

**Horizon School Division No. 67
Regular Board Meeting – Division Office
ERIC JOHNSON ROOM**

**Regular Board Meeting Agenda
Wednesday, August 22nd, 2018 – 1:00 p.m.**

A – Action Items

<p>A.1 Agenda A.2 Minutes of Regular Board Meeting held Tuesday, June 19th, 2018 A.3 July/August 2018 Payment of Accounts A.4 Locally Developed Course: Forensic Studies 25/35 from Sept. 1, 2018 – August 31, 2019 (3 credits) A.5 Locally Developed Course: Journalism 15/25/35 from Sept. 1, 2018 – Aug. 31 2019 (5 credits) A.6 Locally Developed Course: Learning Strategies 15/25/35 from Sept. 1, 2018 – Aug. 31, 2019 (3 or 5 credits) A.7 Locally Developed Course: Doctrine and Covenants 15, Part A & B from Sept. 1, 2018 – Aug. 31, 2019 (3 credits) A.8 Locally Developed Course: The Old Testament 35, Part A and B from Sept. 1, 2018 – Aug. 31, 2019 (3 credits) A.9 Courier Tender</p>	<p>ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5 ENCLOSURE 6 ENCLOSURE 7</p>
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D – Discussion Items

<p>D.1 Administrator Meeting Attendance</p>	<p>ENCLOSURE 8</p>
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I - Information Items

<p>I.1 Superintendent's Report – Wilco Tymensen I.2 Trustee/Committee Reports <ul style="list-style-type: none"> • I.2.1 Zone 6 ASBA Report – Marie Logan • I.2.2 August Facilities Committee Report – Bruce Francis I.3 Associate Superintendent of Finance and Operations Report – Phil Johansen I.4 Associate Superintendent of Learner Services – Amber Darroch I.5 Associate Superintendent of Programs and Human Services Report – Anita Richardson I.6 2018-2019 Assistant and Vice Principal Designations I.7 Off-Campus Report</p>	<p>ENCLOSURE 9 ENCLOSURE 10</p>
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C-Correspondence

<p>C.1 Education Improvements in 2017-18: Year End Message from Minister Eggen and Deputy Minister Clarke C.2 News Release: More buses, better service for rural Albertans C.3 Letter of Condolence to Minister Eggen from ASBA</p>	<p>ENCLOSURE 11</p>
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Dates to Remember

<ul style="list-style-type: none"> • August 23 – 24 – Induction Program
<ul style="list-style-type: none"> • August 27 – PD Day
<ul style="list-style-type: none"> • August 28 – Staff Meetings (all schools)
<ul style="list-style-type: none"> • September 11 – Administrator's Meeting
<ul style="list-style-type: none"> • September 17 – SIVA Refresher

• September 18 – Policy Committee (1:00pm to 3:30pm)
• September 19 - Board Tour – Sunnyside and Kingsland Colonies & Warner School
• September 19 – Warner School Grand Opening - 11:00am
• September 19 - ASBA Zone 6 Meeting
• September 25 – Bargaining Meeting
• September 26 – Board Meeting
• September 28 – Planning for Student Support Day – Division Wide – no students
• September 28 – Colony Staff Meeting
• September 28 – ISP Day
• October 9 – Administrator’s Meeting
• October 11 – Board Tour – Enchant School, Lomond School, Armada Colony, Enchant Colony, Lomond Colony
• October 16 – Policy Committee (1:00pm to 3:30pm)
• October 17 – ASBA Zone 6 Meeting – Horizon Presentation
• October 18 – Horizon/ATA PD Day
• October 19 – School Based PD Day
• October 24 – Board Meeting
• November 6 – COSC Meeting
• November 13 – Administrator’s Meeting
• November 18 – 20 – ASBA Fall General Meeting
• November 26 – Division Wide PD Day
• November 28 – Board Meeting

Horizon School Division No. 67

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The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Tuesday, June 19th, 2018 beginning at 1:00 p.m. in the Eric Johnson Room.

TRUSTEES PRESENT: Marie Logan, Board Chair
 Bruce Francis, Board Vice-Chair
 Derek Baron, Blair Lowry, Rick Anderson, Jennifer Crowson, Christa Runka

ALSO PRESENT: Dr. Wilco Tymensen, Superintendent of Schools
 Phil Johansen, Associate Superintendent of Finance & Operations
 Amber Darroch, Associate Superintendent of Learning Services
 Anita Richardson, Associate Superintendent of Programs and Human Services
 Cole Parkinson, Taber Times
 Sheila Laqua, Recording Secretary

ACTION ITEMS

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|-----|---|---|
| A.1 | Moved by Rick Anderson that the Board approve the agenda. | AGENDA
APPROVED |
| | Carried Unanimously | |
| A.2 | Moved by Jennifer Crowson that the Board approve the Minutes of the Regular Board Meeting, held Tuesday, May 15th, 2018 as provided by Enclosure 1 of the agenda | 83/18
BOARD MEETING
MINUTES APPROVED |
| | Carried Unanimously | |
| A.3 | Moved by Derek Baron that the Board approve the Minutes of the Budget Meeting, held Wednesday, May 23rd, 2018 as provided by Enclosure 2 of the agenda | 84/18
BUDGET MEETING
MINUTES APPROVED |
| | Carried Unanimously | |
| A.4 | Moved by Blair Lowry that the Board approve the June 2018 Payment of Accounts in the amount of \$2,771,316.38 as provided in Enclosure 3 of the Agenda | 85/18
PAYMENT OF ACCOUNT
APPROVED |
| | Carried Unanimously | |
| | 86/18 | |

DISCUSSION ITEMS

D.1 BOARD SCHOOL VISITS

2018-2019			
September 19, 2018 Warner Sunnysite Kingsland	October 11, 2018 Enchant School Lomond School Armada Colony Lomond Colony Enchant Colony	Spring 2019* Arden T. Litt Chamberlain School Barnwell School Evergreen Colony Midland Colony	Spring 2019* Delco Fairlane Hillridge Oaklane Prairie Home
*Spring 2019 Board Tour dates will be set at the January 2019 Board Meeting			

INFORMATION ITEMS

I.1 Superintendent's Report

Wilco Tymensen, Superintendent, shared the following June 2018 report with the Board:

Educational Leadership and Student Welfare

- Meetings and dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety, well-being, and conduct; financial management; and instructional leadership. This month they also included budgeting, staffing, transportation, off-campus excursions, student conduct and discipline, and guidance with regard to student and parental concerns.
- School visits this month included: ACE Place, D.A. Ferguson Middle School, Milk River Elementary School, Erle Rivers Jr. Sr. High School, Warner School, Lomond Community School, and W.R. Myers High School.
- Meeting with AB ED representation (Field Services) occurred.
- Workshop regarding concept based curriculum
- Provincial chief superintendent teleconference

Personnel Management

- Meetings and conversations have taken place with regard to teacher and support staff hiring, as well as the teacher transfer process.
- Teacher instructional and assignable time templates work is ongoing.
- Interviews for Lomond Community School and Taber Mennonite School principals have taken place.
- Teacher and assistant retirement acknowledgements/celebrations

Policy and Strategic Planning and Reporting

- CASS' superintendent leadership quality standard advisory committee meetings have taken place. Work is underway related to creating learning modules that are aligned with the competencies within the standard.

Fiscal Responsibility, Organizational Leadership and Management

- ATA Collective Bargaining. The Board met on May 31, 2019.
- Teachers' Employer Bargaining Association (TEBA) meeting
- Participation in several Minister's teleconferences related to the Ministry's Superintendent Compensation review
- Participation in several teleconferences related to CASS' Superintendent Compensation Advisory Committee.
- Alberta School Board Association's spring general meeting
- Taber Mennonite School/ D.A. Ferguson Middle School / W.R. Myer High School meeting regarding Taber Mennonite School relocation.

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
 - Administrator Meeting
 - Division Office staff meeting
 - Senior Administrative Leadership Team meeting
 - APEX Youth Awards planning meeting
 - W.R. Myers High School graduation ceremony
 - Lomond Community School graduation ceremony
 - ACE Place graduation will also be attended in June
 - College of Alberta School Superintendent Zone Six meeting
 - Vauxhall Academy of Baseball (VAB) golf tournament

I.2 Trustee/Committee Reports

I.2.1 Zone 6 ASBA Report

Marie Logan shared the following June Zone 6 Meeting update with the Board:

- Positive reports were given about Edwin Parr Awards Banquet held in May
- School Board members attended the Spring General Meeting held in Red Deer
- The next General Meeting for zone 6 ASBA will take place on September 19, 2018. Elections will take place for Director, Alternate Director and Labour Rep. Horizon is scheduled to give a presentation at the November 2018 meeting.
- Communication's Directors have been hired by several Boards, with the purpose of telling positive events happening in the divisions and what the Boards have accomplished.
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I.2.2 Administrator's Meeting Report

Christa Runka, trustee, shared highlights from the June 2018 Administrator's Meeting.

Highlights included:

- Attendance Intervention Presentation
- Discussion of the New OHS Policy that came into effect June 1, 2108
- Finances/Budget
- Curriculum Development and Implementation
- Growing as a Leader

I.2.3 Facilities Report

Bruce Francis, Facilities Committee Chair, provided a report to the Board on the work undertaken for the month of June 2018:

- Capital Project
 - D.A. Ferguson Middle School Modernization
 - Demolition is underway. Mechanical and electrical upgrades to the gymnasium and administration area (W.R. Myers) are expected to be completed over the summer months.
 - Warner School Modernization
 - Final phase of construction is underway including site work and adding the third ply of SBS torch down roofing.
- Kinnaird Planning & Research Report was presented to the Board
- 2018 IMR project are underway and will be in full swing over the summer months

I.3 Associate Superintendent of Finance and Operations Report

Phil Johansen provided June 2018 update to the Board. Highlights as follows:

- Attended June Administrator's Meeting
- Attended 3-day training on the Freedom of Information and Protection of Privacy Act (FOIP)

Jason Miller, Director of Finances, presented the quarterly financial report for the period ending May 31, 2018

I.4 Associate Superintendent of Learner Services Report

Amber Darroch, Associate Superintendent of Learner Services, shared the following June 2018 report with the Board:
Report:

Learner Services lead team members:

Amber Darroch, Associate Superintendent
Terri-Lynn Duncan, Director of Learning (Curriculum & Instruction)
Robbie Charlebois, Director of Learning (Inclusive Education)
Angela Miller, Clinical Team Lead

Instructional Coaches: Sharon Skretting, Assessment
Crystal McGregor, Secondary Literacy & ELL
Coral James, Learner Success

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- In order to promote awareness of Alberta's future curriculum and its fit with Horizon's current practice, a Learner Services update was shared with all teacher. Amber wrote an article for the "Eye on Education" column of the Lethbridge Herald published on May 23rd on the upcoming curriculum. The same presentation shared with the Board of Trustees in May was shared with principals at the June 12 Administrators' Committee meeting.
- Amber, Terri- Lynn and Cynthia Parr from Southern Alberta Professional Development consortia worked with Grade one teachers in the division using Mathology, Pearson's math resources for Kindergarten - Gr 3. During the day teachers were able to spend time looking at planning, how they could incorporate Guided Math in small groups to enhance differentiation for students.
- Crystal has been following up with middle school and high school teachers using book clubs. Teacher feedback survey indicated that middle school and high school teachers would like more professional learning on assessment practices in book clubs - conversations, observations, reader's notebooks.
- Crystal worked with two schools to develop ELA scope and sequence for 2018-19 academic year (plans included book clubs, poetry bracket, balanced literacy daily & weekly schedule).
- In support of Learning Commons and all schools maximizing use of their library collections, a division-wide software program, "Destiny" by Follett, is being implemented in all schools. In the past, schools have had to choose the program they felt they could afford, resulting in a fractured approach, outdated software, and cumbersome collection management/distribution systems. Destiny will be in place for the start of the new school year.

KEY ACTION AREA #2:

Response to Instruction and Intervention Framework to improve literacy and numeracy proficiency

- Southwest Regional Collaborative Service Delivery (RCSD) held its year end meetings of Leadership and Executive Committee on June 14. Amber will take over the role of Executive Committee Chair in 2018-19 and Robbie will chair the region's Complex Case Committee.
- Crystal has been working with and supporting teachers and new English Language Learners at Taber Mennonite School which comprised of gathering phonics, sight words, early literacy resources. She spent time modelling vocabulary instruction using Levelled Literacy Instruction and developed a high school program plan with the school principal.
- During Taber Mennonites Professional development day Crystal worked with staff to analyze Levelled Literacy Instruction and Fountas and Pinnell results.
- Robbie spent a professional learning day with Hays school developing and planning their Collaborative Response Model for 2018-19
- Robbie spent a morning with LTW school talking about trauma and strategies for creating trauma sensitive classrooms
- Angela and Robbie presented to the leadership cohort focused on understanding and responding to student needs

KEY ACTION AREA #3:

Student success is a collective endeavour

- Terri-Lynn and Stephanie Whirl from Alberta Health Services were asked to come and discuss Comprehensive School Health and its benefits with the W.R. Myers staff at their staff meeting. Stephanie Whirl also presented to the Colony staff on the same topic.
- High School and Middle School teachers are currently participating in a summer book club with Crystal and Terri-Lynn reading Penny Kittle and Kelly Gallagher's 180 Days as well as four novels. Discussions for this book club are taking place on Goodreads.
- Terri-Lynn attended an English as a Second Language Team Meeting with district lead teachers and district leads from across Alberta. The discussion was on best practices being used in different districts with plans to meet next year to develop common assessments and intake process if needed. Terri-Lynn also created a team Google drive where everyone can share resources to meet the needs of our English as a Second Language Learners.
- The last Learning Support Teacher meeting for the school year was at the end of May, with the Book Club meeting to

follow. The focus of the meeting included a discussion on accountability and follow up from Psych-ed assessment recommendations, the CRM (Collaborative Response Model) module on Dossier for 2018-19, and moving forward with our Collaborative Response Models.

LEADERSHIP PRACTICES

- Horizon's system educator leaders attended the final College of Alberta School Superintendents (CASS) meeting of the year in Medicine Hat. This completes Amber's year as Zone Chair and she will be moving in to the role of Zone Director for CASSix for the next two years.
- The senior leadership team, including Directors of Learning attended CASSIX in Medicine Hat. Curriculum and Instruction leads met to discuss the Future Curriculum and did a book study together called *Transitioning to a Concept-Based Curriculum and Instruction. How to Bring Content and Process together* by Lynn Erickson and Lois Lanning.
- On May 23, 2018 district leads from across Alberta met to discuss Literacy in each of our school divisions. Terri-Lynn joined these leads to share what is happening in Horizon and to
- The senior leadership team, including Directors of Learning attended a professional development seminar on the book *Transitioning to a Concept-Based Curriculum and Instruction. How to Bring Content and Process together* by Lynn Erickson and Lois Lanning that was held in Lethbridge by Southern Alberta Professional Development Consortia. There is a 2-day workshop planned for the fall in October where one lead representative from every Elementary will attend with Terri-Lynn to prepare teachers and schools for the Future Curriculum.

