



Erin Spring

EDUC 460.19 Specialization I, Secondary Social Studies 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.

LAND ACKNOWLEDGEMENT:

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: Available by appointment.

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

COURSE DESCRIPTION:

The intent of the Specialization I Seminar is to introduce students to the concepts, theory, and design planning related to teaching within the specializations of Social Studies. 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. The 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:

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

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face.

REQUIRED RESOURCES AND ADDITIONAL RESOURCES: See Weekly Course Schedule

Generative AI:

Course participants are invited to use artificial intelligence tools, including generative AI, to gather information, review concepts, and/or to help produce assignments. However, (1) it is the student's responsibility to inform the instructor *in writing* of the intention to use such technology *in advance* of its use; (2) the student is ultimately accountable for the work they submit; and (3) any content generated or supported by an artificial intelligence tool must be cited appropriately. Misuse of these tools will be considered academic misconduct and will be treated as such.

LEARNING ASSESSMENT TASKS OVERVIEW

LEARNING ASSESSMENT TASK	DESCRIPTION OF LEARNING ASSESSMENT TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
#1 Critical Analysis of a Learning and Assessment Plan: Media Presentation	To gain a deeper appreciation of what a well-designed learning and assessment plan looks like, using First Nations Education Steering Committee: First Peoples Principles of Learning (2007), McTighe & Wiggins (2012) Understanding by Design Framework, Wiggins & McTighe (2005) Understanding by Design, and other readings and resources, students will provide a critical review of an Alberta Education authorized learning and assessment plan (critical challenge) on the Learn Alberta website.	Group	40%	February 1, 2026 Learning Assessment Task # 1 will be presented on February 2 nd . and February 6 th . Presentations will continue February 9 th , if needed.

#2 Design a Discipline-Based Inquiry Learning and Assessment Plan	Students design a short-term learning and assessment plan connected to a larger unit of study, applying the key aspects of theory introduced in the course.	Individual	40%	February 17, 2026
#3 Emergent Conceptual Understanding of Social Studies: Audiovisual Media Portfolio Response	Reflecting on the four purposes for citizenship education, the Alberta Social Studies Programs of Study (2025) Program Rationale and Philosophy /Program Foundations, and other collected resources, students consider what curricular vision of social studies will begin to guide their professional practice.	Individual	20%	March 7, 2026

The final mark for the course will be calculated out of 100%, based on the weighted percentages for the individual and group assessments noted above. The assessment criteria for Learning Tasks are connected to the rubrics

WEEKLY COURSE SCHEDULE:

