

*Erin Spring***EDUC 460.11/.25****Specialization I, Elementary Social Studies/Elementary Social Studies Revitalization of Indigenous Languages  
Winter 2026****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 course is to introduce students to the concepts, theory and design planning related to teaching within the specializations of Social Studies and the Revitalization of Indigenous Languages. Theory, as connected to an understanding of practical classroom experiences, will particularly inform the course curriculum and will be explored through course readings, analysis of teaching/learning artifacts and through the design of discipline-based learning and assessment plans. Topics in teaching and learning will include teaching inclusively and addressing the needs of diverse learners, effective integration of technology and discipline-based inquiry. Assignments will present the opportunity for students to develop an understanding of short-term instructional design and to begin to examine curriculum shifts in the province.

#### **LEARNER OUTCOMES:**

Students will be knowledgeable about:

- 1) Developing a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts and terminology.
- 2) Exploring and applying introductory theory related to the teaching of the discipline with an emphasis on designing discipline-based tasks and assessment processes and creating an adaptive classroom learning environment to better meet the needs of today's diverse learners.

- 3) Understanding teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.
- 4) Successfully designing short-term learning and assessment plans to deepen understanding of key ideas/concepts within the discipline.

### 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. There are no special technology requirements other than access to a computer.

### REQUIRED RESOURCES:

Please obtain Michelle Good's novel *Five Little Indians* and Timothy Snyder's graphic edition of *On Tyranny: Twenty Lessons From the Twentieth Century* wherever/however you prefer to purchase books (in any format you choose). in whichever way you prefer (bookstore, audible, public library, etc)

Good, M. (2020). *Five little Indians*. Harper Perennial.

\*options: you can purchase this book at a local bookstore, or any way you prefer to purchase and read books, or listen to it on Audible or another ebook provider.

[Google Play](#) ; [iBooks](#) ; [Kobo](#) ; [Amazon Kindle](#) ; [ebooks.com](#)

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](#)

To access the Leganto reading list, please go to D2L "My Tools."

### ADDITIONAL RESOURCES:

**PLEASE SEE DOCUMENT LIST AND LINKS AT THE END OF THE DOCUMENT.**

### LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK <b>With alignment to learner outcomes</b>	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1. Group discussion presentation and	See detailed description below.	Individual	15%	Part 1: January 26 (group presentation- part

individual memo on Michelle Good's (2020) <i>Five Little Indians</i>	Aligned to learner outcomes 1, 2, and additional aims of the course.			of assignment process) Part 2: January 30
2. (Re)orienting to Indigenous Languages	Individual  Aligned to learner outcomes 1, 3, and additional aims of the course.	Individual	35%	ongoing individual and collaborative work in class  Gallery of individual artifacts: February 27
3. Creation and presentation of Short-term Learning and Assessment Plan	This is a two-part assignment. The first part will be completed in small groups (up to 3). Part two is an individual assignment.  Aligned to learner outcomes 1, 2, 3, 4, and additional aims of the course.	Part 1: Group Part 2: Individual	Part 1: 10% Part 2: 40%	Part 1: March 6 Part 2: March 13

**Final grades are based on a combination of assignments and term work. Grades are awarded as letter grades and are posted to the student portal 3-4 weeks after the final assignment.**

#### **WEEKLY COURSE SCHEDULE:**

Date	Topic	Readings and Tasks	Due Dates
Jan. 12-16	<p>What does it mean to teach Social Studies in Alberta?</p> <p>How might we create a shared understanding of revitalization of Indigenous languages and the vital connection to Social Studies</p> <p>How might we honour each of these as essential topics of learning that teachers can embed with intention across disciplines and grade levels?</p>	<p>Introductions and welcome.</p> <p>READ: (or listen on Audible, etc)</p> <p>Good, M. (2020). <i>Five little Indians</i>. Harper Perennial.</p> <p>*We'll discuss and agree on how many chapters to read in class.</p> <p>Wilson, J., &amp; Nelson-Moody, A. (2019). Looking Back to the Potlatch as a Guide to Truth, Reconciliation, and Transformative Learning. <i>New Directions for Teaching and Learning</i>, 2019(157), 43–57. 10.1002/tl.20329 <a href="https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/tl.20329">https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/tl.20329</a></p>	