I.5 Associate Superintendent of Programs and Human Services Report

Anita Richardson, Associate Superintendent of Programs and Human Services shared the following June 2018 report with the Board:

Human Resources

- Participating in local bargaining process ongoing.
- Spring staffing process has been busy and appears to be slowing down as expected.
- 2019-2020 Calendar discussed at last admin meeting
- Probationary teachers for 2018-2019 looks to be similar to this year with 15, 2 new admin
- Participated in Webinar – OHS Act Amendments for Schools (harassment focus)

Leadership Practices

- Ongoing support for Principals with staffing concerns.
- Leadership Cohort – final meeting was May 28
- JSET (Jurisdiction Student Engagement Team) –
 - Regional Student Event planning meeting May 18 and June 18 → event to be held Nov. 14, 2018 at University of Lethbridge

High School Re-design

- Committee is being formed to move forward with planning for a Horizon Experiential Week in conjunction with LCC, Mount Royal University, University of Calgary, Livingstone Range, and Palliser School Division in May 2019.
- Attended professional learning -> Concept-based Curriculum and Instruction for the Thinking Classroom – Shift in Alberta's Future Curriculum

Stakeholder Engagement

- Having John Burger, developer of the Student Orientation to School Questionnaire visit with principals interested in administering the survey this fall. This survey provides individual and group feedback to help with school planning and collaborative response meetings.
- Career Transitions – Currently the vice chair of the board. Supporting the Executive Director to address funding concerns has been a primary focus.
- Attended Vauxhall Academy of Baseball fundraiser
- Attended Horizon Mennonite Alternative Program Graduation Dinner and Celebration

First Nations, Metis, Inuit

- Indigenous Champions – scheduled a full day session with an instructor from the ATA for Aug. 30. Two topics: Indigenous Alberta – the Footsteps of Our Ancestors and Braiding Indigenous Stories Through Our History – Collective Memories of Forced Assimilation.

- Indigenous Committee – Met May 7 for final meeting this year
 - Sub committee has been planning National Indigenous Peoples Day – June 21 → students will attend from 10-2 and public event will be 4 – 8 pm
- Blanket Exercise
 - Had school Blanket Exercises
 - Barnwell School, May 11
 - Warner School, May 22
 - Second Community Blanket Exercise in the works, being led by Taber Police Services
- Partnership with University of Lethbridge starting in September -> First Nations, Metis, Inuit Mentorship Program for high school and middle school students partnered with university students.
- Held two meetings with interested individuals in regards to starting a charitable organization and raising funds to support a multicultural holistic education centre grounded in Indigenous Ways of Knowing. Support and participation from the MD of Taber, the Town of Taber, The Taber Chamber of Commerce, The Taber Times/Vauxhall Advance, Safe Haven, Taber Adult Learning, The Taber Library and a few other organizations and concerned citizens. We will begin raising funds under the current TDLF (Taber and District Learning Foundation) while we begin the process of obtaining our own charitable organization number.

Correspondence

No Discussion items came forward from the Correspondence as provided by Enclosure 8 of the agenda.

COMMITTEE ITEMS

Moved by Rick Anderson that the Board meet in Committee.		COMMITTEE
	Carried Unanimously	87/18
Moved by Blair Lowry that the meeting reconvene.		RECONVENE
	Carried Unanimously	88/18
Moved by Christa Runka that the meeting adjourn		MEETING ADJOURNED
	Carried Unanimously	89/18

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT

Board Meeting August 22/2018

General	June 19/18		513526.51
General	June 26/18		1679757.34
General	June 28/18		110277.80
General	July 4/18		253929.59
U.S.	July 4/18		20268.94
General	July 10/18		256750.95
U.S.	July 13/18		906.99
General	July 17/18		449,484.62
General	July 18/18		5,601.26
U.S.	July 23/18		1,618.30
General	July 24/18		209,320.42
General	July 30/18		1,073,579.74
General	July 31/18		5,713.98
General	August 8/18		182,723.38
General	August 13/18		213,626.68
"A" Payroll	June 2018	Teachers	1,917,709.12
	June 2018	Support	560,974.07
"B" Payroll	June 2018	Casual	15,311.57
	June 2018	Subs	50,090.96
"A" Payroll	July 2018	Teachers	1,522,221.24
	July 2018	Support	498,530.74
"B" Payroll	July 2018	Casual	10,605.86
	July 2018	Subs	107.45
Total Accounts			6,718,126.38
Board Chair			
PJ:dd			
August 14/18			

Horizon School Division July 2018 U.S. Accounts

	U.S. Funds	Canadian Fund
Formative	15185.00	20268.94
Total U.S. Accounts	15185.00	20268.94

JM:dd
July 4, 2018

Horizon School Division July 2018 U.S. Accounts
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	U.S. Funds	Canadian Fund
ExploreLearning	676.00	906.99
Total U.S. Accounts	676.00	906.99

JM:dd
July 13, 2018

Horizon School Division July 2018 U.S. Accounts

U.S. Funds

Canadian Fun

Centro Escolar Evangelico 1206.25

1618.30

Total U.S. Accounts

1206.25

1618.30

JM:dd

July 23, 2018

LOCALLY DEVELOPED COURSE OUTLINE

Forensic Studies25-3

Forensic Studies35-3

Submitted By:

Horizon School Division No. 67

Submitted On:

May. 28, 2018

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
25-3	62.50	09/01/2018	08/31/2020	Acquired	Authorization	G10 G11 G12
35-3	62.50	09/01/2018	08/31/2020	Acquired	Authorization	G10 G11 G12

Course Description

In Forensic Studies 25-35, students will investigate and evaluate the processes involved in the collection and preservation of crime scene evidence. As students delve into forensic studies, they will investigate and analyze the strengths and limitations of forensic evidence analysis. This course will focus on the ethical considerations involved in the use of forensic evidence. As well, students will explore a variety of occupations and potential career opportunities in the field of forensics.

Course Prerequisites

Science 10 or Science 14 for Forensic Studies 25
Forensic Studies 25 for Forensic Studies 35

Sequence Introduction (formerly: Philosophy)

The Forensic Studies 25-35 course series supports many of the competencies and qualities outlined in the *Ministerial Order on Student Learning* (#001/2013), through the establishment of outcomes that foster hands-on problem-solving, investigation, and discovery through inquiry. This course series will facilitate the development of science process skills and other key competencies such as working collaboratively, planning sequentially and thinking logically.

In Forensic Studies 25-35, students will use reasoned approaches to the analysis of forensic evidence and the examination of the ethical considerations surrounding the collection and use of forensic evidence. Forensic Studies 25-35 draws on a student's existing curricular knowledge and challenges them to look at problems in a new way, thereby creating unique pathways of thought. Through the study of forensics, students will recognize the importance of having both an open mind and the intellectual flexibility to change their opinions and positions when necessitated by evidence.

Student Need (formerly: Rationale)

Forensic Studies 25-35 is a course series intended to be accessible to both science-minded and creative thinking students who would like to apply scientific principles in real world settings. This course series presents students with an opportunity to take a course that is of interest to them, while also developing a realistic understanding of forensics evidence-gathering techniques and the ethical complexities which confront experts using forensics evidence. Through the exploration of possible career pathways in forensics, students in Forensic Studies 25-35 will develop an accurate and realistic picture of the rigour of the discipline of forensics.

Scope and Sequence (formerly: Learner Outcomes)

In Forensic Studies 25-35, students will investigate and evaluate the processes involved in the collection and preservation of crime scene evidence. As students delve into forensic studies, they will investigate and analyze the strengths and limitations of forensic evidence analysis. This course will focus on the ethical considerations involved in the use of forensic evidence. As well, students will explore a variety of occupations and potential career opportunities in the field of forensics.

Guiding Questions (formerly: General Outcomes)

- 1 Students will investigate and evaluate the ethical process of collection and preservation of crime scene evidence.**
- 2 Students will investigate and analyze the strengths and limitations of forensic evidence analysis.**
- 3 Students will explore and analyze the ethical considerations involved in the use of forensic evidence.**
- 4 Students will explore a variety of occupations and potential career opportunities in the field of forensics.**

Learning Outcomes (formerly: Specific Outcomes)

1 Students will investigate and evaluate the ethical process of collection and preservation of crime scene evidence.	25-3 35-3
1.1 explore the historical contributions of forensic pioneers to modern-day collection and preservation techniques	X
1.2 recognize techniques and processes used to secure, document and preserve a variety of crime scenes	X
1.3 recognize and classify a variety of types of evidence found at a variety of crime scenes	X
1.4 recognize techniques and processes used to collect evidence found at a variety of crime scenes	X
1.5 examine the ethical dilemmas associated with modern-day collection and preservation of evidence	X
1.6 identify and apply techniques and processes used to secure, document and preserve a variety of crime scenes	X
1.7 evaluate a variety of types of evidence found at a variety of crime scenes	X
1.8 apply techniques and processes used to collect evidence found at a variety of crime scenes	X

2 Students will investigate and analyze the strengths and limitations of forensic evidence analysis.	25-3 35-3
2.1 recognize a variety of techniques used to analyze different types of evidence	X
2.2 recognize the strengths and limitations of a variety of analytical methods	X
2.3 outline the sequence of steps involved in the analysis of different types of evidence	X
2.4 recognize ethical considerations in the analysis of forensic evidence	X
2.5 perform a variety of evidence analysis techniques	X

2.6 compare and contrast the effectiveness of a variety of analytical methods	X
2.7 draw inferences about a crime by applying a variety of forensic analysis techniques	X
2.8 examine ethical considerations in the analysis of forensic evidence	X

3 Students will explore and analyze the ethical considerations involved in the use of forensic evidence.	25-3 35-3
3.1 explore how evidence is presented in legal proceedings	X
3.2 outline the ethical considerations of biometrics and other criminal profiling techniques	X
3.3 examine legal cases where forensic evidence assisted in determining the outcome	X
3.4 analyze the effectiveness of evidence in legal proceedings	X
3.5 defend a position on whether or not to use biometrics and other criminal profiling techniques	X
3.6 evaluate the role of forensic evidence in overturning wrongful convictions and solving cold cases	X

4 Students will explore a variety of occupations and potential career opportunities in the field of forensics.	25-3 35-3
4.1 identify a variety of careers in the field of forensics	X
4.2 outline the roles and responsibilities of a variety of forensics experts in a criminal investigation	X
4.3 investigate a career of their choice in the field of forensics	X
4.4 identify how different forensics experts collaborate in a criminal investigation	X

Facilities or Equipment

Facility

No specific facilities are required for this course.

Facilities:

Equipment

No specific equipment for this course.

Learning and Teaching Resources

No specific resources are required for this course.

Sensitive or Controversial Content

Issues of a sensitive or controversial nature may be encountered or explored in this course. Teachers are advised to use their discretion and take the needs of individual students and the local community context into consideration when addressing sensitive or controversial topics or issues.

Issue Management Strategy

Health and Safety

No specific safety risks or hazards are identified for this course.

Risk Management Strategy

Statement of Overlap with Existing Programs

Course Name: Science 6

Identified Overlap: Topic D: Evidence and Investigation of Science 6 --General Learner Expectations 6-8 and 6-9 do require students to recognize that evidence found at the scene of an activity may have unique characteristics and they will potentially investigate such evidence as footprints, ink, handwriting, fabric, fingerprints. This may be seen as overlap with outcome 1.3 of Forensic Studies 25-35.

Reasoning why LDC is necessary: Elementary students are looking at evidence from simple scenes of human activity, while high school students in Forensic Studies 25-35 are examining and analyzing evidence found at crime scenes and considering the ethical use of the evidence gathered.

Course Name: Science 24

Identified Overlap: Some minor overlap was identified. Specifically, under Unit C: Disease Defence and Human Health (Science, Technology and Knowledge) Outcome 4 mentions examination of DNA. DNA would be covered in some way in Forensic Studies 25-35.

Reasoning why LDC is necessary: None of the Science 24 course is focused on using forensics to examine crime scenes, so Forensic Studies 25-35 takes an approach that is not covered in Science 24.

Course Name: Biology 30

Identified Overlap: Some minor overlap was identified. In Biology 30 there is a genetics/DNA unit, and DNA would certainly come up in Forensic Studies 25-35.

Reasoning why LDC is necessary: The DNA discussion in Biology 30 is not focused on its application for solving crime, while that is the cornerstone of Forensic Studies 25-35.

Course Name: Science 30

Identified Overlap: Some minor overlap was identified. In Science 30 they do examine DNA, and DNA would certainly come up in Forensic Studies 25-35

Reasoning why LDC is necessary: The DNA discussion in Science 30 is not focused on its application for solving crime, while that is the cornerstone of Forensic Studies 25-35.

Course Name: LGS1020 Public Law

Identified Overlap: Some minor overlap was identified. In LGS1020 there is an examination of the laws that protect rights and responsibilities (1.2). As the ethics of the use of forensic evidence is discussed in Forensic Studies 25-35, some discussion of legislation would ensue. As well, in LGS1020 there is the description of the criminal process which may tangentially be focused on as the criminal cases were examined in Forensic Studies 25-35.

Reasoning why LDC is necessary: The intention of LGS1020 Public Law is to explore the relationship between the government and the citizen, which is not the intention of Forensic Studies 25-35. Forensic Studies 25-35 aims to hone students' critical thinking through the examination of ethics in forensics.

Course Name: LGS3080 Criminal Law

Identified Overlap: Some minor overlap was identified. In LGS3080 (3.7.9), students will examine the criminal process and as part of this, will look at some issues related to evidence. The examples are given as "hearsay, prior bad acts". In Forensic Studies 25-35, students will be examining forensic evidence that could be used in criminal cases.

Reasoning why LDC is necessary: Forensic Studies 25-35 is examining the science of

forensics and the ethics surrounding the use of evidence, which is not the focus of this CTS course.

Course Name: Forensic Science Studies 35 (5 credit)

Identified Overlap: The Forensic Science Studies 35 and the 3 credit course series Forensic Studies 25-35 certainly do have overlap as they are both concerned with examining forensic evidence.

Reasoning why LDC is necessary:

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The Forensic Science Studies 35 course is intended to be studied through online and outreach programs, which is not the intention of Forensic Studies 25-35.

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Forensic Science Studies 35 has detailed specific learner outcomes, while the intent of Forensic Studies 25-35 is to allow some teacher discretion in the scope of discovery as they address the specific outcomes.

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Forensic Studies 25-35 series does encourage a progression of skills development by having students recognize techniques and processes in Forensic Studies 25, and then apply and analyze the techniques and processes in Forensic Studies 35, hopefully with added insight.

.
Forensic Studies 25-35 does build on 10 level science courses and, therefore, provides a complete high school sequence. As well, Forensic Studies 25-35 has a heavy emphasis on examining the ethical considerations in the analysis and use of forensic evidence.

Student Assessment

No required assessments for this course.

Course Approval Implementation and Evaluation

LOCALLY DEVELOPED COURSE OUTLINE

Journalism15-5

Journalism25-5

Journalism35-5

Submitted By:

Horizon School Division No. 67

Submitted On:

May. 28, 2018

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2018	08/31/2019	Acquired	Reauthorization	G10 G11 G12
25-5	125.00	09/01/2018	08/31/2019	Acquired	Authorization	G10 G11 G12
35-5	125.00	09/01/2018	08/31/2019	Acquired	Authorization	G11 G12

Course Description

The journalism courses provide students with the opportunity to explore and create original texts for a public audience in a variety of journalistic media.

Course Prerequisites

15: prerequisite | none

25: prerequisite | 15

35: prerequisite | 25

Sequence Introduction (formerly: Philosophy)

The journalism courses provide students with the opportunity to explore and create original texts for a public audience in a variety of journalistic media. In an increasingly interconnected world access to information is expected immediately. The landscape of contemporary journalism includes news, magazines, radio, television and social media.