Date	Topics /reflective questions to be explored through activities, discussions, learning tasks, etc.	Resources and Tasks	
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<p>Week 1</p> <p>January 12 - January 17</p>	<p>Why does social studies matter?</p> <p>Why do we learn this stuff?</p> <p>Why is purpose-driven social studies teaching important?</p> <p>What vision of social studies will begin to guide your professional practice?</p> <p>What is the Alberta Social Studies Program of Studies (2025) asking of us as educators?</p> <p>What are the First Peoples' principles of learning?</p>	<ul style="list-style-type: none"> • Purpose- driven Social Studies Activity: Why does social studies matter? Why do we learn this stuff? • Overview of Learning Assessment Tasks with a focus on preparing for Learning Assessment Task 1. • Collaboration work for Learning Assessment Task 1. <p>Resources</p> <ul style="list-style-type: none"> • Clark, P., & Case, R. (2008). Four defining purposes of citizenship education. In R. Case & P. Clark (Eds.), <i>The anthology of social studies: Issues and strategies for elementary teachers</i> (pp. 18-29). Pacific Educational Press. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/26963247240004336?auth=SAML • First Nations Education Steering Committee. (2007). <i>First Peoples principles of learning</i>. https://www.fnesc.ca/first-peoples-principles-oflearning/ • Gibson, S. (2012). "Why do we learn this stuff"? Students' views on the purpose of social studies. <i>Canadian Social Studies</i>, 45(1), 43-58. https://eric.ed.gov/?id=EJ972852 • Learn Alberta. (2025). Curriculum implementation and support timelines. https://curriculum.learnalberta.ca/cdn/ciihub/docs/k-6-curriculum-implementation-and-supporttimeline.pdf • Learn Alberta. (2014, July 1). <i>Summaries of the critical challenges</i>. http://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm?grade=1 • New Learn Alberta. (2025). <i>Alberta k-12: Social studies programs of study</i>. https://curriculum.learnalberta.ca/curriculum/en/area/SSS 	
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		<ul style="list-style-type: none"> • Scott, D. & Abbot, L. (2012). Trying to make the mission statements of social studies curriculum inhabit my social studies pedagogy and vice versa. <i>One World in Dialogue Journal</i>, 2(1), 8-18. https://ssc.teachers.ab.ca/SiteCollectionDocuments/OneWorldInDialogue/OneWorld%20inDialogue%202012%20v2n1.pdf <p>APA 7 Resources</p> <ul style="list-style-type: none"> • Antioch University Writing Center. (2020). <i>Writing in APA style 7th edition example paper</i>. https://www.antioch.edu/wpcontent/uploads/2019/12/APA-7-Writing-in-APA-7th-Ed-Example-Paper.pdf • Purdue Online Writing Lab College of Liberal Arts. (2020). <i>APA formatting and style guide</i>. 7th ed. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html 	
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<p>Week 2</p> <p>January 18 – January 24</p>	<p>What are the key components of Understanding by Design (UbD)?</p> <p>How will I apply the key components of UbD to create learning and assessment plans?</p> <p>How can critical friends provide feedback to enhance learning?</p>	<ul style="list-style-type: none"> • Reflecting on the key components of UbD. • Collaboration work for Learning Assessment Task 1 and feedback from critical friends. <p>Resources</p> <ul style="list-style-type: none"> • Brownlow, H. (2013, July 17). <i>What is understanding by design?</i> Author Jay McTighe explains. [video]. YouTube. https://youtu.be/d8F1SnWalfE • Davis, J.L. (2005). <i>Crafting enduring understanding and essential questions. Region 10 Education Service Center.</i> https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/26963247350004336?auth=SAML • Fanwood, Scotch. (2009, December 9). <i>Using understanding by design to create meaningful units of study.</i> [LinkedIn SlideShare]. https://www.slideshare.net/jdumaresq/understanding-by-design-the-basics • McTighe, J. & Wiggins, G. (2012). <i>Understanding by design framework.</i> ASCD. https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf • Silecchia-Ferrone, C.A. (2016, September 19). <i>What is UbD?</i>. [video] YouTube. https://youtu.be/fbBL6qHeHMY 	
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		<ul style="list-style-type: none"> • <i>UbD in a Nutshell.</i> (n.d.). https://jaymctighe.com/wp-content/uploads/2011/04/UbD-in-a-Nutshell.pdf • Wallingford Public Schools. (October 2007). <i>K-12 enduring understandings and essential questions.</i> https://www.wallingford.k12.ct.us/uploaded/Curriculum/SOCIAL_STUDIES_K-12/SS_K-12_EUs_%26_EQs.pdf • Wiggins, G., & McTighe, J. (2005). <i>Understanding by design. Association for Supervision and Curriculum Development.</i> https://ebookcentral-proquestcom.ezproxy.lib.ucalgary.ca/lib/ucalgaryebooks/reader.action?ppg=13&docID=3002118&tm=1528840475720 	
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<p>We ek 3</p> <p>January 25 – January 31</p>	<p>How can we teach for deeper understanding rather than simple recall?</p> <p>What is critical thinking, and how can we promote critical thinking in social studies classrooms?</p>	<ul style="list-style-type: none"> • Collaboration work for Learning Assessment Task 1 and feedback from critical friends continued. • Review expectations for and begin to work on Learning Assessment Task 2. • Submit Learning Assessment Task 1 by February 1st, including documentation of collaboration. • The discussion and activity will guide reflection on purpose-driven social studies teaching, and how we can promote critical thinking in social studies classrooms. See resources below for the activity. <p>Activity</p> <p>View the projects from the list below:</p> <ul style="list-style-type: none"> • Grade 11 Creating biographies of local heroes. In Galileo Education Network. (2025). <i>Canadian Identity</i>. https://galileo.org/classroom-example/canadianidentity-gr11/ • Grade 9 Creating a case for either the prosecution or defense on a real-life scenario. In Galileo Education Network. (2025). Youth Criminal Justice Act https://galileo.org/classroom-example/youthcriminal-justice-act/ • Grade 9 All my relations: Education for reconciliation project. In Bailey, Deirdre. (2015, March 22). <i>All my relations</i>. [Video]. YouTube. https://www.youtube.com/watch?v=xrvNO70Tjj8 	<p>Submit Learning Assessment Task 1 to the drop box before 11:59 pm February 1, 2026.</p>
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		<ul style="list-style-type: none"> • Grade 2: Exploring Inuit culture through authentic artifacts project. In Scott, David. (2014, January 24). <i>An introduction to discipline-based inquiry learning</i> [Video]. YouTube. https://www.youtube.com/watch?v=RVhKTMFCgq0 (starts at 2:21) <ol style="list-style-type: none"> 1. Which purpose of citizenship education outlined by Clark and Case (2008) is each project built around (i.e., personal development, intellectual development, social initiation, or social reform)? 2. Based on Case (2005) and The Critical Thinking Consortium. (2024, November 27) <i>Understanding Critical Thinking</i> video, what elements of critical thinking are present in each activity? 3. How would you initiate further critical thinking for each activity? <p>Resources</p> <ul style="list-style-type: none"> • Case, R. (2005). Moving critical thinking to the main stage. <i>Education Canada</i>, 45(2), 45–49. https://www.edcan.ca/wp-content/uploads/edcan2005-v45-n2-case.pdf • The Critical Thinking Consortium. (2024, November 27th). <i>Understanding critical thinking</i>. [Video]. YouTube. https://youtu.be/UCwdxXfDou8 • <i>The Critical Thinking Consortium</i>. (2020). Resources. https://tc2.ca/resources?subject_area=Social%20Studies&keyword=#store-product-filter 	
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<p>Week 4</p> <p>February 1 – February 7</p>	<p>What does effective inquiry look like in a social studies classroom?</p> <p>What does effective learning and teaching look like, sound like and feel like?</p> <p>How can AI possibly support learning and teaching experiences?</p>	<ul style="list-style-type: none"> • Presentations of Learning Assessment Task 1. • Learning Assessment Task 2. Opportunities for formative feedback from critical friends. <p>Readings and Resources</p> <ul style="list-style-type: none"> • Friesen, S. (2009). <i>What did you do in school today? Teaching effectiveness: A framework and rubric</i>. Canadian Education Association. https://galileo.org/cea-2009-wdydist-teaching.pdf • Galileo Educational Network. (2016). <i>Rubric for discipline-based and inter-disciplinary inquiry studies</i>. http://galileo.org/rubric.pdf 	
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		<ul style="list-style-type: none"> • Galileo Educational Network Association (2015). <i>Focus on inquiry chapter 2 discipline-based inquiry: Making it work</i>. https://inquiry.galileo.org/ch2/developing-andworking-with-a-great-idea/ • Kannekens, C. (2024, September 13). <i>Teachaid.ca: Ultimate unit/lesson plan tool for new curriculum ca</i>. [Video]. YouTube. https://youtu.be/bupKhJpAaj8 • Kniberg, K. (2024, January 20). <i>Generative AI in a nutshell: How to survive and thrive in the age of AI</i>. [Video]. YouTube. https://www.youtube.com/watch?v=2IK3DFHRFfw • Massachusetts Institute of Technology. (2023, December 18). <i>Generative AI & education: Reinventing the teaching experience</i>. [Video]. YouTube. https://youtu.be/JAkkzRJefBM • Scott, D. (2019). <i>Reconsidering inquiry in the social studies classroom</i> [PowerPoint]. Will be posted in D2L • Scott, D. (2014, January 24). <i>An Introduction to discipline-based inquiry</i>. [Video]. YouTube. https://www.youtube.com/watch?v=RVhKTMFCgq0 	
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<p>Week 5</p> <p>February 8 February 14</p>	<p>Why is purpose-driven formative assessment important?</p> <p>Why is purpose-driven summative assessment important?</p> <p>How can I effectively use scaffolding strategies in my teaching?</p> <p>What is effective differentiation?</p>	<ul style="list-style-type: none"> • Continue with Learning Assessment Task 1 presentations, if needed. • Continue with work on Learning Assessment Task 2. Opportunities for formative feedback from critical friends. <p>Resources</p> <ul style="list-style-type: none"> • AITSL. (2017, August 29). <i>Formative assessment in the classroom</i>. [Video]. YouTube. https://www.youtube.com/watch?v=9FZR3-l8Y5Y • Alberta Assessment Consortium. (2020). <i>Assessment in action</i>. https://aac.ab.ca/grants/assessment-capacity/ • Edutopia. (2010, July 19). <i>How differentiated instruction and formative assessment work at Forest Lake Elementary</i>. [Video]. YouTube. https://www.youtube.com/watch?v=gFXbuE-21I4 	
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		<ul style="list-style-type: none"> Galileo Educational Network. (2025). Ranting: Persuasive Writing and Speaking. https://galileo.org/classroom-example/rantingpersuasive-writing-and-speaking/ Lewis, Beth. (2019, October 29). <i>Scaffolding instruction strategies</i>. https://www.thoughtco.com/scaffoldinginstruction-strategies-2081682 Martinelli, Marlana. (2018, March 21). <i>19 simple accommodations that work</i>. https://www.weareteachers.com/19-simplestudent-accommodations-that-work/ Measuredprogress. (2011, January 13). <i>The formative classroom: Real teachers, real students, real progress</i>. [Video]. YouTube. https://www.youtube.com/watch?v=rL54bfmZPzY Rosenshine, Barak. (2012). Principles of instruction: Research-based strategies that all teachers should know. American Educator, 36(1), 12-19. https://eric.ed.gov/?id=EJ971753 Staake, Jill. (2024, June17). <i>18 smart instructional scaffolding examples for every classroom</i>. https://www.weareteachers.com/ways-to-scaffoldlearning/ Wormeli, Rick. (2010, November 30). <i>Assessment and grading in the differentiated Classroom</i>. [Video]. YouTube. https://www.youtube.com/watch?v=rJxFXjfB_B4&feature=youtu.be&list=PLs8CQnvIjyXXq8d3iJhDa3Pa5MU97AU 	
Week 6 February 15 – February 21		Break <ul style="list-style-type: none"> Submit Learning Assessment Task 2 by February 17th. 	Submit Learning Assessment Task 2 to the drop box before 11:59 pm February 17, 2026

