrics and other checklists are provided	Good effort to integrate appropriate and effective assessments Shows some variety in choices for formative assessment – most are effective; clear statement of how assessments will improve practice Some assessment examples are provided	Some attempt made to include appropriate assessment opportunities; shows lack of understanding of what constitutes effective assessment; no communication to students of how to situate their work. Formative assessment options are limited and not particularly effective; does not address how assessment will lead to improved practice
Rationale: The “WHY” Thoughtful connections to readings, class discussions	The rationale displays a sophisticated understanding/analysis of how young children learn and the role of planning in the teacher-student relationship. The rationale is well written and easily understood.	The rationale demonstrates a competent understanding of how young children learn and the role of planning in the teacher-student relationship. The rationale is reasonably well written.	The rationale is clear although there are limited connections to readings and theories of learning. The rationale is vague with few examples.
Reference page is included	The unit is free of errors with attention to spelling and grammar and proper APA 7 format	The unit is reasonably free of errors. The reference page is included.	The unit has not been checked for spelling and grammar and the reference page is limited or missing.

LT 3: Emergent Conceptual Understanding of Early Childhood Education: (worth 30%) DUE: Friday, March 13, 2026

MULTIMODAL RESPONSE: Individual Projects will be shared with the class during the last week of classes.

Throughout the course you will have had ongoing opportunities to apply key insights and concepts from course texts and resources towards the development of your work in Learning Tasks 1 and 2. In this final assignment, you will demonstrate your engagement with the various ideas, insights, and processes within the field and praxis of Early Childhood Education presented in the course.

As you create this assignment you may consider the following questions:

What are the foundational beliefs and understandings that guide programming in Early Childhood Education?

What is the nature of young learners? What environments support the best learning possibilities?

How do we meet diverse student needs?

What types of resources and materials provide rich learning opportunities?

What is the value of play and inquiry-based learning in ECE? What research supports these views?

What authentic play experiences promote rich learning and deep understanding from K-3?

In what ways do teachers support learning in early childhood classrooms?

What educational theories and pedagogy are connected to and support learning in early childhood?

What philosophy speaks to you when you think of becoming an Early Childhood Educator?

The purpose of the assignment is for you to consider these questions as a way of reflecting thoughtfully on your own evolving perspective of Early Childhood Education. Your response may take several forms. It could be a CANVA presentation, illustrated story, a newsletter, a brochure, PowerPoint, poster, a short video (5 minutes), a podcast, etc.

While you are welcome and encouraged to collaborate with classmates to form your opinions and seek understanding, you must create an individual assignment that provides evidence of your understanding of young learners, their learning needs and instructional approaches that support those needs. This assignment should draw from the curriculum documents, class work and readings, but could also include information from other relevant education courses.

This assignment will include:

- At least three references to educational theory and pedagogy as they relate to the field of Early Childhood Education
- Reference to at least three educational learning theorists explaining how their theories impact your perspective of Early Childhood Education
- 4-6 engaging practices and activities
- A list of 5-8 children's literature and teaching resources.
- A reference page using APA 7

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

CRITERIA	ACCOMPLISHED (A- TO A+)	DEVELOPING (B- to B+)	BEGINNING (C+ or less)
Knowledge of the nature of young learners and their learning needs	Presents a clear, thoughtful understanding/representation of the uniqueness, diversity, learning strengths and learning needs of young children. Understanding is supported by reference	Provides a basic understanding/representation of some of the qualities of young learners and their learning needs. Understanding is supported by reference to a few readings, learning theories and personal experiences.	Provides a limited understanding/representation of the qualities of young learners and their learning needs. Reference to readings, learning theories and personal experiences to support understanding is limited.

	to a variety of readings, learning theories and personal experiences.		
Knowledge of concepts and theories that guide ECE curriculum development	Provides a clear, detailed description of at least 3 principles, and 3 theories and approaches that guide appropriate curriculum design for young learners. Understanding is supported by reference to a variety of readings, learning theories and personal experiences.	Provides a description of some of the principles, theories and approaches that guide appropriate curriculum design for young learners. Understanding is supported by some readings, learning theories and personal experiences. Descriptions are more superficial.	Provides a limited description of the principles, theories and approaches that guide appropriate curriculum design for young learners. Reference to readings, learning theories and personal experiences to support understanding is surface level without deep thought or conviction.
Knowledge of ECE classroom practice	Provides 4-6 thoughtful, practical examples of appropriate ECE classroom practices that foster a positive classroom community, optimize learning, ensure a climate of trust and encourage risk taking. Understanding is supported by reference to a variety of readings, learning theories and personal experiences.	Provides up to 3 examples of appropriate ECE Classroom practice that address some aspects of a positive classroom community. Understanding is supported by reference to some readings, learning theories and personal experiences.	Provides only a 1 or 2 examples of appropriate ECE classroom practice that address aspects of a positive classroom community. Reference to readings, learning theories and personal experiences to support understanding is very limited.
Appropriate and effective modes of expression	Mode of expression is informative, clear, accurate, visually appealing and concise.	Mode of expression is effective but lacks clarity.	Mode of expression is minimally effective.
Reference page APA 7	Reference page is complete with attention to spelling and grammar	Reference page is complete, but there are errors in spelling and grammar	Reference page is incomplete

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:

<https://calendar.ucalgary.ca/pages/2c2d1ce47b8c4d008aec9cc3da49876e>

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. 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

<https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxetCi1>

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: <https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1>

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

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

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://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

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: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures <https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846>

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfrehb>) or the Conjoint Health Research Ethics Board <https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and

received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies

<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac3501>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Access and Privacy Office (Formerly) Freedom Of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

Other Important Information

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

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 Tracy Dinh, esa@ucalgary.ca.

Werklund SU Representative is Siena Yee, educrep@su.ucalgary.ca.