The emphasis will be on student-selected projects that are challenging, engaging, and relevant to the school community. Students will develop and refine their abilities to use technology effectively to communicate with public audiences in a 21st century context.

This locally developed course provides additional opportunities for students to develop and refine the learner competencies outlined in the Inspiring Education document.

Student Need (formerly: Rationale)

Students will have opportunities to explore a variety of authentic roles in journalism to become ethical, artistic and creative communicators with an entrepreneurial spirit. In this course, students will create texts using tools and techniques of various media. Production plans require individual effort and team collaboration reflecting the realities of the journalism industry.

Scope and Sequence (formerly: Learner Outcomes)

Where the general outcomes span all three course levels: 15-25-35, it indicates an increased sophistication and independence in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Guiding Questions (formerly: General Outcomes)

- 1 Evaluate the impact, responsibility, and ethics of media in society**
- 2 Design, create and publish media texts for various audiences and purposes**
- 3 Collaborate and problem solve while creating media texts**
- 4 Analyze, reflect upon, and set goals during the production and post-production process**

Learning Outcomes (formerly: Specific Outcomes)

1 Evaluate the impact, responsibility, and ethics of media in society	15-5 25-5 35-5
1.1 Locate and explore bias is in all media sources	X
1.2 Analyze own journalistic texts and the published texts of others for bias and balance	X X
1.3 Demonstrate responsible and ethical journalism	X X X
1.4 Analyze and evaluate how the protocols of responsible and ethical journalism are demonstrated in their own texts and the texts of others	X X
1.5 Locate and explore libel and slander and their implications	X
1.6 Analyze and assess libel and slander and their implications	X X
1.7 Clarify and justify how advertisers influence the media	X X
1.8 Assess the choices and motives of advertisers	X X
1.9 Manage sensitive and controversial issues with respect and integrity	X X X
1.10 Communicate respectfully in view of particular audiences and contexts	X X X

2 Design, create and publish media texts for various audiences and purposes	15-5 25-5 35-5
2.1 Interpret various sources, information, angles, and ideas to narrow a pitch for a particular audience	X X X
2.2 Develop an effective pitch to the editorial team or to potential advertisers	X X
2.3 Collect and record primary data from various sources	X X X
2.4 Interview effectively to collect primary data	X X X
2.5 Explore interview techniques to collect primary data	X

2.6 Locate and explore qualities of news (such as timeliness, proximity, consequence or impact, prominence, drama, oddity, conflict, strong emotion) in journalistic texts	X	X	
2.7 Evaluate qualities of news (such as timeliness, proximity, consequence or impact, prominence, drama, oddity, conflict, strong emotion) in journalistic texts		X	X
2.8 Create texts for publication in various media	X	X	X
2.9 Manage a variety of media roles		X	X
2.10 Organize and plan content	X	X	X
2.11 Manage available resources to meet the expectations and needs of an audience	X	X	X
2.12 Cite sources accurately	X	X	X

3 Collaborate and problem solve while creating media texts	15-5	25-5	35-5
3.1 Collaborate effectively to meet production deadlines	X	X	X
3.2 Explore various roles in in the planning and production processes	X	X	X
3.3 Contribute as a member of a team to support decision making	X	X	X

4 Analyze, reflect upon, and set goals during the production and post-production process	15-5	25-5	35-5
4.1 Analyze and critique the journalism product at various stages of production	X	X	X
4.2 Communicate feedback to others-describing what has been done effectively and giving suggestions for improvement	X		
4.3 Communicate increasingly specific feedback to others-describing what has been done effectively and giving suggestions for improvement		X	X
4.4 Apply constructive suggestions for improvement	X	X	X
4.5 Draw conclusions, set goals, and implement goals to improve	X	X	X

4.6 Draw conclusions, and take a leadership role in setting and implementing goals	X	X
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Facilities or Equipment

Facility

Standard School Facilities

Facilities:

Equipment

Standard School Equipment

Learning and Teaching Resources

All resources used to teach Locally Developed Course are subject to Board of Trust approval and only those resources listed in this outline have been approved by the b motion attached.

Print Resources

Alberta Learning (sic). (2001). Room for Five. Edmonton, AB: Learning and

Teaching Resources Branch (sic).

Golden, John. (2006). Reading in the Real World: Teaching documentaries and other nonfiction texts. Urbana, IL: National Council of Teachers of English.

Levin, Mark. (2000). EXp3 journalism: A handbook for journalists. Lincolnwood, IL: Textbook Company.

Tasko, Patti. (Ed.) (2009). The Canadian Press Stylebook:17th Edition.

Toronto, ON: Canadian Press.

Online Resources

www.newseum.org

www.newseum.org/todaysfrontpages/flash/default.asp

<http://newsmap.jp>

<http://www.danielpearlyouthnews.org/>

<http://www.j-source.ca/>

<http://http-server.carleton.ca/~mmcguire/>

<http://www.ialjs.org>

<http://www.highschooljournalism.org>

<http://www.cln.org/themes/journalism.html>

<http://ijnnet.org>

<http://http-server.carleton.ca/~mmcguire/J-Ed/tools/index.shtml>

Sensitive or Controversial Content

Students in consultation with their teacher advisors shall choose projects and presentations that are appropriate to the school philosophy and community and in compliance with the Guide to Education: ECS to Grade 12: Controversial Issues and Administrative Regulations 1014 – School Participation in Programs – Outside Services.

In addition, in accordance with Section 11.1 of the Alberta Human Rights Act, schools are required to provide notice to a parent or guardian of a student where courses of study, educational programs or instructional materials, or instruction or exercises, prescribed under that Act include subject-matter that deals primarily and explicitly with religion, human sexuality or sexual orientation, and in response to the written request of the parents, exclude students, without penalty, from participation in those identified aspects of the instructional program.

Issue Management Strategy

Health and Safety

External resources such as guest speakers must be approved by school administration and may be subject to independent contract agreement as per Calgary Board of Education guidelines and Administrative Regulation 1014 – School Participation in Programs – Outside Services

All Off-site activities are organized according to Calgary Board of Education Administrative Regulation 3027 – Off-Site Activities.

Calgary Board of Education Safe Work Practices, as applicable, are found on Safety Advisory Services website within the “insite”.

Calgary Board of Education Work-site Occupational Hazard Assessment and Control document for the school is to be referred to for the applicable work areas within the school.

Calgary Board of Education Administrative Regulation 1070 – Occupational Health and Safety sets out responsibilities for safe working conditions.

Risk Management Strategy

Statement of Overlap with Existing Programs

This course is a reauthorization and previously has been found by Alberta Education not to have any significant overlap with existing provincially developed courses.

Student Assessment

Assessment practices for this course should invite student participation in articulating learning targets and setting criteria for success, in providing evidence of understanding and in developing appropriate grading practices. Assessment and grading practices should also reflect the context of particular student, school and classroom learning needs.

Teachers will set specific criteria and grading practices, with students, as they assess student learning based on the learning outcomes from the course. These criteria form the basis for assessing, grading and reporting student progress. Communicating student progress is an ongoing conversation between the teacher, the student and the parent, throughout the course, with the goal of improving student learning.

The validity of assessment will be enhanced if evidence of student achievement, related to the general and specific outcomes, is gathered over time, and through communication with students as they build understanding, revise misunderstandings and refine approaches to learning. Careful observation of students as they engage in learning tasks and critical examination of the work they produce allows teachers to build out a multi-dimensional picture of student learning.

Valid grading reflects a student's achievement towards the learning outcomes. The reporting of behavior, effort, attendance, neatness, group contribution, initiative etc. is reported separately (Webber, Aitken, Lupart, & Scott, 2009, Guskey, 2006, Reeves, 2004).

To be credible and defensible, assessment information that is used in grading a body of evidence, samples student performance, and is related to specified outcomes, based on professional judgment rather than being based on a calculated mean (average).

Assessment and grading practices should take into consideration the helical nature of

learning - the recursive and increasingly complex skills and knowledge required of students as they demonstrate what they know and can do in relation to each of the specific and general outcomes. As the complexity of learning outcomes increases within each level of the course evidence of a more comprehensive understanding is required.

Where a specific learner outcome spans all levels students are expected to show an increasing level of sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Teachers should adhere to the following assessment standards when determining appropriate assessment and grading practices for this Locally Developed Course.

Assessment practices should reflect the following principles:

- Assessment of student performance is explicitly tied to the learning outcomes of the course
- Students are involved in understanding and articulating learning targets and criteria of success
- Students have opportunities to receive feedback in non-graded and formative learning activities and assignments before submitting assignments or engaging in activities for summative evaluation
- Assessments are purposefully designed in ways that motivate and challenge students, and are respectful of student diversity
- Students are provided choice in how they demonstrate learning

- Assessment data is gathered from a broad range of assessment activities and includes information from student work products and performances, from teacher observations of student learning processes, and from student reflections/student-provided evidence of success
- Assigned grades emphasize the most recent and most consistent evidence of student learning
- Assessment of Citizenship, Personal Development and Character is considered within all learning programs as included within the Calgary Board of Education Board of Trustees' Governance Policies.

References

Guskey, T. R. (May, 2006). Making high school grades meaningful. Phi Delta Kappa International,

87(9), pp. 670-675. Retrieved from <http://www.jstor.org/stable/20442125>

Reeves, D.B. (Dec 2004). The case against zeros. Phi Delta Kappan 86 (4). Retrieved from

<http://schools.esu13.org/bannercounty/Documents/caseagainstzero.pdf>

Webber, C.F., Aitken, N. Lupart, J. & Scott, S. (2009). The Alberta student assessment study final report. Edmonton, Canada:

Course Approval Implementation and Evaluation

LOCALLY DEVELOPED COURSE OUTLINE

Learning Strategies (2018)15-3

Learning Strategies (2018)15-5

Learning Strategies (2018)25-3

Learning Strategies (2018)25-5

Learning Strategies (2018)35-3

Learning Strategies (2018)35-5

Submitted By:

Horizon School Division No. 67

Submitted On:

May. 28, 2018

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2018	08/31/2022	Acquired	Reauthorization	G10
15-5	125.00	09/01/2018	08/31/2022	Acquired	Reauthorization	G10
25-3	62.50	09/01/2018	08/31/2022	Acquired	Reauthorization	G10
25-5	125.00	09/01/2018	08/31/2022	Acquired	Reauthorization	G10
35-3	62.50	09/01/2018	08/31/2022	Acquired	Reauthorization	G10
35-5	125.00	09/01/2018	08/31/2022	Acquired	Reauthorization	G10

Course Description

Learning Strategies is a course designed to assist high school students in developing understandings, literacies, skills, and values to be successful learners across all subject areas. This course directly involves students to respond to their needs in respect to their courses of study. In collaboration with teachers, educational assistants, peers and parents, students will explore, deepen and develop, and eventually apply a range of strategies for academic success. Progressively, students gain confidence, realize independence, and apply their strategies to other learning contexts.

While the nature of learning is complex and not always strictly linear, Learning Strategies content progresses in rigor from remembering and comprehending (15 level), to applying and analyzing (25 level), to creating and evaluating (35 level).

Level 15: As students transition to the expectations of high school, they will explore, comprehend, and begin to select for their personal learning strategies toolkits a range of learning strategies with direct instruction and guidance from their learning team.

Level 25: As students work to become independent and strategically learning high school students, they will analyze, strengthen and continue to apply to their personal learning strategies toolkits with increasing confidence.

Level 35: As students prepare to transition to post-secondary and life-long learning, they will innovate and implement learning strategies with increased independence for successful high school completion and assemble their personalized toolkit that will be beneficial in further learning endeavors.

Course Prerequisites

Learning Strategies 15: none

Learning Strategies 25: prerequisite Learning Strategies 15 (3 or 5 credit)

Learning Strategies 35: prerequisite Learning Strategies 25 (3 or 5 credit)

Sequence Introduction (formerly: Philosophy)

The aim of Learning Strategies is to encourage and support student success with their learning.. Learning Strategies facilitates learning situations and conversations that promote self-advocacy and independence. Learning Strategies is designed to augment learning opportunities that support students' pursuit of academic achievement, responsible citizenship and personal well-being. The course sequence is founded on the belief that all students can thrive when provided with learning activities that develop self-advocacy, resiliency, communication skills, problem solving skills, and ethical understandings. It is intended to provide additional support for students to become literate and successful lifelong learners, dedicated to achieving at their highest levels and committed to living well as citizens.

Student Need (formerly: Rationale)

This course is designed to have students develop reflexive praxis and purposefully think about the learning process, their current study habits and how to become a more effective and efficient learner as well as develop skills and strategies to use when facing challenges in their learning. While learning strategies are something students often acquire through instruction in other course work, the Learning Strategies program of studies ensures their development is comprehensive, interdisciplinary, and that each learner develops, revises, and constantly augmented "toolkit" of strategies they effectively utilize for school success.

Learning strategies seeks to encourage students to be ethical, adaptive and resilient consumers of information who have confidence when problem solving and managing their own learning. The personalized, overarching toolkits of learning strategies the students assemble in this course leads to deliberate, efficient, reflective, and curious learning between high school contexts and, at the senior levels, to life-long learning in post-secondary studies, careers, family, and recreational pursuits. Learning Strategies promotes proven cross-curricular strategies for academic success and would be of value to most students. It is an especially useful sequence of classes for students with diverse learning needs.

Learning Strategies studies the learning process as students experience it in all their classes, as its own area of multifaceted inquiry. It helps students appreciate that the strategies and tools they are developing in all learning contexts are not unique to that context but are in fact, effective study tools that can be used in other learning contexts.

Scope and Sequence (formerly: Learner Outcomes)

Learning Strategies consists of the following five topics, each followed by one general outcome, with literacy, numeracy, and career exploration themes imbedded throughout each.

Understanding Self and Others as Learner:

General outcome #1:

Students will develop, revise, and share detailed personalized profiles of how they understand their selves as learners pursuing their highest levels of achievement.

Organization and Management of and Resources (Time, Human & Material):

General outcome #2:

Students will organize and manage resources including time, human, and materials.

Understanding the Learning Process:

General outcome #3:

Students will engage with increasing self-awareness and strategic facility, in the learning process.

Responding to Assessment and Evaluation:

General outcome #4:

Students will respond with increasing facility to assessment and evaluation

Self-Advocacy and Relationship Management in Learning:

General outcome #5:

Students will self-advocate, build resiliency and manage relationships in academic contexts with increasing confidence.

The courses are structured under each the topic and general outcome, indicates the specific outcomes that extend across each course level. There is further elaboration for each specific outcome outlining further breadth and depth as well as the progression between each specific course level

For 5 credits students will complete 100% of the specific outcomes for each general outcome and for 3 credits students will complete at least 60%. Teachers will guide students in emphasizing the most relevant specific outcomes for the personalized learning strategies toolkits they are developing.