<p>Week 7</p> <p>February 22 – February 28</p>	<p>How can we take up the Truth and Reconciliation Commission of Canada: Calls to Action (2015) in meaningful and ethical ways?</p> <p>Why is revitalizing Indigenous languages a key to reconciliation?</p>	<ul style="list-style-type: none"> • Viewing (in class) of Storyhive. (2019, November 29). <i>Voices on the rise: Indigenous language revitalization in Alberta - episode 1</i>. [Video]. YouTube. https://www.youtube.com/watch?v=dtEujiPUE0 • Sharing circle • Begin or continue with Learning Assessment Task 3. • Formative feedback from critical friends. 	
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	<p>What is the value of “two-eyed seeing” pedagogy?</p>	<p>Resources</p> <ul style="list-style-type: none"> • Acevedo, B. (2025). <i>Ideas for decolonising the curriculum in teaching and learning: A personal reflection</i>. ARU https://www.aru.ac.uk/artshumanities-education-and-social-sciences/equalitydiversity-inclusion/decolonising-the-curriculum • Centre for Use and Society. (n.d.). <i>Decolonization in an educational context</i>. University of Victoria. https://www.uvic.ca/research/centres/youthsociety/assets/docs/briefs/decolonizing-educationresearch-brief.pdf • First Nations Child, and Family Caring Society of Canada. (n.d.) <i>Spirits bear's guide to the truth and reconciliation commission of Canada calls to action</i>. https://fncaringsociety.com/sites/default/files/3833_5_child_friendly_chrt_ctas_v7f.pdf • Galley, V. (2016, June 1). <i>Revitalizing Indigenous languages is key to reconciliation</i>. https://policyoptions.irpp.org/2016/06/revitalizingindigenous-languages-is-key-to-reconciliation/ • Hughes, C. (2021, May 3). <i>Decolonising the curriculum</i>. https://www.cois.org/aboutcois/news/post/~board/perspectivesblog/post/decolonising-the-curriculum • Pottie, E. (2022, March 18). Eskasoni elder bringing ‘two-eyed seeing’ into the classroom. CBC News. https://www.cbc.ca/news/canada/novascotia/eskasoni-elderbringing-two-eyed-seeinginto-classroom-1.6388379 • Saskatchewan Teachers’ Federation. (2021, June 21). <i>Understanding and finding our way: Decolonizing Canadian education</i>. [Video]. YouTube. https://youtu.be/JWkPBm_0C1s • The Alberta Teachers’ Association. (2025). Indigenous education resources. https://teachers.ab.ca/professionaldevelopment/indigenous-education-and-walkingtogether/indigenous-education-resources • Truth and Reconciliation Commission of Canada. (2015, May 29). <i>Truth and reconciliation commission of Canada: Calls to action</i>. https://canadacommonsca.ezproxy.lib.ucalgary.ca/artifacts/1223287/truthand-reconciliation-commission-ofcanada/1776364/ 	
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		<ul style="list-style-type: none"> • Two-eyed Seeing. (2021). <i>Place-based Learning: Our I' kanaatsi Experience</i>. Golden Hills School Division. https://www.2eyedseeing.ca/ • Two-eyed Seeing. (2021). <i>Two-Eyed Seeing</i>. Golden Hills School Division. https://www.2eyedseeing.ca/about-5 <p>Additional Resources</p> <ul style="list-style-type: none"> • Assembly of First Nations. (2025). <i>First Nations in exercising their inherent and Treaty Rights over their unique priorities in language</i>. https://www.afn.ca/policy-sectors/languages-and-culture/ • McSheffrey, E. (2022, February 8). <i>B.C. could help save one of the world's most complex Indigenous languages</i>. https://globalnews.ca/news/8604620/bcresearch-revitalizing-indigenous-languages/ • Stone, R. V. (2021, September 14). <i>your subject discipline: Where to begin</i>. https://www.socialsciencespace.com/2021/09/dec-your-subject-discipline-where-to-begin • Storyhive. (2019, November 29). <i>Voices on the rise: In language revitalization in Alberta - episode 2</i>. [Video]. YouTube. https://www.youtube.com/watch?v=g0UH1lhBnk • Storyhive. (2019, November 29). <i>Voices on the rise: In language revitalization in Alberta - episode 3</i>. YouTube. https://www.youtube.com/watch?v=YZj • TEDx Talks. (2017, October 30). <i>thriving Indigenous languages</i>. YouTube. https://www.youtube.com/watch?v=ljBjUbVWmQ 	
Week 8 March 1 - March 7	How can weaving Indigenous Ways of Knowing into classrooms and schools foster Reconciliation?	<ul style="list-style-type: none"> • After completing the activities and exploring the resources in Reading and Resources for Weeks 7 and 8, reflect on and articulate how you can be an agent for change in meaningful and ethical ways within classrooms. • Continue work on Learning Assessment Task 3. • Formative feedback from critical friends. • Submit Learning Assessment Task 3 by March 7th. 	Submit Learning Assessment Task 3 to the drop box before 11:59 pm March 7, 2026