		<p>Shipley, T. (2020). Introduction. In T. Shipley (pp.1-11), <i>Canada in the world: settler capitalism and the colonial imagination</i>. Fernwood Publishing.  <a href="https://fernwoodpublishing.ca/files/Canada_in_the_World_by_Tyler_A_Shipley_copy.pdf">https://fernwoodpublishing.ca/files/Canada_in_the_World_by_Tyler_A_Shipley_copy.pdf</a></p> <p>For groupwork on LT1</p> <p>Friesen, S. (2009). What did you do in school today? Teaching effectiveness: A framework and rubric. Canadian Education Association.  <a href="https://www.edcan.ca/articles/what-did-you-do-in-school-today-teachingeffectiveness-a-framework-and-rubric/">https://www.edcan.ca/articles/what-did-you-do-in-school-today-teachingeffectiveness-a-framework-and-rubric/</a>.</p>	
Jan. 19-23	<b>What does it mean to create theory from experience?</b>	<p>Good, M. (2020). <i>Five little Indians</i>. Harper Perennial.            *We will be discussing and reading together in class.</p> <p>Seidel, J. (2006). Some Thoughts on Teaching as Contemplative Practice. Teachers College Record, 108, 1901-1914. <a href="https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1467-9620.2006.00767.x">https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1467-9620.2006.00767.x</a></p> <p>Choose one of the following and be prepared to summarize its main points in class and relate them to the SS Program of Study:</p> <p>Simpson, L. B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. <i>Decolonization: Indigeneity, Education &amp; Society</i> (3)3, 1-25.  <a href="https://jps.library.utoronto.ca/index.php/des/article/view/22170">https://jps.library.utoronto.ca/index.php/des/article/view/22170</a></p> <p>Turnbull, D. (2000). Tricksters and cartographers: maps, science and the state in the making of a modern scientific knowledge (pp.91-131)            London, UK: Taylor &amp; Francis Group.  <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=181573&amp;ppg=97">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=181573&amp;ppg=97</a></p> <p>For groupwork on LT1</p>	

		<p>Friesen, S. (2009). What did you do in school today? Teaching effectiveness: A framework and rubric. Canadian Education Association.  <a href="https://www.edcan.ca/articles/what-did-you-do-in-school-today-teachingeffectiveness-a-framework-and-rubric/">https://www.edcan.ca/articles/what-did-you-do-in-school-today-teachingeffectiveness-a-framework-and-rubric/</a>.</p>	
<p>Jan. 26-30</p>	<p>Becoming Critical Educators</p> <p>What makes a good learning design?</p>	<p>We will divide into groups and each group will READ at least one of the following pieces and present it to the classroom community:</p> <p>Duchscher, T. M. (2018). Seeking race: Finding Racism. <i>Journal of the Canadian Association for Curriculum Studies</i>, (16)1, 127-142.  <a href="https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40360">https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40360</a></p> <p>Keddie, A. (2011). Educating for diversity and social justice. In A, Keddie, Educating for diversity and social justice, 150-162. Routledge. <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=958249&amp;ppg=158">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=958249&amp;ppg=158</a>  <i>*E-book licence permits only one online user at a time; please download ahead of schedule to avoid access issues</i></p> <p>Kumashiro, K. (2002). Theories and practices of anti-oppressive education. In K. Kumashiro, Troubling education: Queer activism and anti-oppressive pedagogy, 31-75. Routledge.  <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=672522&amp;ppg=44">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=672522&amp;ppg=44</a></p> <p>Become familiar with the UN Sustainable Development Goals 2030 and choose a lesson plan that interests you and that relates to the Program of Studies for Alberta:  UN Sustainable Development Goals 2030  <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p>	<p>Group presentation/discussion on <b>Monday, January 26.</b></p> <p>LT#1 part 2  Individual memo due on <b>Friday, January 30</b> to Dropbox.</p>