Guiding Questions (formerly: General Outcomes)

- 1 Understanding self and other as learner: Students will develop an understanding of learning styles and learning preferences.**
- 2 Understanding self and other as learner: Students will gain an understanding of which equity and accessibility considerations support their personal diversity as learners as well as the diversity of other students.**
- 3 Understanding self and other as learner: Students will identify, implement and monitor the effectiveness of appropriate accommodations and accessibility strategies for a variety of diverse learning needs.**
- 4 Understanding self and other as learner: Students will apply knowledge of the students as a learner in a group.**
- 5 Understanding self and other as learner: Students will apply knowledge of self as a learner to develop a commitment to life-long learning.**
- 6 Organization and management of resources: Students will develop an understanding of the purpose and importance of organization and management**
- 7 Organization and management of resources: Students will demonstrate the ability to apply organizational and management strategies and skills.**
- 8 Organization and management of resources: Students will understand the importance of time management and demonstrate the ability to manage time wisely.**
- 9 Organization and management of resources: Students will understand and manage a range of resources including human, material, and time.**
- 10 Organization and management of resources: Students will demonstrate the ability to set goals and to establish, implement, monitor, evaluate and revise a plan of action and set priorities.**
- 11 Understanding the learning process: Students will develop strategies to initiate and maintain their readiness for learning.**
- 12 Understanding the learning process: Students will develop note-taking skills.**
- 13 Understanding the learning process: Students will develop skills and strategies to consolidate and remember information for a variety of purposes.**

14 Responding to assessment and evaluation: Students will become conceptually informed monitors of task criteria and their overall academic progress.

15 Responding to assessment and evaluation: Students will develop skills and strategies for success with test taking.

16 Self-advocacy and relationship management in learning: Students will formulate and assemble an individualized toolkit to build resiliency.

17 Self-advocacy and relationship management in learning: Students will identify, apply and evaluate the effectiveness of self-advocating elements which will ameliorate or enhance their learning.

18 Self-advocacy and relationship management in learning: Students will understand the concept of interconnectedness and importance of the people.

Learning Outcomes (formerly: Specific Outcomes)

1 Understanding self and other as learner: Students will develop an understanding of learning styles and learning preferences.	15-3 15-5 25-3 25-5 35-3 35-5
1.1 Recognize that there are a variety of learning styles, such as: (a) concrete vs. abstract and sequential vs. random; (b) holistic (big picture) vs. analytic (details); (c) verbal (language-based) vs. visual (imagery-based)	X X
1.2 Recognize that people have a variety of learning preferences then explore and describe their personal preferences from various aspects of learning preferences areas, such as: (a) sensory modality (auditory, visual, tactile/kinesthetic) for inputting, consolidating and demonstrating learning; (b) amount and type of sound in the environment; (c) visual conditions in the environment (lighting, visual displays, visible movement); (d) duration of work periods (longer, intense segments vs. shorter, more frequent segments); (e) time of day and levels of alertness	X X
1.3 Identify the qualities of a variety of environments in which learning occurs, such as: (a) large group classes; (b) small groups; (c) one-on-one; (d) independently; (e) on-line; (f) teacher directed; (g) learning commons	X X
1.4 Analyze specific qualities of one's personal learning style, and how this compares with the learning styles of others, in areas such as: (a) concrete vs. abstract and sequential vs. random; (b) holistic (big picture) vs. analytic (details); (c) verbal (language-based) vs. visual (imagery-based)	X X
1.5 Explore more complicated aspects of learning preferences and Identify specific personal learning preferences, and contrast/compare theirs with the learning preferences of others, such as: (a) Gardiner's 9 intelligences; (b) Sternberg triarchic intelligences: analytical, creative, and practical; (c) Introvert / extrovert / ambivert social orientation and implications for working alone, working with a partner, working in groups, and social interaction at school	X X

1.6 Analyze a variety of learning environments and what contributes to successful learning in environments such as: (a) large group lectures; (b) study groups; (c) tutor / mentor; (d) self-directed; (e) on-line forums; (f) learning commons; (g) multi-media	X X
1.7 Evaluate one's personal learning style in a variety of contexts and construct actionable strategies to facilitate learning success.	X X
1.8 Appraise and communicate clearly about individual personal learning preferences in a variety of contexts and formulate a study plan that incorporates what one understands about their learning preferences and the impact on one's learning.	X X
1.9 Independently evaluate a variety of learning environments for which ones are most effective for their personal learning and which they find most challenging and then formulate a plan for how they can be most success in those environments.	X X

2 Understanding self and other as learner: Students will gain an understanding of which equity and accessibility considerations support their personal diversity as learners as well as the diversity of other students.	15-3 15-5 25-3 25-5 35-3 35-5
2.1 Recognize and appreciate that individuals differ in their learning profiles in a variety of ways, such as: (a) strengths; (b) challenges; (c) interests; (d) affinities; (e) experiences	X X
2.2 Recognize personal barriers to learning and explain resources that are available to address these barriers.	X X
2.3 Identify and explore various aspects of a learner's profile and illustrate how it applies to their own profile including aspects such as: (a) strengths; (b) challenges; (c) interests; (d) affinities; (e) experiences	X X
2.4 Recognize the difference between equality and equity as it relates to diverse learners.	X X
2.5 Recognize historical and contemporary discourses surrounding accessibility, such as: (a) ableism; (b) cultural biases; (c) socioeconomic inequality; (d) gender discrimination; (e) first language	X X

2.6 Explore and demonstrate acceptance and appreciation of individual differences in learning, such as: (a) strengths; (b) challenges; (c) interests; (d) affinities; (e) experiences	X X
2.7 Describe personal barriers to learning and analyze resources available to address these barriers to determine and understand the benefits and pitfalls of each one.	X X
2.8 Describe their own learner profile and distinguish how it is unique and different from other learners in areas such as: (a) strengths; (b) challenges; (c) interests; (d) affinities; (e) experiences	X X
2.9 Explain the difference between equality and equity as it relates to diverse learners.	X X
2.10 Explain historical and contemporary discourses that limit accessibility and the ways learning institutions are striving to value diversity and inclusion around topics such as: (a) ableism; (b) cultural biases; (c) socioeconomic inequality; (d) gender discrimination; (e) first language	X X
2.11 Demonstrate acceptance and appreciation of individual differences in learning, such as: (a) strengths; (b) challenges; (c) interests; (d) affinities; (e) experiences	X X
2.12 Investigate and explain personal barriers to learning and formulate detailed plans for accessing support and resources for both high school completion and learning contexts after high school.	X X
2.13 Communicate clearly to others about their own learner profile and formulate a study process that considers aspects such as: (a) strengths; (b) challenges; (c) interests; (d) affinities; (e) experiences	X X
2.14 Evaluate learning conditions in educational settings through the lens of equity.	X X
2.15 Evaluate historical and contemporary discourses that limit accessibility and the movement towards inclusion then consider aspects that impacted their learning positively and negatively, such as: (a) ableism; (b) cultural biases; (c) socioeconomic inequality; (d) gender discrimination; (e) first language	X X

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3 Understanding self and other as learner: Students will identify, implement and monitor the effectiveness of appropriate accommodations and accessibility strategies for a variety of diverse learning needs.	15-3 15-5 25-3 25-5 35-3 35-5
3.1 Recognize the concept of Universal Design for Learning and the range of considerations (including accommodations) to make learning accessible for themselves and all students.	X X
3.2 Recognize the conditions and strategies that provide for their most accessible forms of learning and highest level of achievement.	X X
3.3 Explore ways in which personal strengths and affinities can support learning, such as: (a) recognize where alternatives exist; (b) how to select assignments in curriculum subject areas to utilize strengths and affinities	X X
3.4 Explain the concept of Universal Design for Learning and describe the benefits regarding the range of considerations (including accommodations) to make learning accessible for themselves and all students.	X X
3.5 Explain the conditions and strategies that provide for their most accessible forms of learning and highest level of achievement and why they are most effective.	X X
3.6 Identify specific ways in which personal strengths and affinities support learning.	X X
3.7 Evaluate learning contexts for accessibility via a Universal Design for Learning lens and select the most appropriate considerations (including accommodations) to make learning accessible for themselves and all students.	X X
3.8 Continually evaluate and revise personalized toolkits to achieve their most accessible forms of learning and highest levels of achievement.	X X
3.9 Implement specific ways in which personal strengths and affinities support learning and monitor for effectiveness.	X X

4 Understanding self and other as learner: Students will apply knowledge of the students as a learner in a group.	15-3 15-5 25-3 25-5 35-3 35-5
4.1 Recognize and respect differences between individual and group learning contexts.	X X

4.2 Comprehend and demonstrate an understanding and concern for the viewpoints of others.	X	X
4.3 Recognize an effective working group may involve a variety of individual roles.	X	X
4.4 Identify and explain strategies that enhance the effectiveness of learning within a group context.	X	X
4.5 Demonstrate and apply an understanding of various roles within a group.		X X
4.6 Identify their preferred role in a group, demonstrating flexibility by being able to adjust their role as required in specific groups.		X X
4.7 Play a variety of roles within a group.		X X
4.8 Implement and analyze effectiveness of strategies used in group learning.		X X
4.9 Exhibit an understanding of various roles within a group.		X X
4.10 Identify their preferred role in a group and demonstrate independence through actively involving themselves in group learning situations.		X X
4.11 Independently demonstrate flexibility by being able to play and / or transition between a variety of roles within a group and supporting others' efforts in a positive way.		X X
4.12 Independently construct, implement and evaluate the effectiveness of strategies used in group learning.		X X

5 Understanding self and other as learner: Students will apply knowledge of self as a learner to develop a commitment to life-long learning.	15-3	15-5	25-3	25-5	35-3	35-5
5.1 Identify and explore possible post-secondary and/or career paths which intrigue them as possible personal future directions by considering personal qualities, such as: (a) learning styles; (b) preferences; (c) strengths; (d) affinities	X	X				
5.2 Identify and explain sources of learning within the community, such as: (a) institutions; (b) agencies; (c) interest groups; (d) service groups	X	X				

<p>5.3 Identify and explain elements of a life-long learner, such as: (a) curiosity; (b) persistence; (c) striving for accuracy; (d) questioning; (e) withholding judgment; (f) flexibility; (g) willingness to learn interdependently; (h) applying past knowledge; (i) thinking about one's own thinking; (j) remaining open to continuous learning</p>	<p>X X</p>
<p>5.4 Explore opportunities to gain life experience and analyze ones that would best suit them in obtaining skills and knowledge that would help them prepare for transition to post-secondary and/or career path, such as: (a) high school courses; (b) extra curricular activities; (c) volunteering; (d) part time employment; (e) leisure pursuits</p>	<p>X X</p>
<p>5.5 Explore opportunities to extend their learning from sources within their community, such as: (a) institutions; (b) agencies; (c) interest groups; (d) service groups</p>	<p>X X</p>
<p>5.6 Analyze their own learner qualities in comparison to various elements of life-long learning and work to extend their understanding, such as: (a) curiosity; (b) persistence; (c) striving for accuracy; (d) questioning; (e) withholding judgment; (f) flexibility; (g) willingness to learn interdependently; (h) applying past knowledge; (i) thinking about one's own thinking; (j) remaining open to continuous learning</p>	<p>X X</p>
<p>5.7 Evaluate their own readiness for transition from high school and create a plan to develop skills they determine as necessary to facilitate their successful transition from high school: (a) job finding skills; (b) interview & resume skills; (c) basic jobs skills; (d) career exploration; (e) post-secondary explorations; (f) post-secondary study skills; (g) volunteer opportunities; (h) continuing education courses</p>	<p>X X</p>
<p>5.8 Evaluate sources for learning in the community such as: (a) institutions; (b) agencies; (c) interest groups; (d) service groups</p>	<p>X X</p>
<p>5.9 Evaluate the effectiveness of their own life-long learner qualities and formulate a plan to increase effectiveness of specific elements, such as: (a) curiosity; (b) persistence; (c) striving for accuracy; (d) questioning; (e) withholding judgment; (f) flexibility; (g) willingness to learn interdependently; (h) applying past knowledge; (i) thinking about one's own thinking; (j) remaining open to continuous learning; (k) willing to mentor others</p>	<p>X X</p>

6 Organization and management of resources: Students will develop an understanding of the purpose and importance of organization and management	15-3 15-5 25-3 25-5 35-3 35-5
6.1 Identify attributes of organizing for learning such as: (a) time; (b) sequencing tasks; (c) goal setting; (d) setting priorities; (e) managing resources	X X
6.2 Identify the benefits of good organization and management and consequences of poor organization and management.	X X
6.3 Understand the importance of establishing priorities for academic and personal needs.	X X
6.4 Apply and demonstrate competency with a range of personal organizational systems for learning.	X X
6.5 Consider the pros and cons of various levels of organization, tools and strategies and the impact they have on learning.	X X
6.6 Analyze the impact organization has on the perception that others have of a person.	X X
6.7 Create a plan that identifies their most effective personal organizational systems for learning and details how this will be utilized in various learning situations.	X X
6.8 Evaluate their own level of organization and formulate strategies to effectively address challenges and strengths of their personal level of organization across various contexts.	X X
6.9 Assemble a protocol that authentically reflects priorities for academic and personal needs.	X X

7 Organization and management of resources: Students will demonstrate the ability to apply organizational and management strategies and skills.	15-3 15-5 25-3 25-5 35-3 35-5
7.1 Identify strengths and limitations of current personal organization strategies.	X X
7.2 Define and use strategies to organize assignments including deadlines, method of evaluation, and format of resources.	X X

7.3 Define and recognize personal responses to stress that stem from organizational and management difficulties.	X X
7.4 Comprehend and reassess strengths and limitations of current personal organization.	X X
7.5 Apply organizational and management strategies/skills to new settings and situations including home, work, leisure, and community.	X X
7.6 Analyze and differentiate personal responses to stress that stem from organizational and management difficulties.	X X
7.7 Independently apply, and reflect upon the effectiveness of, organizational and management strategies/skills as applied to new settings and situations including home, work, leisure, and community.	X X
7.8 Implement, evaluate and modify a personal action plan to address stress that stems from organizational and management difficulties.	X X
7.9 Evaluate and reformulate personal responses to stress that stem from organizational and management difficulties.	X X

8 Organization and management of resources: Students will understand the importance of time management and demonstrate the ability to manage time wisely.	15-3 15-5 25-3 25-5 35-3 35-5
8.1 Identify efficient and inefficient uses of time and their short-term and long-term impact on learning, such as: (a) identify distractions; (b) recognize procrastination; (c) recognize perfectionism (d) monitor motivation	X X
8.2 Define and explore various strategies to allocate time on a daily, weekly, monthly, and semester basis.	X X
8.3 Analyze and apply a variety of strategies to cope issues that negatively impact learning, such as: (a) managing distractions; (b) addressing procrastination; (c) addressing perfectionism; (d) developing motivation	X X
8.4 Apply various strategies and tools to address their own time management needs and analyze the impact they have on their time use and make modifications as necessary.	X X

8.5 Evaluate personal study habits to determine issues that negatively impact their learning and assemble a protocol to ameliorate deleterious consequences.	X	X
8.6 Independently monitor and evaluate time use and make constructive modifications as necessary.	X	X

9 Organization and management of resources: Students will understand and manage a range of resources including human, material, and time.	15-3	15-5	25-3	25-5	35-3	35-5
9.1 Identify and explain the role of various people that make up their learning support team and how each member can support their learning.	X	X				
9.2 Describe and define material resources required to be successful in a learning task and available within their school community to support their learning.	X	X				
9.3 Develop an awareness of time resources required to be successful in a learning task.	X	X				
9.4 Demonstrate confidence and independence in accessing human and resources both in and out of the school setting.			X	X		
9.5 Access and apply, with guided support a variety of material resources both in and out of the school setting while analyzing the overall effectiveness.			X	X		
9.6 Access and effectively utilize time resources required to be successful in a learning task.			X	X		
9.7 Create a protocol that can be applied confidently and independently, to access human resources, and extend beyond the school setting.					X	X
9.8 Design a plan on how to most effectively access material resources both in and out of the school setting, then confidently and independently implement the plan, evaluate its effectiveness and modify to adjust issues.					X	X
9.9 Actively evaluate time resources required to be successful in a learning task and reformulate protocols and strategies to suit individual need.					X	X