		Resources <ul style="list-style-type: none"> • Alberta Regional Consortia. (2020). <i>Empowering the spirit: educational resources to support Reconciliation</i>. http://empoweringthespirit.ca/ • Alberta Regional Professional Development Consortium. (n.d.) Weaving ways: Indigenous Ways of Knowing in classrooms and schools: Education for Reconciliation. https://empoweringthespirit.ca/wpcontent/uploads/2018/09/Weaving-WaysIntroductory-Document-10-09.pdf • Learn Alberta (2015). <i>Guiding voices: A curriculum development tool for inclusion of First Nations, Metis and Inuit perspectives throughout curriculum</i>. http://www.learnalberta.ca/content/fnmigv/index.html 	
Week 9 March 8 – March 13	<p>What curricular vision for social studies will begin to guide your professional practice?</p> <p>What resource or teaching strategy will you share from your social studies' learning and teaching toolbox?</p> <p>What resources and teaching strategies will you add to your social studies' learning and teaching toolbox?</p>	<ul style="list-style-type: none"> • Sharing your curricular vision (sharing circle). • Sharing of resources. Each student will submit a learning and teaching resource or strategy to the D2L Discussion box. These resources will be shared in class through gallery walks and presentations. • Celebration of learning. 	

CHANGES TO SCHEDULE:

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

LEARNING TASKS AND ASSESSMENT

There are three required Learning Tasks for this course.

1. LEARNING TASK 1: Critical Analysis of a Learning and Assessment Plan – Presentation

DUE: FEBRUARY 1, 2026

Using First Nations Education Steering Committee: First Peoples Principles of Learning (2007), McTighe & Wiggins (2012) Understanding by Design Framework and Wiggins & McTighe (2005) Understanding by Design, in this task

your presentation will provide a critical review of an Alberta Education authorized learning and assessment plan (critical challenge) found on the Learn Alberta website (see links below).