Feb. 2-6	What are the theoretical underpinnings that inform meaningful curriculum planning that supports Indigenous language revitalization efforts?	<p>Read:</p> <p>-the introduction to <i>On Tyranny: Twenty Lessons from the Twentieth Century</i>.</p> <p>Shipley, T. (2020). Conclusion: Decolonizing Canada. In T. Shipley (pp.503-510), <i>Canada in the world: settler capitalism and the colonial imagination</i>. Fernwood Publishing.  <a href="https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24225356580004336?auth=SAML">https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24225356580004336?auth=SAML</a></p> <p>As a class, we will begin to use these resources along with others to map out the theoretical underpinnings that will help to inform curriculum planning.</p> <p>Snyder, T. &amp; Krug, N. (2021). <i>On tyranny</i> (graphic edition): Twenty lessons from the twentieth century. Ten Speed Press.  <a href="#">Google Play</a> ; <a href="#">Kobo</a> ; <a href="#">Amazon Kindle</a> ; <a href="#">ebooks.com</a> ; <a href="#">iBooks</a> ; <a href="#">BookShelf</a></p>	
Feb. 9-13	Why is purpose-driven assessment important?	Using evidence from the readings this week including <i>Five Little Indians</i> , class discussions, the UN SDGs, TRC, and TQS, we will begin to create a visual map to generate assessments and critical questions for formative assessment.	
Feb. 16-20	READING WEEK		
Feb. 23-27		<p>Remainder of course reading schedule will be decided as we move through the learning together.</p> <p>Listen/watch:</p> <p>Storyhive. (2019, November 29). Voices on the rise: Indigenous language revitalization in Alberta Episode 1. [Video]. YouTube.  <a href="https://www.youtube.com/watch?v=dtEujiPUE0">https://www.youtube.com/watch?v=dtEujiPUE0</a></p>	February 27- sharing gallery in class of artifacts for LT2
Marc h 2-6		<p>LT3 part A presentations</p> <p>Listen/watch:</p>	March 6 LT3 part 1 group project/teaching due – upload lesson plan

		Storyhive. (2019, November 29). Voices on the rise: Indigenous language revitalization in Alberta Episode 2. [Video}. YouTube. <a href="https://www.youtube.com/watch?v=g0UH1IhBnNk">https://www.youtube.com/watch?v=g0UH1IhBnNk</a>	to D2L
Marc h 12-16		Storyhive. (2019, November 29). Voices on the rise: Indigenous language revitalization in Alberta Episode 3. [Video]. YouTube. <a href="https://www.youtube.com/watch?v=YZgJ8TZ0Zs0">https://www.youtube.com/watch?v=YZgJ8TZ0Zs0</a>  LT3 part A presentations  Closing	<b>LT3 part 2 due</b>

#### 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

Please note that all assignments are expected to be the original work of the student and students may only use generative AI (GAI) tools for word processing functions, such as grammar and spell checking (e.g. Grammarly, CoPilot). It is not required to document the use of the above GAI for the purposes described. If you have questions about a specific use of other GAI tools, please contact your instructor.

There are 3 required Learning Tasks for this course.

#### LEARNING TASK 1: **Critical Reflection and Assessment (Michelle Good's (2020) *Five Little Indians*)**

**DUE: Part 1- January 27, Part 2- January 31**

The submission of this learning task is an individual assignment and the learning process leading up to the final submission is in small groups. Part 1 is a **group dialogue** presented to the class that is an experience to be considered for the assessment memo. Part 2 is the individual assignment that is a **reflection and assessment memo** drawn from the group work, group presentation, and incorporation of instructor/peer feedback after the presentation.