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10 Organization and management of resources: Students will demonstrate the ability to set goals and to establish, implement, monitor, evaluate and revise a plan of action and set priorities.	15-3	15-5	25-3	25-5	35-3	35-5
10.1 Demonstrate an understanding of the processes involved in goal-setting, problem-solving and decision making, such as: (a) SMART goals; (b) steps in problem-solving; (c) decision making models	X	X				
10.2 Develop and evaluate the processes one uses for short term and long-term goal setting, problem-solving and for decision making.	X	X				
10.3 Recognize constraints and alternatives in the goal-setting, problem-solving and decision-making processes.	X	X				
10.4 Identify criteria to determine growth in goal-setting, problem-solving and decision making.	X	X				
10.5 Analyze, modify and extend the processes used for setting short and long-term goals, problem-solving and for decision making.			X	X		
10.6 Apply goal setting, problem-solving and decision-making processes in a variety of situations including home, work, leisure, and community.			X	X		
10.7 Reassess and modify one's personal criteria for growth in goal-setting, problem-solving and decision-making.			X	X		
10.8 Develop personal criteria to determine growth in goal-setting, problem-solving and decision making.			X	X		
10.9 Independently appraise, modify and extend the processes used for setting short and long-term goals, problem-solving and for decision making for addressing personal issues.					X	X
10.10 Independently implement goal setting, problem-solving and decision making in a variety of situations including home, work, leisure, and community.					X	X
10.11 Independently apply, monitor, and modify one's personal criteria for growth in goal-setting, problem-solving and decision-making.					X	X
10.12 Evaluate personal criteria to determine growth in goal-setting, problem-solving and decision making and extend beyond the school setting.					X	X

11 Understanding the learning process: Students will develop strategies to initiate and maintain their readiness for learning.	15-3 15-5 25-3 25-5 35-3 35-5
11.1 Recognize and explore a variety of techniques to monitor mental and physical readiness to learn before and during engaging in learning strategies content.	X X
11.2 Recognize and explore a variety of anticipatory techniques for learning across academic contexts, such as: (a) engaging prior knowledge; (b) questioning; (c) reflecting on interest; (d) making predictions; (e) setting a purpose	X X
11.3 Recognize and trial mindfulness meditation and/or other calming techniques as a means of preparing for learning via exposure to a variety of mindfulness resources.	X X
11.4 Recognize and explore techniques for positive intrapersonal communication such as: (a) affirmations; (b) positive self-talk (c) learned optimism; (d) gratitude	X X
11.5 Select and apply technique to monitor physical and mental readiness to learn before and during engaging in learning strategies content that they feel are most effective and explain the impact on their learning.	X X
11.6 Identify and apply anticipatory techniques that they believe are most effective in support their own learning across academic contexts, such as: (a) engaging prior knowledge; (b) questioning; (c) reflecting on interest; (d) making predictions; (e) setting a purpose	X X
11.7 Select and apply a preferred form of mindfulness and/or other calming technique and attempt to incorporate it in to their daily life to maintain balance.	X X
11.8 Select and demonstrably use selected positive intrapersonal communication, such as: (a) affirmations; (b) positive self-talk (c) learned optimism; (d) gratitude	X X
11.9 Formulate a plan to implement techniques to monitor physical and mental readiness throughout the day across a variety of learning contexts and evaluate their effectiveness.	X X

11.10 Develop a plan to use anticipatory techniques for learning throughout the day and over a variety of learning spaces and consistently monitor their effectiveness, adjusting the plan accordingly.	X	X
11.11 Develop, explain and demonstrate a mindfulness meditation and/or calming technique that they find effective.	X	X
11.12 Develop a plan to use positive intrapersonal communication throughout the day and over a variety of learning spaces.	X	X

12 Understanding the learning process: Students will develop note-taking skills.	15-3	15-5	25-3	25-5	35-3	35-5
12.1 Describe and explain various purposes for making notes, such as: (a) focus attention; (b) personalize information; (c) capture information; (d) connect new learning with previous knowledge; (e) clarify information; (f) organize information; (g) support retention; (h) prompt and support further inquiry	X	X				
12.2 Develop strategies used to make notes, such as: (a) date/number page; (b) use of point form, not full sentences; (c) use of abbreviations; (d) key words and phrases; (e) leaving sufficient space to reorganize and add on; (f) use of colored pens or highlighters to emphasize key ideas, titles, definitions, etc.; (g) visuals	X	X				
12.3 Identify academic area or greatest need for academic skill development (reading comprehension, writing, basic math skills, vocabulary, background knowledge) and research and trial resources to develop this skill.	X	X				
12.4 Identify personal note making strategies and evaluate if they meet the purpose for note-taking: (a) personalize material; (b) select important information and condense material; (c) outline the structure and organization of information; (d) indicate key concepts and vocabulary			X	X		
12.5 Expand awareness to include several additional note-making techniques, such as: (a) two column notes with study questions, visuals and/or key words (Cornell System); (b) Venn Diagrams for comparing topics; (c) incorporating a timeline along which to anchor a sequence; (d) 3-D graphic organizers; (e) concept mapping; (f) use of technologies			X	X		

12.6 With support, initiate a plan of skill development in academic area of greatest need using previously researched resources.	X X
12.7 Create effective notes with personally identified preferred styles and effectively use notes to support learning in academic contexts.	X X
12.8 Sharpen and apply efficient note making techniques across a variety of media for the purposes of acquiring and clarifying information: (a) lecture; (b) textbook; (c) multimedia presentation; (d) Vertical Line Notes	X X
12.9 Develop skill in area of greatest academic need using a variety of resources and with increasing independence.	X X

13 Understanding the learning process: Students will develop skills and strategies to consolidate and remember information for a variety of purposes.	15-3 15-5 25-3 25-5 35-3 35-5
13.1 Develop an understanding and appreciation for study skills and their benefits.	X X
13.2 Identify and explore strategies for effective study such as: (a) daily review; (b) highlighting or underlining key words, phrases, titles and subtitles; (c) using colored pens or highlighters to organize information; (d) reading aloud; (e) re-writing or typing notes on word processor; (f) listening to text read out loud using text-to-speech software; (g) highlighting words and phrases; (h)over practicing concepts; (i) showing formulas, showing all steps; (j) study cards; (k) questions and answers	X X
13.3 Recognize the neurological process of memory and begin to consider its implications for memory tasks at school.	X X
13.4 Select, explore and evaluate several new memory techniques.	X X
13.5 Identify underlying components of a good study system.	X X

13.6 Extend repertoire of study strategies, incorporating knowledge of one's learner profile (learning styles and preferences, strengths, challenges, affinities, etc.) by selecting, trialing and evaluating new techniques: (a) questioning and self-talk; (b) graphic organizers; (c) audio recording; (d) technology tools; (e) creating and using study tools; (f) mind mapping; (g) writing in margins; (h) consolidate information by creating and reviewing study questions	X X
13.7 Explain and apply the neurological process of memory and reflect on its implications in schooling.	X X
13.8 Extend repertoire of memory techniques by selecting, trialing and evaluating new techniques.	X X
13.9 Independently evaluate their personal study system and formulate ways to improve its effectiveness.	X X
13.10 Independently extend and apply a repertoire of effective study strategies to increase effectiveness in a variety of learning context: (a) working with a study partner or study group investigate personal memory strengths and challenges; (b) consolidate information by transferring it into a different modality	X X
13.11 Create a memory strategy and demonstrate how to apply it to an academic task involving memorization that incorporates an instructed strategy and an understanding of the neurological process of memory.	X X
13.12 Independently identify, and be able to effectively communicate, areas of weakness and strength and make appropriate adjustments to a personal study planning system.	X X

14 Responding to assessment and evaluation: Students will become conceptually informed monitors of task criteria and their overall academic progress.	15-3 15-5 25-3 25-5 35-3 35-5
14.1 Recognize and be able to define a variety of overarching concepts related to assessment and evaluation in school contexts such as formative and summative assessment, rubric, accommodation, choice, criteria, pre and post testing, diagnostic testing, and reassessment.	X X

14.2 Develop an awareness of criteria frequently used to assess various types of learning products, such as: (a) oral demonstrations; (b) written products; (c) graphic products; (d) multi-media; (e) enacted products; (f) technology-based products; (g) audio recordings; (h) video presentations; (i) performance assessments; (j) portfolios; (k) group products	X X
14.3 Demonstrate comprehension of marking schemes, task weightings, grades / class webpage software and begin track progress of assessment in all classes.	X X
14.4 Discuss the assessment emphasis and their plans to respond successfully to this emphasis in one or more of their courses with a demonstrable comprehension of overarching assessment and evaluation concepts.	X X
14.5 Develop, with assistance, and implement a plan to continually meet criteria on a variety of course assessments (including making strategic choices on multi-option tasks).	X X
14.6 With assistance, track achievement results in all classes.	X X
14.7 Compare the assessment foci and their plans to respond successfully to these foci in two or more of their courses with a demonstrable comprehension of overarching assessment and evaluation concepts.	X X
14.8 With increasing independence, Implement, monitor, and continually renew and revise a plan to succeed on course assessments (including making strategic choices on multi-option tasks), monitoring and adjusting this as needed.	X X
14.9 Independently and effectively track achievement results in all classes.	X X

15 Responding to assessment and evaluation: Students will develop skills and strategies for success with test taking.	15-3 15-5 25-3 25-5 35-3 35-5
15.1 Recognize the symptoms and positive and negative impact of anxiety on test-taking.	X X
15.2 Develop awareness of, select, trial and evaluate several additional strategies to cope with test anxiety, such as: (a) breathing techniques; (b) visualization; (c) physical activity; (d) avoiding peers prior to exam; (e) being prepared	X X

15.3 Develop awareness of skills helpful in managing evaluation and test-taking such as to: (a) bring appropriate materials and resources; (b) preview the format; (c) consider weighting of marks; (d) determine order of response; (e) allocate time; (f) review responses	X	X
15.4 Develop awareness of, select, trial and evaluate test-taking strategies appropriate for various types of testing such as: (a) multiple choice; (b) true/false; (c) cloze; (d) short answer; (e) essay; (f) matching; (g) open book; (h) combined formats	X	X
15.5 Define the concept of academic accommodation, identify several accommodations and how they support a level playing field, and articulate a process for applying for accommodations.	X	X
15.6 Develop a plan to monitor emotions during test taking.		X X
15.7 Identify strengths and limitations of current anxiety reduction strategies and tend, apply and refine repertoire of strategies to reduce test anxiety.		X X
15.8 Develop and apply a personal system to manage evaluation and test-taking which includes all the following: (a) bring appropriate materials and resources; (b) preview the format; (c) consider weighting of marks; (d) determine order of response; (e) allocate time; (f) review responses		X X
15.9 Extend and refine repertoire of test-taking strategies appropriate for various types of testing such as: (a) multiple choice; (b) true/false; (c) cloze; (d) short answer; (e) essay; (f) matching; (g) open book; (h) combined formats		X X
15.10 Implement, assess the effectiveness of, and refine accommodations provided for test taking.		X X
15.11 Independently monitor emotions during test taking.		X X
15.12 Independently apply and continually evaluate personal anxiety reduction strategies.		X X
15.13 Apply and communicate clearly to others a personal system to manage evaluation and test-taking which includes all the following: (a) bring appropriate materials and resources; (b) preview the format; (c) consider weighting of marks; (d) determine order of response; (e) allocate time; (f) review responses		X X

15.14 Independently apply and continually evaluate strategies for responding to various types of testing.	X X
15.15 Apply and communicate clearly to other accommodations provided for test taking.	X X

16 Self-advocacy and relationship management in learning: Students will formulate and assemble an individualized toolkit to build resiliency.	15-3 15-5 25-3 25-5 35-3 35-5
16.1 Recognize and define key aspects of resiliency and the associated process of adapting to various forms of adversity and stress. Essential elements should include: (a) understanding strong feelings and impulses and learning strategies to manage them; (b) positive attitude; (c) optimism; (d) the ability to regulate emotions; (e) the ability to see failure as a form of helpful feedback	X X
16.2 Prepare an action plan to overcome problems and barriers and include consideration of possible consequences. Recognize barriers and develop a plan, with assistance. Includes a basic and pragmatic plan development containing step-by-step procedures along with likely outcomes.	X X
16.3 Develop confidence and competence in communicating a plan by rehearsing through self-talk, writing, practice in an academic setting, discussion, and other means. (a) define and understand the elements that comprise positive self-image and recognizing personal strengths and abilities; (b) develop personal communication and problem-solving skill set.	X X
16.4 Develop an awareness of available supports, beyond caring family members and friends, and how these supports function and can assist you: (a) mental health professionals such as a psychologist; (b) community based support groups; (c) books and other publications; (d) online resources	X X
16.5 Analyze, modify and extend understandings of resiliency and the associated process of adapting to various forms of adversity and stress. Key aspects and elements should include: (a) analyzing strategies used to manage strong feelings and impulses; (b) positive attitude; (c) optimism; (d) the ability to regulate emotions; (e) the ability to see failure as a form of helpful feedback	X X

<p>16.6 Create and analyze an action plan considering existing barriers and consequences. Consider possible barriers and develop a plan. Includes a reasoned and practical plan development containing detailed sequential implementation with several possible consequences.</p>	<p>X X</p>
<p>16.7 Extend existing confidence and competence in communicating a plan by rehearsing through self-talk, writing, practice in an academic setting, discussion, and other means (a) build upon your positive self-image and analyze personal strengths and abilities; (b) analyze personal communication and problem-solving skill set and implement constructive and measured adjustments</p>	<p>X X</p>
<p>16.8 Demonstrate an ability to access support, beyond caring family members and friends, and analyze which supports are most effective and appropriate based on personal circumstances and specific situations: (a) mental health professionals such as a psychologist; (b) community based support groups; (c) books and other publications; (d) online resources</p>	<p>X X</p>
<p>16.9 Independently evaluate the underpinning elements of resiliency and extend analysis beyond the school setting. Elements should include: (a) evaluating and improving strategies used to manage strong feelings and impulses positive attitude; (b) optimism; (c)the ability to regulate emotions; (d) the ability to see failure as a form of helpful feedback</p>	<p>X X</p>
<p>16.10 Formulate and evaluate an action plan considering existing barriers and consequences. Independently consider probable barriers and develop a plan. Includes an advanced and prudent plan development and sequential implementation containing probable consequences and corresponding counter-actions.</p>	<p>X X</p>

<p>16.11 Evaluate the effectiveness of communicating a plan while by rehearsing through self-talk, writing, practice outside an academic setting, discussion, and other means. Independently extend communicating a plan beyond the school setting and reflex upon core concepts of self. (a) continue to construct a positive self-image and recognizing personal strengths and abilities while considering how time and can impact the understanding the self (ontology and the construction of self and reality); (b) evaluate one's communication and problem-solving skill set and adjust/improve as necessary</p>	<p>X X</p>
<p>16.12 Independently access support, beyond caring family members and friends, and evaluate which supports are most effective and appropriate based on personal circumstances and specific situations: (a) mental health professionals such as a psychologist; (b) community based support groups; (c) books and other publications; (d) online resources</p>	<p>X X</p>