Critical Challenges Link:

- Summaries of critical challenges aligned to various grades in the Alberta Social Studies Program:
<http://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm?grade=1>

Key Resources Links:

You will have the opportunity to receive formative feedback from other class members. Likewise, as a critical friend, you will provide feedback to other groups.

- First Nations Education Steering Committee. (2007). First Peoples principles of learning.
<https://www.fnesc.ca/first-peoples-principles-of-learning/>
- McTighe, J. & Wiggins, G. (2012). *Understanding by design framework*. ASCD.
https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf
- Wiggins, G., & McTighe, J. (2005). *Understanding by design*. Association for Supervision and Curriculum Development.
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgaryebooks/reader.action?ppg=13&docID=3002118&tm=1528840475720>

Other Resource Links to Guide the Analysis:

- Acevedo, B. (2025). *Ideas for decolonising the curriculum in teaching and learning: A personal reflection*. ARU
<https://www.aru.ac.uk/arts-humanities-education-and-social-sciences/equality-diversity-inclusion/decolonisingthe-curriculum>
- Brownlow, H. (2013, July 17). What is understanding by design? Author Jay McTighe explains. [video]. YouTube. <https://youtu.be/d8F1SnWalfE>
- Clark, P., & Case, R. (2008). Four defining purposes of citizenship education. In R. Case & P. Clark (Eds.), *The anthology of social studies: Issues and strategies for elementary teachers* (pp. 18-29). Pacific Educational Press.
https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/26963247240004336?auth=SAML
- Centre for Use and Society. (n.d.). Decolonization in an Educational Context. University of Victoria.
<https://www.uvic.ca/research/centres/youthsociety/assets/docs/briefs/decolonizing-education-research-brief.pdf>
- Davis, J.L. (2005). *Crafting enduring understandings and essential questions*, Region 10 Education Service Center.
https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/26963247350004336?auth=SAML
- Fanwood, Scotch. (2009, December 9). *Using understanding by design to create meaningful units of study*. [LinkedIn SlideShare]. <https://www.slideshare.net/jdumaresq/understanding-by-design-the-basics>
- Heinemann Publishing. (2017, May 31). *Your pedagogy might be more aligned with colonialism than you realize*.
<https://medium.com/@heinemann/your-pedagogy-might-be-more-aligned-with-colonialism-than-you-realize-1ae7ac6459ff>

- Hughes, C. (2021, May 3). *Decolonising the curriculum*. <https://www.cois.org/aboutcois/news/post/~board/perspectives-blog/post/decolonising-the-curriculum>
- Saskatchewan Teachers' Federation. (2021, June 21). *Understanding and finding our way: Decolonizing Canadian education*. [Video]. YouTube. https://youtu.be/JWkPBm_0C1s
- Truth and Reconciliation Commission of Canada (2015). *Truth and reconciliation commission of Canada: Calls to action* <https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1223287/truth-and-reconciliationcommission-of-canada/1776364/>
- *UbD in a Nutshell*. (n.d.). <https://jaymctighe.com/wp-content/uploads/2011/04/UbD-in-a-Nutshell.pdf>
- Wallingford Public Schools (2007, October). *K-12 enduring understandings and essential questions*. https://www.wallingford.k12.ct.us/uploaded/Curriculum/SOCIAL_STUDIES_K-12/SS_K12_EUs_%26_EQs.pdf

Important Note: You will apply other readings and resources you have explored to the presentation.

Specifically,

- ✓ Your group's presentation must answer all focus questions under Sections 1-7 to provide a thorough, detailed, and well-supported critical analysis of the chosen critical challenge. The analysis of the questions must be supported by the First Nations Education Steering Committee: First Peoples Principles of Learning (2007), McTighe & Wiggins (2012) and Wiggins & McTighe (2005). Additionally, the questions must be supported by at least two other teaching and learning readings to demonstrate an understanding of effective teaching and learning theory.
- ✓ Using the WHERETO model outlined in Section 8, you must provide recommendations to strengthen the critical challenge. You must provide one recommendation for each letter, and the associated word(s) in the acronym. Each recommendation must be supported by a different teaching and learning reading/resource from this course, other course readings/resources, or other readings/ resources you have explored.
- ✓ You will determine how the critical challenge may have been written through a colonial lens and will determine how the First Peoples Principles of Learning could be applied.
- ✓ On Monday, February 2nd, we will begin to celebrate the presentations. Each group will present to the class and respond to questions from peers. Your presentation **must not exceed 25 minutes**. Further specifics will be discussed in class and/or articulated in D2L.
- ✓ You must use connected texts and visuals to clearly support your analysis.
- ✓ You will also have opportunities, throughout the development of the presentation, to provide formative feedback to other groups and receive formative feedback from other students and the instructor. The presentation must show how formative feedback was considered and applied.
- ✓ You must use accurate writing and APA 7 citations connected to a reference list.
- ✓ You must submit evidence of collaboration, equitable division of labor and communication among group members. A template will be provided in D2L and class.

Sections 1-8**1. Background**

- What is the name and grade level, and why did you choose this critical challenge?
- How is it connected to a purpose of social studies education explored in Clark, P., & Case, R. (2008) Four Defining Purposes of Citizenship Education?