Storytelling and the study of stories and literature is essential to the Humanities and Social Sciences (and to being human). This assignment focuses on Michelle Good's (2020) multi-award-winning novel *Five Little Indians*. This novel focuses on the lives of residential school survival and will ground our conversations and work through the course.

#### The purposes include:

- Experience reading for enjoyment as part of learning;
- Becoming familiar with the possibilities for literary reading and storytelling to enhance and enliven the Social Studies curriculum;

- Learning to engage in difficult conversations, related to Social Studies learning, in ways that are life-serving, antiracist, decolonial, and aligned with the TRC goals for education;
- Practicing critical reflection skills, both as teacher and student, and diverse ways to engage in articulating and sharing reflections;
- Practicing assessment design and skills through (student) self-evaluation and (teacher) collaborative design.

## PROCESS:

1) READ for enjoyment (or listen on Audible, etc.) *Five Little Indians*. We will be working with these chapters in class in relation to the P of S and to the other readings. We will determine the timeline of chapters to be read including some together in class.

2) Part I: Group discussion/presentation (Due **Monday January 26**)

Part II: Assessment Memo (individual) (Due Friday, January 30 to Dropbox)

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

The assessment design of this assignment will be in consultation and collaboration with the instructor and our classroom community and will incorporate self assessment, group feedback loops, and considerations of criteria. We will experience summative and formative assessment practices during this learning process. This part of this assignment **involves collaborative, meta-cognitive/learning about assessment that will support you in your field experience**. The following document, along with the TQS, will guide our assessment design:

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

Thus, we will design the assessment criteria together, with an eye/mind towards what it is like to design these kinds of learning and assessment activities for/with diverse children/learners.

**This project 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 and connecting it to curriculum.** 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 Social Studies (and other disciplinary) assessments for diverse learners. For example:

What is good work?

How do we know?

How do we discern what was learned? [rather than only 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?).

**Presentation (Not for marks but as part of the learning process)**

**The presentation in class is not a report about the book itself.** It is a presentation on how you, as a group, learned to hold dialogues and create a brave space to discuss sensitive topics. As a class, we will discuss more detailed criteria about how to plan and present your emerging thoughts.

**Criteria for the Assessment Memo**

An assessment memo is a chance for you to **look back** over this entire learning process, **connect** the dialogues in class, in your small group, **respond** to the learning through these dialogues AND the feedback you received during the presentation. This memo needs to include evidence of the entire learning process from the reading individually, discussing topics that emerge from the reading, the shaping and sharing of your learning process, the assessment dialogues, and your meta-reflection after the whole learning process. **Essentially, writing this memo invites you to deeply consider current and relevant assessment practices in the area of your Specializations of Social Studies and Revitalization of Indigenous Languages.**

This is a narrative reflection (600-800 words) including references to the book *Five Little Indians*. You may also connect this to other readings in class if appropriate.

## LEARNING TASK 2: Land-Practice, Story, and Making (story, land, language revitalization)

### 2. – DUE: (ongoing process work in class and final individual artifact - 35% of course grade)

Through an interactive arts-based and reflective process we will experience and learn Indigenous languages from different sources, including Blackfoot stories from through language resources *created by children and guided by an Elder*. Our engagement with these child-created books will support our learning about the relationships between land, language, culture, and story. Throughout the course, we will also engage in dialogue with and about revitalization of Indigenous languages, different stories and examples of how this important work lives in schools. These learnings are part of the representation of LT2.

The purpose of this assignment is to experience ongoing land practice and language revitalization dialogue and practice, and to represent learning in an arts-based artifact. This will build muscle memory of how to design learning for students to engage with land, place, dialogue, learning from experts, learning about language and to represent learning in arts-based and reflective methods.