<p>17 Self-advocacy and relationship management in learning: Students will identify, apply and evaluate the effectiveness of self-advocating elements which will ameliorate or enhance their learning.</p>	<p>15-3 15-5 25-3 25-5 35-3 35-5</p>
<p>17.1 Recognize and describe key aspects of self-advocacy and its importance such as: (a) self-awareness; (b) communication skills; (c) understanding your rights; (d) problem-solving; (e) self-confidence; (f) willingness to take risks and learn from consequences</p>	<p>X X</p>
<p>17.2 Recognize and describe methods to request information, assistance, and accommodations that ensures their voice is heard by various members of their educational team, such as: (a) teachers; (b) support staff; (c) counselors; (d) administrators; (e) peers; (f) parents</p>	<p>X X</p>
<p>17.3 Recognize and describe personal rights and understand how these can impact learning, such as: (a) personal rights; (b) human rights; (c) educational rights</p>	<p>X X</p>
<p>17.4 Recognize and describe key elements of effective communication and why these elements are important to successfully communicating their needs, such as: (a) creating clear and specific questions; (b) building rapport and trust; (c) respecting different opinions and ideas; (d) understanding body language; (e) assertiveness</p>	<p>X X</p>

<p>17.5 Analyze, modify and extend in practice understandings and application of key aspects in self-advocacy such as: (a) self-awareness; (b) communication skills; (c) understanding your rights; (d) problem-solving; (e) self-confidence; (f) willingness to take risks and learn from consequences</p>	<p>X X</p>
<p>17.6 Analyze, modify and extend in practice how they request information, assistance, and accommodations that ensures their voice is heard by various members of their educational team, such as: (a) teachers; (b) support staff; (c) counselors; (d) administrators; (e) peers; (f) parents</p>	<p>X X</p>
<p>17.7 Analyze, modify and extend understandings and assertion of their rights within an educational setting, such as: (a) personal rights; (b) human rights; (c) educational rights</p>	<p>X X</p>
<p>17.8 Practice and perform in hypothetical and real-life application effective communication elements with classmates and instructional staff in academic settings and reflect on their communicative efficacy, such as: (a) creating clear and specific questions; (b) building rapport and trust; (c) respecting different opinions and ideas; (d) understanding body language; (e) assertiveness</p>	<p>X X</p>
<p>17.9 Independently evaluate current levels of success with key aspects of self-advocacy and formulate a plan of how to improve in one or more of the key aspects: (a) self-awareness; (b) communication skills; (c) understanding your rights; (d) problem-solving; (e) self-confidence; (f) willingness to take risks and learn from consequences</p>	<p>X X</p>
<p>17.10 Independently evaluate their current level of success in their ability to request information, assistance, and accommodations that ensures their voice is heard by various members of their educational team, such as: (a) teachers; (b) support staff; (c) counselors; (d) administrators; (e) peers; (f) parents</p>	<p>X X</p>
<p>17.11 Investigate and evaluate how one's individual rights intersect with hegemony beyond the educational setting, such as: (a) personal rights; (b) human rights; (c) educational rights</p>	<p>X X</p>

17.12 Create a product, including scenarios, to advise student about effective elements communication in academic settings, such as: (a) creating clear and specific questions; (b) building rapport and trust; (c) respecting different opinions and ideas; (d) understanding body language; (e) assertiveness	X X
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18 Self-advocacy and relationship management in learning: Students will understand the concept of interconnectedness and importance of the people.	15-3 15-5 25-3 25-5 35-3 35-5
18.1 Recognize and describe key aspects of self-advocacy and its importance such as: (a) self-awareness; (b) communication skills; (c) understanding your rights; (d) problem-solving; (e) self-confidence; (f) willingness to take risks and learn from consequences	X X
18.2 Recognize the positive implications associated with seeking feedback from trusted others. (a) criteria of responsible and trustworthy individuals; (b) identifying negative interpersonal associations; (c) decoding constructive criticism and evaluation	X X
18.3 Develop and understanding of how the degree of interconnected impacts the individual (positively & negatively). Specifically, the interconnection between oneself and: (a) society; (b) social systems; (c) healthcare; (d) family	X X
18.4 Recognize various ways to self-reinforce success and realize that mistakes are an acceptable part of learning including concepts such as: (a) persistence; (b) Growth vs Fixed mindset; (c) the importance of process and growth rather than success/failure	X X
18.5 Analyze, modify and extend in practice their understandings and application of key aspects in self-advocacy such as: (a) self-awareness; (b) communication skills; (c) understanding your rights; (d) problem-solving; (e) self-confidence; (f) willingness to take risks and learn from consequences	X X
18.6 Demonstrate sensitivity and discernment in response to feedback from others and make subsequent considered adjustments. (a) criteria of responsible and trustworthy individuals; (b) identifying negative interpersonal associations; (c) decoding constructive criticism and evaluation	X X

<p>18.7 Analyze the complexity and the degree to which interconnectivity impacts the individual. Specifically, the interconnection between oneself and: (a) society; (b) social systems; (c) healthcare; (d) family</p>	<p>X X</p>
<p>18.8 Demonstrate ways to self-reinforce success and recognize that mistakes are an acceptable part of learning including concepts such as: (a) persistence; (b) Growth vs Fixed mindset; (c) the importance of process and growth rather than success/failure</p>	<p>X X</p>
<p>18.9 Independently evaluate their current level of success with key aspects of self-advocacy and formulate a plan of how to improve in one or more of the key aspects: (a) self-awareness; (b) communication skills; (c) understanding your rights; (d) problem-solving; (e) self-confidence; (f) willingness to take risks and learn from consequences</p>	<p>X X</p>
<p>18.10 Evaluate one's own sensitivity and discernment in response to feedback from others and make subsequent considered adjustments. Examine the elements below through a historiographic and/or philosophical lens: (a) criteria of responsible and trustworthy individuals; (b) identifying negative interpersonal associations; (c) decoding constructive criticism and evaluation</p>	<p>X X</p>
<p>18.11 Evaluate the complexity and the degree to which interconnectivity impacts the individual. Specifically, the historiographic and philosophic development of the self as it relates to: (a) society; (b) social systems; (c) healthcare; (d) family</p>	<p>X X</p>
<p>18.12 Evaluate one's individual effectiveness regarding self-reinforce towards success and analyze how mistakes are an acceptable part of learning. Extend beyond an academic setting including concepts such as: (a) persistence; (b) Growth vs Fixed mindset; (c) the importance of process and growth rather than success/failure</p>	<p>X X</p>

Facilities or Equipment

Facility

There are no special facilities required for this course which gives teachers flexibility to use the facilities available at their school.

Facilities:

Equipment

There is no specific equipment required for this course which gives teachers flexibility to use the equipment available at to them.

Learning and Teaching Resources

Teachers may select a variety of print and on-line resources to support Learning Strategies Outcomes. A list of suggested resources will be provided in the Learning Strategies manual which is being drafted by the district's Learning Strategies teachers. With the rate of research in concepts such as emotional intelligence, positive psychology, mental health, and learning science it is likely that resource selections will change frequently. Learning resources must meet the Guidelines for Recognizing Diversity and Promoting Respect.

Sensitive or Controversial Content

Learning Strategies involves topics involving barriers that may impede the students' ability to thrive and succeed and how student can self-advocate to overcome these barriers. While discussion of these topics is potentially personally sensitive to some students, the topics will be addressed tactfully and through affirming interpretive lenses such as resiliency, rights, relationships, and growth.

Discussion of topics such as external barriers to learning and rights as a learner may also touch on "Controversial Issues", which can be defined as topics that are publicly sensitive and upon which there is no broad consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. If this occurs, such conversations will be conducted inclusively, respectfully, and explicitly addressed as an opportunity for guided practice of outcomes of the course including understandings others as learners, valuing differences, growth mindset, and effective communication.

Issue Management Strategy

Health and Safety

There are norisks or hazards specifically inherent to this curriculum.

Risk Management Strategy

Statement of Overlap with Existing Programs

There is no other course currently being offered that overlaps with the curricular outcomes of the Learning Strategies course. While enrolled students may engage in learning activities that have similarities to tasks in other academic classes, these tasks will always be in pursuit of completing specific and unique Learning Strategies outcomes.

Student Assessment

Assessment entails a broad-based collection of evidence which demonstrates a deeper understanding of self as a learner, application of specific strategies and connection to personalized goals. Assessment specific to Learning Strategies Outcomes may be developed depending on individual and classroom profile needs. Assessment may include, but is not limited to, surveys, oral and/or written self-reflection, classroom teacher feedback/observation, quizzes and/or projects.

Learning Strategies makes provisions for consistent use of accommodations to support fair assessment.

Course Approval Implementation and Evaluation

LOCALLY DEVELOPED COURSE OUTLINE

RS Doctrine and Covenants Part A1

Submitted By:

Horizon School Division No. 67

Submitted On:

Jul. 10, 2018

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2018	08/31/2022	Acquired	Authorization	G10 G11 G12

Course Description

Religious Studies DC15A: The Doctrine and Covenants is a “faith-based” locally developed course for the study of The Doctrine and Covenants, which is one volume in the Scriptural Canon of The Church of Jesus Christ of Latter-day Saints.

The course has been developed in full cooperation with the Church Educational System (CES) of The Church of Jesus Christ of Latter-day Saints and is offered as two separate 3-credit courses, part one to be taken in the Fall Semester and part two to be taken in the Spring Semester. This locally developed course is based upon specific religious teaching and doctrine of The Church of Jesus Christ of Latter-day Saints as related to and found in The Doctrine and Covenants and will also include a study of the early history of The Church of Jesus Christ of Latter-day Saints from 1820 through to the present day.

Additionally, students will learn basic principles underlying the doctrines and historical perspectives of other world religions to encourage an appreciation and respect for the diversity of religious beliefs and values.

The two 3-credit courses (DC35A and DC35B) as well as three other faith-based courses are designed to examine the scriptural canon of The Church of Jesus Christ of Latter-day Saints.

Students may choose to study The Doctrine and Covenants starting in the Fall Semester (DC35A: Early Church History and Sections 1-87) and then complete the series on The Doctrine and Covenants in the Spring Semester (DC35B: Sections 88-138).

As a locally-developed religious studies course, notification will be provided to parents regarding the course of study, educational programs or instructional materials, or instruction or exercises that include subject matter that deals primarily and explicitly with religion. (Alberta School Act, Section 50.1)

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

This locally developed faith-based religious studies course is proposed because it reflects the values and beliefs of the parents, families, and communities in which the students live. Parents want their children to take these courses because they instill high standards, good morals, and strong values in the minds and ensuing behaviors of their children. As students understand the principles taught in scripture, they begin to be more tolerant, accepting and to understand and have compassion for other people who may be different from them. There is developed within each student a comprehension of ‘who they are’, and ‘the purpose of life’ and to inspire them to show their love of God by how they treat others. This knowledge allows them to appreciate the worth of an individual and builds within each of them increasing self-confidence, understanding, tolerance and compassion. The scriptures teach the values of kindness, hard work, generosity, charity, integrity, morality, and fidelity. They also teach students how to deal with challenges and personal problems, how to maintain physical, mental, social, emotional and spiritual health, and many other valuable lessons and character traits. Through an in-depth study of the teachings found in scripture, students will have the opportunity to see the consequences of conflict and opposition. Students will use knowledge, skills, and attitudes to determine how they might make better choices in a similar situation. Throughout each of the courses, students will be encouraged to critically think, reason, and ask questions about how scriptural teachings might relate to their own life, the lives of others, their community, the nation, and the world. Similar to the Alberta social studies curriculum, a major goal of these courses will be to encourage students to become responsible citizens. Through the development of scriptural understanding, students gain increasing confidence and are expected to set goals for improvement in all aspects of their life. Students are encouraged to help create an atmosphere of kindness and love in their home and family life. They are to set educational goals to always be lifelong learners.

Student Need (formerly: Rationale)

Students who are members of The Church of Jesus Christ of Latter-day Saints may, upon graduation from high school, choose to attend LDS Church-owned institutions of higher learning located in the United States (*ie. BYU-Provo, BYU-Idaho and BYU-Hawaii*). One of the requirements for admission to each of these fully accredited private universities is the completion of the four-year Church Seminary Program which is aligned with and covers the scriptural canon of The Church of Jesus Christ of Latter-day Saints and meets these admission requirements. These locally developed courses have been structured to cover the content of the approved seminary curriculum of The Church of Jesus Christ of Latter-day Saints, as well as meeting all requirements set forth by Alberta Education (*i.e., that an emphasis of 20% of content of each Religious Studies course focus on the unbiased, comparative study of other world religions*). There are no current provincial programs of study that can be used to meet the local needs of students to meet admission requirements to these Church-owned universities.

Scope and Sequence (formerly: Learner Outcomes)

The main objective of this locally developed religious studies course is to positively impact the lives of students and to create within them the desire to pattern their lives after Jesus Christ as they study **DC15A: The Doctrine and Covenants**, including **Sections 1 through 87**. The teachings of Jesus Christ are the foundation upon which the course is based, and students will learn how to apply these teachings as they closely examine church history and the evolution of church doctrine.

A secondary general objective is to help students understand that faith must manifest itself through action. In compliance with the guidelines established by Alberta Education, eighty percent of instruction will be spent on the specific religious teachings of the Church of Jesus Christ of Latter-day Saints (the Church) utilizing scripture, teacher lesson guides and student study manuals prepared by the LDS Church curriculum department. The remaining twenty percent of instruction will focus upon other major religions of the world. These units will be taught in an objective, unbiased, non-comparative manner, with the prime purpose being to promote understanding and tolerance. They will not foster doctrines of racial or ethnic superiority, religious intolerance or persecution, social change through violent action or disobedience of laws. Students will learn the basic principles underlying the doctrines and historical background of other world religions. This will encourage students to appreciate, honor, and respect the diversity of beliefs and values in our global community.