2. Big Idea and Enduring Understanding

- In viewing the learning outcomes (under the outcomes tab), what big idea and enduring understanding do you think this critical challenge was trying to get across? Justify your choices.
- To what extent do you believe students would understand this big idea and enduring understanding by the end of the lesson?

3. Essential Question

- What was the critical/essential question that guided this plan?
- To what extent was this question thought provoking, likely to spark discussion and debate, and apply knowledge in ways that show understanding rather than simple recall?

4. Knowledge and Skills

- What key knowledge and skills from the Alberta Social Studies Programs of Study (2025) were present in this study?
- To what extent would the learning sequence effectively help students more deeply understand the key knowledge and skills?

5. Assessment Evidence

- Through what evidence were students asked to demonstrate achievement of the desired outcomes?
- To what extent were students given opportunities to receive formative feedback (i.e., were students given opportunities to reflect upon and self-assess their learning)?
- How, why, and where would you adjust the forms of assessment?

6. Differentiation

- Based on your understanding of inclusive practices, what learning activities could be adapted or removed to ensure a positive learning experience for all students?

7. Colonial Lens / First Peoples Principles of Learning

- Is this critical challenge written through a colonial lens? If so, how might you address this?
- How might students apply the First Peoples Principles of Learning?

8. Applying WHERETO: Recommendations

- Using each letter in the WHERETO model outlined below, provide one recommendation to strengthen the overall design of the learning and assessment plan. Ensure each letter and the associated recommendation is supported by a different teaching and learning reading.
- ✓ **W**= help the students know **where** the unit is going and **what** is expected. Help the teacher know where the students are coming from (prior knowledge and interests).
 - ✓ **H** = **hook** all students and hold their interest.
 - ✓ **E** = **equip** students and help them experience the key ideas and explore the issues.
 - ✓ **R** = provide opportunities to **rethink** and **revise** their understandings and work.
 - ✓ **E** = allow students to **evaluate** their work and its implications.
 - ✓ **T** = **tailored (personalized)** to the different needs, interests, and abilities of learners.
 - ✓ **O** = **organized** to maximize initial and sustained engagement as well as effective learning.

CRITERIA FOR ASSESSMENT OF LEARNING TASK ONE

1. Critical analysis of learning plan (critical challenge) using all focus questions.
2. Connections to First Nations Education Steering Committee: First Peoples Principles of Learning (2007), McTighe & Wiggins (2012), Wiggins & McTighe (2005), and two other teaching and learning readings/resources.
3. A recommendation for each letter in the WHERETO model to strengthen the overall design of the learning and assessment plan, supported by at least one different teaching and learning reading/resource for each letter in the model.
4. Presentation of ideas using connected texts and visuals to support the analysis.
5. Accuracy of writing and usage of APA 7 for citations and reference list.
6. Evidence of collaboration, equitable division of labor and communication among group members.
7. Application of formative feedback to improve the inquiry and presentation.

Learning Task 1 Rubric

Criteria	Excellent	Proficient	Developing	Beginning
Critical analysis of learning plan (critical challenge) using all focus questions (20%)	All questions are addressed in a thorough, detailed, and wellsupported critical analysis of the learning plan.	All questions are addressed in a descriptive assessment of the learning plan but may lack some supporting evidence.	Some questions are addressed in a descriptive assessment of the learning plan but lacks significant supporting evidence.	Major components of questions are missing, incomplete or addressed in a cursory manner.

Sections 1-7: Connections to First Nations Education Steering Committee: First Peoples Principles of Learning (2007), McTighe & Wiggins (2012), Wiggins & McTighe (2005), and two other teaching and learning readings/resources (20%)	Multiple and ongoing connections to all readings/resources. These connections are effective and well-explained.	Some connections to readings/resources are made. These connections are general and explained.	A few connections to readings/resources. These connections are not well explained.	Connections to readings/resources are missing or incomplete and not explained.
Section 8: A recommendation for each letter in the WHERETO model to strengthen the overall design of the learning and assessment plan, supported by at least one different teaching and learning reading/resource for each letter in the model. (25%)	All letters in the model have recommendations to strengthen the learning plan. Each recommendation is well articulated, very clear and strongly supported by a different teaching and learning reading/resource.	All letters in the model have recommendations to strengthen the learning plan. A couple of recommendations are not well articulated, are unclear, and are not supported by a different teaching and learning reading/resource.	Some letters in the model have recommendations to strengthen the learning plan. Some recommendations are not well articulated and are unclear, and most are not supported by a different teaching and learning reading/resource.	All recommendations to strengthen the learning plan are vague or missing and are not connected to teaching and learning readings/resources.
Presentation of ideas using connected texts and visuals to support the analysis (10%)	Visuals and texts are effectively connected to strongly support the analysis. The presentation is explicitly clear.	Visuals and texts in most cases support the analysis. The presentation is clear.	Visuals and texts in many areas do not support the analysis. The presentation lacks clarity.	Visuals and texts are vague and/or missing and do not support the analysis. The presentation is very unclear.
Accurate writing and APA 7 for citations and reference list. (10%)	Exemplary usage of APA 7 for citations and reference list. The response is error free.	Good usage of APA 7 for citations and reference list. The response has some errors.	Significant mistakes in the usage of APA 7 for citations and reference list. The response has significant errors.	Poor usage of APA 7 for citations and reference list. The response has too many errors.
Evidence of collaboration, equitable division of labor and communication among group members (10%)	The evidence of collaboration, equitable division of labor and communication among group members is exemplary.	The evidence of collaboration, equitable division of labor and communication among group members is good.	The evidence of collaboration, equitable division of labor and communication among group members is weak.	The evidence of collaboration, equitable division of labor and communication among group members is not provided.
Description of how formative feedback was applied to improve the inquiry and presentation. (5%)	The description is exemplary and detailed.	The description is good but lacks some details.	The description is weak in most areas.	The description is extremely vague or missing.