During our class times together, we will establish a land-practice on most classes (time outside to notice deeply and reflect, followed by work together in the classroom in **small dialogic groups** to:

- draw understanding about social studies, revitalization of Indigenous languages, citizenship, and concerns for the world and all beings that are present through the practice of connecting with land outside.
- learn Blackfoot vocabulary for animals and place names,
- learn to appreciate and tell these stories orally and in writing,
- learn and practice ways of designing this kind of learning into all elementary classrooms/curriculum with a particular focus on the Social Studies curriculum.
- We will be guided through our learning which will involve remembering, retelling, and rewriting through a guided land practice and making practice together.
- **The final project will be an artifact that you create/design individually to honour your learning journey about the stories these children have shared respectfully drawing upon the language of this land, your land-practice, and other reflections and learning concerning the revitalization of Indigenous languages. This will evolve during class time. The final artifact may be created both in class and at home if necessary.**

## CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Assessment will be collaboratively designed, based on the work and learning that creatively co-emerges. It will follow a similar process as the assessment for LT1. **The purpose of co-designing assessment together in a Specialization course is to embody and experience assessment as part of ongoing learning design in this course.**

**Due date:** This project will be ongoing guided learning in class throughout the term and will lead to the short-term learning and assessment plan (lesson planning assignment). **We will have regular dialogues as a whole class to share the learning as it develops. A gallery sharing of individual artifacts will take place on February 27. This will include sharing your artistic representation and using oral storytelling to synthesize aha moments of your learning journey that led to creating this piece.**

It is vital that you attend all classes and participate in this process as you will be creating your own artifact with time given in class as well as homework outside of class to complete it. If you are ill, please let me know and we will work together to help you stay on track in this project.

Following what we decide together in class as assessment criteria, this artistic representation will hold a living record of learning artifacts. **This body of evidence** that you create both individually and in your dialogic groups will serve as inspiration of how to design learning and assessment and will address the outcomes of the course, as well as the additional aims of the course.

In addition to any words/written understandings on the artifact, the individual artifact should be arts-based and show evidence of connection to land, place, and Indigenous language revitalization learning as it evolved through the course. Basic art materials will be provided in class, and you are encouraged to bring your own pencil crayons, water colours, etc. if you wish.

### **LEARNING TASK 3: Learning Task 3 Part 1: Group Creation of Short-term Learning and Assessment Plan (10%) Presentation and Paper Copy (2-3 per group)**

**DUE: March 6, 2026**

The purpose of this group assignment is to prepare you for Learning Task 3 Part 2.

Continuing our work with the Blackfoot/English books created by children, a regular land practice, and emergent dialogue about the world today (in Alberta, Canada, and globally) each group will design a short-term learning and assessment plan for an elementary Social Studies classroom that centres Indigeneity and the revitalization of Indigenous languages.

Your plan should follow a clear and comprehensive template of your choice or create your own (we will also discuss in class) and include a plan for learning and assessment that promotes deep understanding of a key concept or competency in Social Studies and ties this storywork into the curriculum outcomes. Your group can choose any grade from kindergarten to middle school for creating this plan.

Time will be given to working collaboratively in class. Each group will “teach” their learning plan (or parts of the plan) to the rest of the classroom community. Instructor and peer feedback will be an essential part of learning and working together.

Please post a copy of your group’s Learning and Assessment plan in D2L the day before your presentation/teaching so that everyone in the class has a copy.

We will use the same rubric for Learning Task 3 part 1 and part 2.

Your group may choose to edit your learning and assessment plan based on feedback given during and following your presentation/teaching by the instructor and peers. Please let the instructor know if you will be handing in a revised copy.

The presentation/teaching part is not graded.

The lesson plan should be relevant to the world outside the walls of the classroom, centering Indigeneity, climate action, and considerations of citizenship wherever possible. There will be ongoing discussions on how to integrate intractable topics into lesson design.