Guiding Questions (formerly: General Outcomes)

- 1 Students will analyze scriptural examples that illustrate a devotion to God and draw parallels with beliefs and religious observances they experience.**
- 2 Students will identify and describe the historical circumstances relative to the revelations contained in the Doctrine and Covenants.**
- 3 Students will compare and contrast selected teachings from the Doctrine and Covenants with teachings of the prophets of the Old Testament and The Book of Mormon: Another Testament of Jesus Christ.**
- 4 Students will express understanding of how time and historical context enrich the meaning and interpretation of scriptural texts.**
- 5 Students will discuss teachings and cultural traditions of three of the major world religions: Buddhism, Judaism, and Islam.**
- 6 Students will recognize and explain the relationship of God and his association with man, the world, and all of his creations as expressed in the Doctrine and Covenants.**
- 7 Students will develop process skills - skills that help one acquire, evaluate and use information and ideas. These skills include searching, organizing, interpreting, analyzing, synthesizing, evaluating and applying.**
- 8 Students will develop communication skills - skills that help one express and present information, ideas and testimony. These skills include oral, visual, written and dramatic expression.**
- 9 Students will develop participation skills - skills that help one interact with others. These skills include working effectively, individually and cooperatively in large and small group situations.**
- 10 Students will communicate a determination to reach their personal academic potential and commit to live a Christ-like life through service to individuals, their community and their country.**
- 11 Students will demonstrate attitudes of respect, tolerance, appreciation, and understanding toward the rights of others to their own religious affiliation.**

Learning Outcomes (formerly: Specific Outcomes)

1 Students will analyze scriptural examples that illustrate a devotion to God and draw parallels with beliefs and religious observances they experience.	15-3
1.1 Students will identify, interpret and analyze selected doctrines from the Doctrine and Covenants.	X
1.2 Students will identify and discuss the doctrines and principles found in the Doctrine and Covenants and articulate how these could be meaningfully applied to their lives.	X
1.3 Students will compare and contrast commandments and teachings found in the Doctrine and Covenants to the teachings and counsel of modern day prophets.	X
2 Students will identify and describe the historical circumstances relative to the revelations contained in the Doctrine and Covenants.	15-3
2.1 Students will identify, interpret and analyze selected doctrines from the Doctrine and Covenants.	X
2.2 Students will identify and describe the historical context specific to the doctrines contained in the Doctrine and Covenants and relate these to current practices and beliefs.	X
3 Students will compare and contrast selected teachings from the Doctrine and Covenants with teachings of the prophets of the Old Testament and The Book of Mormon: Another Testament of Jesus Christ.	15-3
3.1 Students will identify, interpret and analyze selected doctrines from the Doctrine and Covenants and the Old Testament and the Book of Mormon.	X
4 Students will express understanding of how time and historical context enrich the meaning and interpretation of scriptural texts.	15-3

4.1 Students will identify, interpret and analyze selected doctrines from the Doctrine and Covenants.	X
4.2 Students will identify and discuss the doctrines and principles found in the Doctrine and Covenants and articulate how these could be meaningfully applied to their lives.	X
4.3 Students will compare and contrast texts from the Doctrine and Covenants with other scriptural records, teachings of modern-day prophets, and their own lives - demonstrating similarities and differences.	X
4.4 Students will apply their understanding of history and cultural context to make inferences about the meaning of the Doctrine and Covenants.	X

5 Students will discuss teachings and cultural traditions of three of the major world religions: Buddhism, Judaism, and Islam.	15-3
5.1 Students will compare and contrast teachings found in the Doctrine and Covenants with those found in three major world religions: Buddhism, Judaism, and Islam.	X
5.2 Students will compare and contract the Doctrine and Covenants to present-day issues that stem from differences in culture and religion.	X
5.3 Students will identify and discuss the doctrines and principles found in the Doctrine and Covenants and articulate how these could encourage tolerance and respect for people of other faith groups.	X

6 Students will recognize and explain the relationship of God and his association with man, the world, and all of his creations as expressed in the Doctrine and Covenants.	15-3
6.1 Students will identify, interpret and analyze selected doctrines from the Doctrine and Covenants.	X
6.2 Students will identify and discuss the doctrines and principles found in the Doctrine and Covenants and articulate how these could be meaningfully applied to their lives.	X

6.3 Students will compare and contrast teachings and cultural examples found in the Doctrine and Covenants with those found in three major world religions: Buddhism, Judaism, and Islam.	X
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7 Students will develop process skills - skills that help one acquire, evaluate and use information and ideas. These skills include searching, organizing, interpreting, analyzing, synthesizing, evaluating and applying.	15-3
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7.1 Students will use a variety of study aids to assist in linking related thoughts and ideas from the various books of scripture.	X
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7.2 Students will compare and contrast accounts recorded in scripture to their personal life and identify how illustrated principles might be applied to improve their quality of life.	X
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7.3 Students will make decisions and defend their choices, explaining application of doctrines and principles based on their mastery of scripture passages.	X
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8 Students will develop communication skills - skills that help one express and present information, ideas and testimony. These skills include oral, visual, written and dramatic expression.	15-3
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8.1 Students will work collaboratively with others, encouraging them to express ideas and feelings and respecting the opinions and feelings of all group members.	X
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8.2 Students will collaboratively develop topics for classroom presentation and lead the discussion.	X
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8.3 Students will demonstrate how to effectively discuss, explain, and share concepts and principles taught by Jesus Christ, and illustrate how to apply them in their lives.	X
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9 Students will develop participation skills - skills that help one interact with others. These skills include working effectively, individually and cooperatively in large and small group situations.	15-3
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9.1 Students will compare and contrast accounts recorded in scripture to their personal life and identify how illustrated principles might be applied to improve their quality of life.	X
9.2 Students will make decisions and defend their choices, explaining application of doctrines and principles based on their mastery of scripture passages.	X

10 Students will communicate a determination to reach their personal academic potential and commit to live a Christ-like life through service to individuals, their community and their country.	15-3
10.1 Students will demonstrate attitudes of respect, tolerance and understanding toward the religions of individuals, groups and cultures in their community and province.	X
10.2 Students will demonstrate an attitude of personal responsibility and respect towards God and their fellowmen.	X

11 Students will demonstrate attitudes of respect, tolerance, appreciation, and understanding toward the rights of others to their own religious affiliation.	15-3
11.1 Students will demonstrate tolerance and patience as they work collaboratively with peers, who may or may not be part of their faith-based community.	X

Facilities or Equipment

Facility

Regular classroom (tables/desk, whiteboard, projector, screen, audio)

Facilities:

Equipment

None

Learning and Teaching Resources

Resources to be used in teaching Religious Studies DC15A: The Doctrine and Cove as follows:

- The Doctrine and Covenants
- The Doctrine and Covenants Media Guide
- The teacher will use other materials, drawn from reliable print and digital/online sc provide the “authentic voice” for each particular world religion.

Sensitive or Controversial Content

· As a locally developed religious studies course, notification will be provided to parents regarding the courses of study, educational programs or instructional materials, or instruction/exercises that include subject matter that deals primarily and explicitly with religion. (Section 50.1 of the School Act)

· Should a problem with a particular topic arise, students will have the right to submit a written request signed by a parent to be excused for the duration of that portion of instruction.

Issue Management Strategy

Health and Safety

No safety issues anticipated.

Risk Management Strategy

Statement of Overlap with Existing Programs

The content of the “Religious Studies DC15A:The Doctrine and Covenants” course is definitely different than anything Alberta Education is currently offering. The nature and content of the materials listed above help confirm the uniqueness of this course.

Student Assessment

Assignments and assessment instruments will be such that the level of mastery related to specific learner outcomes and will be determined according to fair grade-specific rubrics or standards that are co-created with students. Strategies will be in alignment with Horizon School Division Policy HK Student Assessment, Evaluation and Reporting

Course Approval Implementation and Evaluation

LOCALLY DEVELOPED COURSE OUTLINE

RS Doctrine and Covenants Part B1

Submitted By:

Horizon School Division No. 67

Submitted On:

Jul. 10, 2018

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2018	08/31/2022	Acquired	Authorization	G10 G11 G12

Course Description

Religious Studies DC15B: The Doctrine and Covenants is a “faith-based” locally developed course for the study of The Doctrine and Covenants, which is one volume in the Scriptural Canon of The Church of Jesus Christ of Latter-day Saints.

The course has been developed in full cooperation with the Church Educational System (CES) of The Church of Jesus Christ of Latter-day Saints and is offered as two separate 3-credit courses, part one to be taken in the Fall Semester and part two to be taken in the Spring Semester. This locally developed course is based upon specific religious teaching and doctrine of The Church of Jesus Christ of Latter-day Saints as related to and found in The Doctrine and Covenants and will also include a study of the early history of The Church of Jesus Christ of Latter-day Saints from 1820 through to the present day.

Additionally, students will learn basic principles underlying the doctrines and historical perspectives of other world religions to encourage an appreciation and respect for the diversity of religious beliefs and values. The two 3-credit courses (DC15A and DC15B) as well as three other faith-based courses are designed to examine the scriptural canon of The Church of Jesus Christ of Latter-day Saints. Students may choose to study The Doctrine and Covenants starting in the Fall Semester (DC15A: Early Church History and Sections 1-87) and then complete the series on The Doctrine and Covenants in the Spring Semester (DC15B: Sections 88-138).

As a locally-developed religious studies course, notification will be provided to parents regarding the course of study, educational programs or instructional materials, or instruction or exercises that include subject matter that deals primarily and explicitly with religion. (Alberta School Act, Section 50.1)

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

This locally developed faith-based religious studies course is proposed because it reflects the values and beliefs of the parents, families, and communities in which the students live. Parents want their children to take these courses because they instill high standards, good morals, and strong values in the minds and ensuing behaviors of their children. As students understand the principles taught in scripture, they begin to be more tolerant, accepting and to understand and have compassion for other people who may be different from them. There is developed within each student a comprehension of ‘who they are’, and ‘the purpose of life’ and to inspire them to show their love of God by how they treat others. This knowledge allows them to appreciate the worth of an individual and builds within each of them increasing self-confidence, understanding, tolerance and compassion. The scriptures teach the values of kindness, hard work, generosity, charity, integrity, morality, and fidelity. They also teach students how to deal with challenges and personal problems, how to maintain physical, mental, social, emotional and spiritual health, and many other valuable lessons and character traits. Through an in-depth study of the teachings found in scripture, students will have the opportunity to see the consequences of conflict and opposition. Students will use knowledge, skills, and attitudes to determine how they might make better choices in a similar situation. Throughout each of the courses, students will be encouraged to critically think, reason, and ask questions about how scriptural teachings might relate to their own life, the lives of others, their community, the nation, and the world. Similar to the Alberta social studies curriculum, a major goal of these courses will be to encourage students to become responsible citizens. Through the development of scriptural understanding, students gain increasing confidence and are expected to set goals for improvement in all aspects of their life. Students are encouraged to help create an atmosphere of kindness and love in their home and family life. They are to set educational goals to always be lifelong learners.

Student Need (formerly: Rationale)

Students who are members of The Church of Jesus Christ of Latter-day Saints may, upon graduation from high school, choose to attend LDS Church-owned institutions of higher learning, located in the United States (*ie. BYU-Provo, BYU-Idaho and BYU-Hawaii*). One of the requirements for admission to each of these fully accredited private universities is the completion of four years of the Church Seminary Program which is aligned with and covers the scriptural canon of The Church of Jesus Christ of Latter-day Saints and meets these admission requirements. Our locally developed courses have been structured to cover the content of the approved seminary curriculum of The Church of Jesus Christ of Latter-day Saints, as well as meeting all requirements set forth by Alberta Education (*i.e., that an emphasis of 20% of content of each Religious Studies course focus on the unbiased, comparative study of other world religions*). There are no current provincial programs of study that can be used to meet the local needs of students to meet admission requirements to these Church-owned universities.

Scope and Sequence (formerly: Learner Outcomes)

The main objective of this locally developed religious studies course is to positively impact the lives of students and to create within them the desire to pattern their lives after Jesus Christ as they study **DC15B: The Doctrine and Covenants**, including **Sections 88 through 138**. The teachings of Jesus Christ are the foundation upon which the course is designed, and students will learn how to apply these teachings as they closely examine the evolution of church doctrine.

A secondary general objective is to help students understand that faith must manifest itself through action. In compliance with the guidelines established by Alberta Education, eighty percent of instruction will be spent on the specific religious teachings of the Church of Jesus Christ of Latter-day Saints (the Church) utilizing scripture, teacher lesson guides and student study manuals prepared by the LDS Church curriculum department. The remaining twenty percent of instruction will focus upon other major religions of the world. These units will be taught in an objective, unbiased, non-comparative manner, with the prime purpose being to promote understanding and tolerance. They will not foster doctrines of racial or ethnic superiority, religious intolerance or persecution, social change through violent action or disobedience of laws. Students will learn the basic principles underlying the doctrines and historical background of other world religions. This will encourage students to appreciate, honor, and respect the diversity of beliefs and values in our global community.

Guiding Questions (formerly: General Outcomes)

- 1 Students will analyze scriptural examples that illustrate a devotion to God and draw parallels with beliefs and religious observances they experience.**
- 2 Students will identify and describe the historical circumstances relative to the revelations contained in the Doctrine and Covenants.**
- 3 Students will compare and contrast selected teachings from the Doctrine and Covenants with teachings of the prophets of the Old Testament.**
- 4 Students will express understanding of how time and historical context enrich the meaning and interpretation of scriptural texts.**
- 5 Students will discuss teachings and cultural traditions of three of the major world religions: Buddhism, Judaism, and Islam.**
- 6 Students will recognize and explain the relationship of God and his association with man, the world, and all of his creations as expressed in the Doctrine and Covenants.**
- 7 Students will develop process skills - skills that help one acquire, evaluate and use information and ideas. These skills include searching, organizing, interpreting, analyzing, synthesizing, evaluating and applying.**
- 8 Students will develop communication skills - skills that help one express and present information, ideas and testimony. These skills include oral, visual, written and dramatic expression.**
- 9 Students will develop participation skills - skills that help one interact with others. These skills include working effectively, individually and cooperatively in large and small group situations.**
- 10 Students will communicate a determination to reach their personal academic potential and commit to live a Christ-like life through service to individuals, their community and their country.**
- 11 Students will demonstrate attitudes of respect, tolerance, appreciation, and understanding toward the rights of others to their own religious affiliation.**

Learning Outcomes (formerly: Specific Outcomes)

1 Students will analyze scriptural examples that illustrate a devotion to God and draw parallels with beliefs and religious observances they experience.	15-3
1.1 Students will identify, interpret and analyze selected doctrines from the Doctrine and Covenants.	X
1.2 Students will identify and discuss the doctrines and principles found in the Doctrine and Covenants and articulate how these could be meaningfully applied to their lives.	X
1.3 Students will compare and contrast commandments and teachings found in the Doctrine and Covenants to the teachings and counsel of modern day prophets.	X

2 Students will identify and describe the historical circumstances relative to the revelations contained in the Doctrine and Covenants.	15-3
2.1 Students will identify, interpret and analyze selected doctrines from the Doctrine and Covenants.	X
2.2 Students will identify and describe the historical context specific to the doctrines contained in the Doctrine and Covenants and relate these to current practices and beliefs.	X

3 Students will compare and contrast selected teachings from the Doctrine and Covenants with teachings of the prophets of the Old Testament.	15-3
3.1 Students will identify, interpret and analyze selected doctrines from the Doctrine and Covenants and the Old Testament.	X

4 Students will express understanding of how time and historical context enrich the meaning and interpretation of scriptural texts.	15-3
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4.1 Students will identify, interpret and analyze selected doctrines from the Doctrine and Covenants.	X
4.2 Students will identify and discuss the doctrines and principles found in the Doctrine and Covenants and articulate how these could be meaningfully applied to their lives.	X
4.3 Students will compare and contrast texts from the Doctrine and Covenants with other scriptural records, teachings of modern-day prophets, and their own lives - demonstrating similarities and differences.	X
4.4 Students will apply their understanding of history and cultural context to make inferences about the meaning of the Doctrine and Covenants.	X

5 Students will discuss teachings and cultural traditions of three of the major world religions: Buddhism, Judaism, and Islam.	15-3
5.1 Students will compare and contrast teachings found in the Doctrine and Covenants with those found in three major world religions: Buddhism, Judaism, and Islam.	X
5.2 Students will compare and contract the Doctrine and Covenants to present-day issues that stem from differences in culture and religion.	X
5.3 Students will identify and discuss the doctrines and principles found in the Doctrine and Covenants and articulate how these could encourage tolerance and respect for people of other faith groups.	X