2. LEARNING TASK 2: Design a Discipline-Based Inquiry Learning and Assessment Plan DUE: FEBRUARY 17, 2026

In this task you will design a short-term learning and assessment plan applying key aspects of theory introduced in this course. The three-period lesson plans must show evidence of being connected to a larger unit of study. Your learning and assessment plan will be submitted using a lesson plan template located in the D2L content section.

Specifically,

- ✓ Connect the lesson plans to a unit title, grade level, big idea, enduring understanding and essential question.
- ✓ Articulate the specific outcomes from the Alberta Social Studies Programs of Study (2025) addressed in the lessons. The lessons must address learning outcomes from all three domains of the social studies program (i.e. knowledge, skills and values).

New Learn Alberta (2025). *Alberta k-12: Social studies programs of study*.
<https://curriculum.learnalberta.ca/curriculum/en/area/SSS>

- ✓ Connect and describe how the lesson plans are connected to an authentic summative assessment performance task for the unit.
- ✓ Outline in clear, student-friendly language what students will understand, experience, and appreciate from engaging in the activities associated with the lesson plans.
- ✓ Determine how formative assessment strategies for the lesson plans will be used to accept as evidence of learning as you prepare students to be successful in the summative performance task.
- ✓ Determine how personalization/differentiation will attend to the needs of all learners.
- ✓ Determine what materials, resources and technology you will purposefully and strategically use. Links must be provided.
- ✓ Determine how you will activate prior knowledge and engage students, and how the lesson connects to other lessons.
- ✓ Articulate the learning sequence outlining the steps (activities) being taken by the students and teacher.
- ✓ Determine effective conclusions (summary activities) for the lessons.
- ✓ Use annotations throughout the learning sequence to explain how your decisions are supported by teaching and learning readings/resources.

The three-day lesson plans should not exceed six pages and must show evidence of being connected to a larger unit of study.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

1. Connection of unit and lesson plans through learning outcomes to the Alberta Social Studies Programs of Study (2025).
2. Clarity and connections of activities to unit title, grade level, big idea, enduring understanding and essential question.
3. Connection of lesson activities to prepare students for the summative assessment performance task.

4. Effective articulation and usage of formative feedback loops.
5. Design of an engaging learning sequence incorporating personalization/differentiation, appropriate resources, and technology.
6. Annotations throughout the learning sequence justifying decisions based on teaching and learning readings.

Learning Task 2 Rubric

Criteria	Excellent
Connection of unit and lesson plans through learning outcomes to the Alberta Social Studies Programs of Study (2025) (10%)	The lesson plans are very clear and specifically and directly connected to the Alberta Social Studies Programs of Study (2025). The learning outcomes address all three domains of the social studies program (i.e. knowledge, skills and values). What students need to be able to do, know and appreciate are clearly stated and connected to the overall unit and the Alberta Social Studies Programs of Study (2025).
Clarity and connections of activities to unit title, grade level, big idea, enduring understanding and essential question (10%)	The lesson plans clearly and succinctly articulate how the activities are connected to the big idea, enduring understanding, and essential question of a larger unit. The essential question guiding the unit is clear and answerable by all students at this grade level. It is thought provoking and intellectually engaging, and likely to spark discussion. The question cannot be effectively answered by recall alone.
Connection of lesson activities to prepare students for the summative assessment performance task (20%)	The lesson activities and outcomes are strongly linked to the summative assessment performance task. The activities prepare students to be successful in the task. The task requires students to apply knowledge in ways that show deep understanding.
Effective articulation and usage of formative feedback loops (15%)	A wide range of ongoing formative assessment loops is woven into the plan to strengthen student understanding and inform instructional decision-making.
Design of an engaging learning sequence incorporating personalization/differentiation, appropriate resources, and technology (25%)	The design of the learning experiences creates an engaging learner-centred environment where all students through personalization/differentiation, appropriate resources and technology are extremely well prepared with the requisite knowledge and skill development to offer a strong response to the performance task. The skillfully designed learning plan focuses students' attention on issues and problems that are central to social studies, connected to students' lives, and the world outside of school.
Annotations throughout the learning sequence justifying decisions based on teaching and learning readings (20%)	Annotations justifying how the learning sequence was clearly informed by teaching and learning theory are thoughtful and sophisticated. The annotated learning and assessment plan are written clearly and stands as a superior error-free example.

Full rubric is posted in D2L

3. **LEARNING TASK 3: Emergent Conceptual Understanding of Social Studies: Audiovisual Media Portfolio Response**
DUE: March 7, 2026

Collected Evidence to Respond to the Essential Question Below:

Which one of the four defining purposes of citizenship education outlined by Clark and Case (2008) Four Defining Purposes of Citizenship Education, do you believe should guide social studies education in Alberta: a) personal development, b) intellectual development, c) social initiation, or d) social reform?

Considering the Alberta Social Studies Programs of Study (2025) has elements that reflect all four of these purposes for citizenship education, the intent of this learning task is for you to consider more deeply what curricular vision of social studies will begin to guide your professional practice.