### **Learning Task 3 Part 2: Individual Creation of Short-term Learning and Assessment Plan (40%) Due date: March 13, 2026**

Your task is to design a short-term learning and assessment plan inspired by the many possible lesson plan designs within the children’s Blackfoot/English books and by the work groups have done previously. You may design an entirely new learning plan or build on/amplify the learning begun in any of the plans presented to the class including your own group’s using the feedback provided. Options will be discussed as we work through these assignments together.

Your plan should follow a clear and comprehensive template of your choice or create your own and include a plan for learning and assessment that promotes deep understanding of a key concept or competency in Social Studies and works to centre Indigeneity and the revitalization of Indigenous languages.

Drawing on your Pragmatics and Field Experience courses in Semester I, you are asked to prepare an annotated lesson plan related to Social Studies. You will record your thoughts and decision-making processes while creating the lesson plan. This may be done in a variety of ways and will be discussed in class. You will record on the lesson plan the reasons for the choices that you have made, how this lesson plan fits into the broader context of a unit learning plan as described in the Programs of Study, and the intended results and outcomes, as well as how you will know you have been successful.

The following elements are required:

1. A thorough lesson plan: utilize a lesson plan template of your choice illustrating clearly your vision for the lesson(s) and making clear the comprehensive vision you have in order for students to achieve the objectives. Your plan must include (as a minimum) the following:

**objectives, options for inclusion/differentiation, an understanding of how this turns away from a colonial lens towards a kinship worldview (drawing from readings, class discussions, land-practice that will develop in class together), and formative assessment strategies that link to your objectives.**

2. Annotations to the lesson plan: record the choices you made, the ideas you chose to include, and how this lesson fits into the curricular objectives as stated in the Alberta Programs of Study. Justify the pedagogical choices you have made by adding references to the literature you have discussed in class.

#### **EDUC 460 Learning Task 3 Parts I and II Rubric:**

<b>Content/Grade</b>	<b>A+/A</b>	<b>A-/B+</b>	<b>B/B-</b>	<b>C+/Lower</b>
<b>Design</b> Program of Studies (PoS)	Appropriate link to PoS for chosen level	Some links to PoS for chosen level are clear and appropriate	Links to PoS for chosen level not clear or appropriate	Few if any links provided between PoS and lesson elements
Curricular Outcomes	Clear understanding of curricular outcomes as expressed in POS	Some PoS curricular outcomes are represented in lesson plan	Curricular outcomes present but not clearly articulated; little effort to integrate	Curricular outcomes not present
<b>Instructional Plan</b> Plan components	Plan well Informed by disciplinary knowledge; lesson highly engaging; lesson is clearly student-centered; lesson clear and well- ordered; easy to envision how lesson will unfold; all important elements included; high degree of integration among	Good evidence of carryover of disciplinary knowledge to lesson plan; lesson is somewhat engaging mostly student- centered; good attempt to integrate parts of the lesson; lesson plan mostly clear and logical flow; most important elements included	Some evidence that disciplinary knowledge informed creation of lesson plan; lesson is somewhat student- centered but needs to be strengthened; lesson plan flow is neither clear nor logical and is hard to follow; several important	Little evidence that disciplinary knowledge informed creation of plan; lesson is teacher- centred; lesson plan is missing important elements and does not flow well (hard for reader to imagine how the lesson would unfold)