Your response may take a number of forms but must include an audiovisual media reflection supported by images and texts. The response must be persuasive – you must take a personal stand on the question, and then set out to prove your interpretation using relevant and varied evidence you have collected throughout the course.

- ✓ **Your response must include supporting evidence from the Subject Introduction (Program Rationale and Philosophy) of the Alberta Social Studies Programs of Study (2025):**

New Learn Alberta (2025). *Alberta k-12: Social studies programs of study*.
<https://curriculum.learnalberta.ca/curriculum/en/area/SSS>

- ✓ **Your response must include supporting evidence from at least two other sources from the following list:**

Clark, P., & Case, R. (2008). Four defining purposes of citizenship education. In R. Case & P. Clark (Eds.), *The anthology of social studies: Issues and strategies for elementary teachers* (pp. 18-29). Pacific Educational Press. *This article will be posted in D2L.*

Gibson, S. (2012). Why do we learn this stuff? Students' views on the purpose of social studies. *Canadian Social Studies*, 45(1), 43-58.
<https://eric.ed.gov/?id=EJ972852>

Scott, D. & Abbot, L. (2012). Trying to make the mission statements of social studies curriculum inhabit my social studies pedagogy and vice versa. *One World in Dialogue Journal*, 2(1), 8-18. <http://bit.ly/2gWKgvt>

- ✓ **Your portfolio and response must include four pieces of supporting evidence you have collected from class discussions, readings/ resources from this course, field experiences, or personal experiences.**
- ✓ **Your response must use accurate writing and APA 7 citations connected to a reference list.**
- ✓ **Your audiovisual media presentation must not exceed 10 minutes.**
- ✓ **You will have opportunities to receive formative feedback from critical friends as you develop your learning artifact.**

1. Sophistication, clarity, and accuracy using relevant images and texts throughout the mode of expression.
2. Persuasiveness, clarity, and insightfulness of the argument.
3. Application of relevant evidence from Alberta Social Studies Programs of Study (2025) front matter (Program Rationale and Philosophy) and other required sources.
4. Accuracy of writing and usage of APA 7 for citations and reference list.

Learning Task 3 Rubric

Criteria	Excellent	Proficient	Developing	Beginning
Sophistication, clarity, and accuracy using relevant images and texts through the mode of expression. (25%)	The audiovisual media portfolio presentation is excellent, sophisticated, very clear, and accurate and uses relevant images and text.	The audiovisual media portfolio presentation is clear, and most images and text are relevant.	The audiovisual media portfolio presentation is unclear, and some images and text are not relevant.	The audiovisual portfolio media presentation is very vague. Most images and texts are irrelevant or missing.
Persuasiveness, clarity, and insightfulness of the argument. (25 %)	The portfolio and response articulate a very clear, insightful, and persuasive argument demonstrating an emerging understanding of the concepts and theories related to the teaching of social studies.	The portfolio and response are clear but not fully persuasive and insightful. Some gaps are evident in the emerging understanding of the concepts and theories related to the teaching of social studies.	The portfolio and response in some areas lacks clarity, insightfulness, and persuasion. Significant gaps are evident in the emerging understanding of the concepts and theories related to the teaching of social studies.	The portfolio and response are very vague, not insightful, or persuasive. Major gaps are evident in the emerging understanding of the concepts and theories related to the teaching of social studies.
Application of relevant evidence from Alberta Social Studies Programs of Study (2025) front matter (Program Rationale and Philosophy) and other required sources. (40%)	The portfolio and response strongly use relevant evidence from the Alberta Social Studies Programs of Study (2025) front matter (Program Rationale and Philosophy) and from two other sources from the resource list. In addition, the portfolio and response are fully supported by four other sources, including class discussions, readings and resources in this course, field observations, or personal experiences.	The portfolio and response use relevant evidence from the Alberta Social Studies Programs of Study (2025) front matter (Program Rationale and Philosophy) and from two other sources from the resource list. In addition, the portfolio and response, in most cases, are supported by four other sources, including class discussions, readings and resources in this course, field observations, or personal experiences.	Some areas of the portfolio and response lack relevant evidence from the Alberta Social Studies Programs of Study (2025) front matter (Program Rationale and Philosophy) and from two other sources from the resource list. The portfolio and response are not fully supported by four other sources, including class discussions, reading and resources in this course, field observations, or personal experiences.	The portfolio and response lack relevant or missing evidence from the Alberta Social Studies Programs of Study (2025) front matter (Program Rationale and Philosophy) and from two other sources from the resource list. The portfolio and response are vague and/or not supported by four other sources, including class discussions, readings and resources in this course, field observations, or personal experiences.
Accuracy of writing and usage of APA 7 for citations and reference list (10%)	The presentation is error free. Exemplary usage of APA 7 for citations and reference list.	The presentation has some errors. Good usage of APA 7 for citations and reference list.	The presentation has significant errors. Significant mistakes in the usage of APA 7 for citations and reference list.	The presentation has too many errors. Poor usage of APA 7 for citations and reference list.

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

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

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

- *Engagement in Class Discussion and Inquiry*

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

EXPECTATIONS FOR WRITING

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

LATE SUBMISSIONS

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

ISSUES WITH GROUP TASKS

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

GRADING

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	

B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

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-cfreh>) or the Conjoint Health Research Ethics Board <https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreh>

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.