	lesson sections and excellent links		elements of good lesson plan are missing	
<b>Understanding</b>  Lesson Design	Lesson design is highly effective for encouraging deep understanding of content objectives by students	Lesson design provides good opportunities to encourage deep understanding by students	Lesson design shows awareness of importance of encouraging deep understanding by students but not effective in achieving that understanding	Absence of evidence of attempt to encourage deep understanding by students
<b>Assessment</b>  Integrated assessments	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	Good effort to integrate appropriate and effective assessments; Shows some variety in choices for formative assessment – most are effective	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	Assessment lacking; no understanding shown of importance of appropriate and effective assessment; clear lack of direction for students. Unclear vision of how to include assessment, discussion of importance of assessment or how it can be used to improve practice
Statement of practice improvement	Strong statement of how assessment will improve practice	Clear statement of how assessments will improve practice	Does not address how assessment will lead to improved practice	Needs to be strengthened/ revised
<b>Annotations</b>  Depth of analysis	Annotations display a sophisticated and elegant understanding and analysis of the role of planning in lesson design	Annotations display a competent understanding, if not analysis, of the role of planning in lesson design	Annotations display some understanding of the role of planning in lesson design, but lack analysis	Annotations display little understanding of the role of planning in lesson design and lack analysis
Writing quality	The annotated lesson plan is clearly written and stands as a superior example free of errors	The annotated lesson plan is relatively clearly written and contains few errors.	The annotated lesson plan is somewhat unclearly written and contains errors that impede understanding	The annotated lesson plan is unclearly written and contains many errors that impede understanding

**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/professional-practice-standards>

Alberta Education. (2011). English as a Second Language Proficiency Benchmarks.

<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)

<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) [https://education.alberta.ca/media/384968/makingadifference\\_2010.pdf](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) <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:**

Feldman, J. (2019). *Grading for equity: What it is, why it matters, and how it can transform schools and classrooms*. Corwin.

Gonzalez, J. (4 February, 2015). *Meet the single point rubric*. <https://www.cultofpedagogy.com/single-point-rubric/>

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

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

Taylor Institute of Teaching and Learning. (2020). *Single point online discussion rubric*.  
<https://taylorinstitute.ucalgary.ca/sites/default/files/Example-single-point-online-discussion-rubric.pdf>

### READINGS AND ADDITIONAL RESOURCES:

\* 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://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-ofcanada/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>

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<https://ezproxy.lib.ucalgary.ca/login?qurl=https%3A%2F%2Fwww.proquest.com%2Fscholarly-journals%2Fpimosatamowin-sikaw-kakeequaywin-walking-talking%2Fdocview%2F230304450%2Fse-2%3Faccountid%3D9838>

Alterman, E. (2019, February). The decline of historical thinking. *The New Yorker*.

<https://www.newyorker.com/news/news-desk/the-decline-of-historical-thinking>

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/>

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[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/2422535600004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/2422535600004336?auth=SAML)

Bartlett, S. (2023). The long shadow of a juniper berry: The poetics of land-based research. *Art/Research International: A Transdisciplinary Journal*, 8(1), 295-322. <https://www-erudit-org.ezproxy.lib.ucalgary.ca/en/journals/ari/2023-v8-n1-ari08784/1106386ar/>

Battiste, M.A. (2013). *Decolonizing education: Nourishing the learning spirit*. 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

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).

<https://ojs.library.ubc.ca/index.php/jaaacs/article/view/187662>

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<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=151115232&site=ehost-live>

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<https://canadian-social-studies-journal.educ.ualberta.ca/content/articles-2000-2010>  
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California State Department of Education (1998). 10 quick ways to analyze children's books for racism and sexism. Sacramento: California.  
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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://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/tl.20329>

Zazzera, E. D. (n.d.). First you make the maps. Laphams Quarterly. <https://www.laphamsquarterly.org/roundtable/first-you-make-maps>

## PODCAST ABOUT ENERGY TRANSITIONS IN THE ANTHROPOCENE

Volatile Trajectories (Host). (2022, November 23). Volatile trajectories [Audio podcast episodes 1-6].  
[https://www.youtube.com/channel/UCmxaqKwTJv\\_NIHqU1MRiNMA](https://www.youtube.com/channel/UCmxaqKwTJv_NIHqU1MRiNMA)

## INDIGENOUS LANGUAGES – ADDITIONAL READINGS AND RESOURCES (PODCASTS, WEBSITES, ETC.)

### Websites:

APTN (2022). Speak with pride. <https://speakwithpride.ca/>

Government of Canada. (2019, June 28). Indigenous languages legislation. <https://www.canada.ca/en/canadianheritage/campaigns/celebrate-indigenous-languages/legislation.html>

Statistics Canada (2016). Census in brief: The Aboriginal languages of First Nations people, Métis and Inuit.  
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### Chapters and Articles:

Assembly of First Nations. (n.d.). Languages and culture. <https://www.afn.ca/policy-sectors/languages-and-culture/>

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Barbosa, L. P. (2022): Onto-Epistemic paradigm of the countryside and social theory: What do popular movements of Latin America and the Caribbean teach us?, *Educational Studies*. DOI: 10.1080/00131946.2022.2132392  
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<https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/23793406.2022.2136106>

Gardner, E. B. (2004). Tset hikwstexw te sqwelteltset: We hold our language high. *Canadian Journal of Native Education*, 28(1/2), 130 – 148.  
<https://doi.org/10.14288/cjne.v28i1-2.196590>  
Also available in LCR: <https://ezproxy.lib.ucalgary.ca/login?url=https://www-proquestcom.ezproxy.lib.ucalgary.ca/scholarly-journals/tset-hikwstexw-te-sqwelteltset-we-holdour/docview/230302434/se-2?accountid=9838>

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

Philip, M. N. (1989). The absence of writing or how I almost became a spy. In M. N. Philip (author), *She tries her tongue, her silence softly breaks* (pp.10-25). Ragweed.  
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Martin, K. (2016). On the hunting and harvesting of Inuit literature. In D. Reder & L. Morra (Eds.), *Learn, teach, challenge: Approaching Indigenous literatures* (pp. 445-458). Wilfrid Laurier University Press.  
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Nettle, D. & Romaine, S. (2000). The ecology of language. In D. Nettle & S. Romaine (authors), *Vanishing voices: The extension of the world's languages* (pp. 78-98). Oxford University Press.  
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Whyte, K. (2020) Against crisis epistemology. Pp 52-64 In Hokowhitu, Moreton-Robinson, A., Tuhiwai-Smith, L., Andersen, C., & Larkin, S. (2022). Routledge Handbook of Critical Indigenous Studies. Taylor & Francis Group. 10.4324/9780429440229  
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Blog:

Courtois, V. (2022, November 17). Indigenous led land stewardship. Indigenous Leadership Initiative.  
<https://www.ilinationhood.ca/blog/hopeforbiodiversity?twclid=2-trj7i89ljez8dud5d436o9yz>

Video:

Storyhive. (2019, November 29). Voices on the rise: Indigenous language revitalization in Alberta Episode 1. [Video]. YouTube. <https://www.youtube.com/watch?v=-dtEujiPUE0>

Storyhive. (2019, November 29). Voices on the rise: Indigenous language revitalization in Alberta Episode 2. [Video]. YouTube. <https://www.youtube.com/watch?v=g0UH1IhBnNk>

Storyhive. (2019, November 29). Voices on the rise: Indigenous language revitalization in Alberta Episode 3. [Video]. YouTube. <https://www.youtube.com/watch?v=YZgJ8TZ0Zs0>

Podcasts:

CBC Radio (2022): Land back. <https://www.cbc.ca/listen/cbc-podcasts/1341-landback>  
Or Listen on the CBC Listen App  
CBC Radio (2021). Stuff the British stole.  
[https://www.cbc.ca/listen/cbc-podcasts/1030-stuff-the-british-stole?cmp=DM\\_SEM\\_Listen\\_Titles](https://www.cbc.ca/listen/cbc-podcasts/1030-stuff-the-british-stole?cmp=DM_SEM_Listen_Titles)  
or Listen on the CBC Listen App

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>

### **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.

### 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-chrehb>

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](mailto:esa@ucalgary.ca).

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