6 Students will recognize and explain the relationship of God and his association with man, the world, and all of his creations as expressed in the Doctrine and Covenants.	15-3
6.1 Students will identify, interpret and analyze selected doctrines from the Doctrine and Covenants.	X
6.2 Students will identify and discuss the doctrines and principles found in the Doctrine and Covenants and articulate how these could be meaningfully applied to their lives.	X

6.3 Students will compare and contrast teachings and cultural examples found in the Doctrine and Covenants with those found in three major world religions: Buddhism, Judaism, and Islam.	X
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7 Students will develop process skills - skills that help one acquire, evaluate and use information and ideas. These skills include searching, organizing, interpreting, analyzing, synthesizing, evaluating and applying.	15-3
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7.1 Students will use a variety of study aids to assist in linking related thoughts and ideas from the various books of scripture.	X
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7.2 Students will compare and contrast accounts recorded in scripture to their personal life and identify how illustrated principles might be applied to improve their quality of life.	X
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7.3 Students will make decisions and defend their choices, explaining application of doctrines and principles based on their mastery of scripture passages.	X
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8 Students will develop communication skills - skills that help one express and present information, ideas and testimony. These skills include oral, visual, written and dramatic expression.	15-3
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8.1 Students will work collaboratively with others, encouraging them to express ideas and feelings and respecting the opinions and feelings of all group members.	X
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8.2 Students will collaboratively develop topics for classroom presentation and lead the discussion.	X
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8.3 Students will demonstrate how to effectively discuss, explain, and share concepts and principles taught by Jesus Christ, and illustrate how to apply them in their lives.	X
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9 Students will develop participation skills - skills that help one interact with others. These skills include working effectively, individually and cooperatively in large and small group situations.	15-3
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9.1 Students will compare and contrast accounts recorded in scripture to their personal life and identify how illustrated principles might be applied to improve their quality of life.	X
9.2 Students will make decisions and defend their choices, explaining application of doctrines and principles based on their mastery of scripture passages.	X

10 Students will communicate a determination to reach their personal academic potential and commit to live a Christ-like life through service to individuals, their community and their country.	15-3
10.1 Students will demonstrate attitudes of respect, tolerance and understanding toward the religions of individuals, groups and cultures in their community and province. Students will develop an attitude of personal responsibility and respect towards God and their fellowmen.	X
10.2 Students will demonstrate an attitude of personal responsibility and respect towards God and their fellowmen.	X

11 Students will demonstrate attitudes of respect, tolerance, appreciation, and understanding toward the rights of others to their own religious affiliation.	15-3
11.1 Students will demonstrate tolerance and patience as they work collaboratively with peers, who may or may not be part of their faith-based community.	X

Facilities or Equipment

Facility

Regular classroom (tables/desk, whiteboard, projector, screen, audio).

Facilities:

Equipment

None.

Learning and Teaching Resources

Learning resources to be used in teaching Religious Studies DC15B: The Doctrine and Covenants are as follows:

- The Doctrine and Covenants
- The Doctrine and Covenants Media Guide
- The teacher will use materials, drawn from reliable print and digital/online sources provide the “authentic voice” of each particular world religion.

Sensitive or Controversial Content

As a locally developed religious studies course, notification will be provided to parents regarding the courses of study, educational programs or instructional materials, or instruction/exercises that include subject matter that deals primarily and explicitly with religion. (Section 50.1 of the School Act)

Should a problem with a particular topic arise, students will have the right to submit a written request signed by a parent to be excused for the duration of that portion of instruction.

Issue Management Strategy

Health and Safety

No Health or Safety Risks anticipated.

Risk Management Strategy

Statement of Overlap with Existing Programs

The content of the “Religious Studies DC15B:The Doctrine and Covenants” course is definitely different than anything Alberta Education is currently offering. The nature and content of the materials listed above help confirm the uniqueness of this course.

Student Assessment

Assignments and assessment instruments will be such that the level of mastery related to specific learner outcomes and will be determined according to fair grade-specific rubrics or standards that are co-created with students.

Strategies will be in alignment with Horizon School Division Policy HK Student Assessment, Evaluation and Reporting

Course Approval Implementation and Evaluation

LOCALLY DEVELOPED COURSE OUTLINE

RS The Old Testament Part A35-3

Submitted By:

Horizon School Division No. 67

Submitted On:

Jul. 10, 2018

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
35-3	62.50	09/01/2018	08/31/2022	Acquired	Authorization	G10 G11 G12

Course Description

Religious Studies - The Old Testament Part A is a “faith-based” locally developed course for the study of the first half of the King James Version of the Old Testament.

The course has been developed in full cooperation with the Church Educational System (CES) of The Church of Jesus Christ of Latter-day Saints and is offered as two (3-credit) courses without prerequisite requirements. This locally developed course is based upon specific religious teaching and doctrine of The Church of Jesus Christ of Latter-day Saints as related to and found in the King James Bible (Old Testament). Students will also learn basic principles underlying the doctrines and historical perspectives of other world religions to encourage an appreciation and respect for the diversity of religious beliefs and values. The two 3-credit courses for the study of The Old Testament, as well as three other faith-based religious studies series are designed to examine the complete scriptural canon of The Church of Jesus Christ of Latter-day Saints over the course of four years. Students will study “**The Old Testament Course**” starting in the **Fall Semester (Genesis through 2 Samuel)** and then have the option to continue in the **Spring Semester (1 Kings through Malachi)**.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

This locally developed religious course supports the mission statement of Westwind School Division No.74, as outlined in its 3-Year Combined Education Plan and AERR, by responding to the needs of our students and developing a commitment for life-long learning.

It has been developed to reflect common values and beliefs of the parents, families, and communities in which the target population of students reside. Parents in Westwind, including some who are not member of the LDS faith, want their children to take these courses because they instill high standards, good morals, and strong values in the minds, developing attitudes of acceptance, tolerance, understanding and ensuing behaviors of their children.

The majority of people in each of the communities served by Westwind School Division #74 value the teachings found in the scriptures. As students understand the principles taught in the scriptures, they begin to be more tolerant, accepting and to understand and have compassion for other people who may be different from them. There is developed within each student a comprehension of ‘who they are’, and ‘the purpose of life’ and to inspire them to show their love of God by how they treat others. This knowledge allows them to appreciate the worth of an individual and builds within each of them increasing self-confidence, understanding, tolerance and compassion.

The scriptures teach the values of kindness, hard work, generosity, charity, integrity, morality, and fidelity. They also teach students how to deal with challenges and personal problems, how to maintain physical, mental, social, emotional and spiritual health, and many other valuable lessons and character traits.

Through an in-depth study of the teachings found in scripture, students will have the opportunity to see the consequences of conflict and opposition. Students will use knowledge, skills, and attitudes to determine how they might make better choices in a similar situation.

Throughout each of the courses, students will be encouraged to critically think, reason, and ask questions about how scriptural teachings might relate to their own life, the lives of others, their community, the nation, and the world.

Similar to the Alberta social studies curriculum, a major goal of these courses will be to encourage students to become responsible citizens. Through the development of scriptural understanding, students gain increasing confidence and are expected to set goals for improvement in all aspects of their life. Students are encouraged to help create an atmosphere of kindness and love in their home and family life. They are to set educational goals to always be lifelong learners.

Student Need (formerly: Rationale)

The majority of students in Westwind School Division #74 are members of The Church of Jesus Christ of Latter-day Saints. Upon graduation from high school, many of these students choose to attend Church-owned post-secondary institutions located in the United States (*ie. BYU-Provo, BYU-Idaho and BYU-Hawaii*). One of the requirements for admission to any of these fully accredited private universities is successful completion of four years of “seminary” which is the week-day learning program for youth developed by the LDS Church educational system. This locally developed course is structured to align with and to cover the required content of the approved seminary curriculum of The Church of Jesus Christ of Latter-day Saints, as well as meeting the requirements prescribed by Alberta Education (*i.e., that an emphasis of 20% of content of each Religious Studies course focus on the unbiased, comparative study of other world religions*). There are no current provincial programs of study that can be used to meet the local needs of students to meet admission requirements to these Church-owned universities.

Scope and Sequence (formerly: Learner Outcomes)

The main objective of this locally developed religious studies course -- **The Old Testament Part A** is to positively impact the lives of students and to create within them the desire to pattern their lives after Jesus Christ as they study The Old Testament from the book of **Genesis through the book of 2 Samuel**. The teachings and accounts of Jesus are the foundation upon which the course is built and students will study his teachings as taught by prophets and apostles both past and present.

A secondary general objective is to help students understand that faith must manifest itself through personal attitudes and action.

In compliance with the guidelines established by Alberta Education, eighty percent of instruction will be spent on the specific religious teachings of the Church of Jesus Christ of Latter-day Saints (the Church) using the above listed scripture volumes, teacher lesson guides and student study manuals as prepared by the Church curriculum department. The remaining twenty percent of instruction will focus upon other major religions of the world. These units will be taught in an objective, unbiased, non-comparative manner, with the prime purpose being to promote understanding and tolerance. They will not foster doctrines of racial or ethnic superiority, religious intolerance or persecution, social change through violent action or disobedience of laws. Students will learn the basic principles underlying the doctrines and historical background of other world religions. This will allow students to appreciate, honor, and respect the diversity of beliefs and values in our global community.

Guiding Questions (formerly: General Outcomes)

- 1 Students will analyze scriptural examples that illustrate a devotion to God and draw parallels with beliefs and religious observances they experience.**
- 2 Students will identify and describe commandments and religious rites found in the Old Testament text.**
- 3 Students will compare and contrast selected Old Testament teachings with teachings of modern-day prophets. Texts will be examined for evidence of a) Messages of peace and goodwill, and b) Prophecy related to the birth of Jesus Christ and His divine mission.**
- 4 Students will discuss the "nature of God" as articulated in the Old Testament, providing evidence from the Biblical text.**
- 5 Students will express understanding of how time and culture enrich the meaning and interpretation of Biblical texts.**
- 6 Students will discuss teachings and cultural traditions of three of the major world religions: Buddhism, Judaism, and Islam.**
- 7 Students will be able to recognize and explain the relationship of God and his association with man, the world, and all of his creations as expressed in the Old Testament.**
- 8 Students will develop process skills - skills that help one acquire, evaluate and use information and ideas. These skills include searching, organizing, interpreting, analyzing, synthesizing, evaluating and applying.**
- 9 Students will develop communication skills - skills that help one express and present information, ideas and testimony. These skills include oral, visual, written and dramatic expression.**
- 10 Students will develop participation skills - skills that help one interact with others. These skills include working effectively, individually and cooperatively in large and small group situations.**
- 11 Students will communicate a determination to reach their personal academic potential and commit to live a Christ-like life through service to individuals, their community and their country.**
- 12 Students will demonstrate attitudes of respect, tolerance, appreciation, and understanding toward the rights of others to their own religious affiliation.**

Learning Outcomes (formerly: Specific Outcomes)

1 Students will analyze scriptural examples that illustrate a devotion to God and draw parallels with beliefs and religious observances they experience.	35-3
1.1 Students will identify, interpret and analyze selected doctrines from the Old Testament.	X
1.2 Students will be able to identify and discuss the doctrines and principles found in the Old Testament and articulate how these could be meaningfully applied to their lives.	X
1.3 Students will compare and contrast commandments and teachings found in the Old Testament to the teachings and counsel of modern day prophets.	X
2 Students will identify and describe commandments and religious rites found in the Old Testament text.	35-3
2.1 Students will identify, interpret and analyze selected doctrines from the Old Testament.	X
2.2 Students will compare and contrast commandments and religious rites found in the Old Testament to the teachings and practices of modern day religious observance.	X
3 Students will compare and contrast selected Old Testament teachings with teachings of modern-day prophets. Texts will be examined for evidence of a) Messages of peace and goodwill, and b) Prophecy related to the birth of Jesus Christ and His divine mission.	35-3
3.1 Students will identify, interpret and analyze selected doctrines from the Old Testament.	X
3.2 Students will compare and contrast commandments and religious rites found in the Old Testament to the teachings and practices of modern day prophets.	X

4 Students will discuss the "nature of God" as articulated in the Old Testament, providing evidence from the Biblical text.	35-3
4.1 Students will identify, interpret and analyze selected doctrines from the Old Testament.	X
4.2 Students will be able to identify and discuss the doctrines and principles found in the Old Testament and articulate how these could be meaningfully applied to their lives.	X
4.3 Students will compare and contrast descriptions found in the Old Testament to the teachings and practices of modern day prophets.	X

5 Students will express understanding of how time and culture enrich the meaning and interpretation of Biblical texts.	35-3
5.1 Students will identify, interpret and analyze selected doctrines from the Old Testament.	X
5.2 Students will be able to identify and discuss the doctrines and principles found in the Old Testament and articulate how these could be meaningfully applied to their lives.	X
5.3 Students will apply their understanding of Old Testament cultures to make inferences about the meaning of the Biblical records.	X

6 Students will discuss teachings and cultural traditions of three of the major world religions: Buddhism, Judaism, and Islam.	35-3
6.1 Students will compare and contrast teachings and cultural examples found in the Old Testament with those found in three major world religions: Buddhism, Judaism, and Islam.	X
6.2 Students will compare and contrast the Old Testament to present-day issues that stem from differences in culture and religion.	X

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7 Students will be able to recognize and explain the relationship of God and his association with man, the world, and all of his creations as expressed in the Old Testament.	35-3
7.1 Students will identify, interpret and analyze selected doctrines from the Old Testament.	X
7.2 Students will be able to identify and discuss the doctrines and principles found in the Old Testament and articulate how these could be meaningfully applied to their lives.	X
7.3 Students will compare and contrast descriptions found in the Old Testament to the teachings and practices of modern day prophets.	X

8 Students will develop process skills - skills that help one acquire, evaluate and use information and ideas. These skills include searching, organizing, interpreting, analyzing, synthesizing, evaluating and applying.	35-3
8.1 Use a variety of study aids to assist in linking related thoughts and ideas from the various books of scripture.	X
8.2 Students will compare and contrast accounts recorded in scripture to their personal life and identify how illustrated principles might be applied to improve their quality of life.	X
8.3 Students will make decisions and defend their choices, explaining application of doctrines and principles based on their mastery of scripture passages.	X

9 Students will develop communication skills - skills that help one express and present information, ideas and testimony. These skills include oral, visual, written and dramatic expression.	35-3
9.1 Work collaboratively with others, encouraging them to express ideas and feelings and respecting the opinions and feelings of all group members.	X
9.2 Students will collaboratively develop topics for classroom presentation and lead the discussion.	X
9.3 Students will demonstrate how to effectively discuss, explain, and share concepts and principles taught by Jesus Christ, and illustrate how to apply them in their lives.	X

10 Students will develop participation skills - skills that help one interact with others. These skills include working effectively, individually and cooperatively in large and small group situations.	35-3
10.1 Students will compare and contrast accounts recorded in scripture to their personal life and identify how illustrated principles might be applied to improve their quality of life.	X
10.2 Students will make decisions and defend their choices, explaining application of doctrines and principles based on their mastery of scripture passages.	X

11 Students will communicate a determination to reach their personal academic potential and commit to live a Christ-like life through service to individuals, their community and their country.	35-3
11.1 Students will develop attitudes of respect, tolerance and understanding toward the religions of individuals, groups and cultures in one's community and in other communities: local, regional, national, and global.	X
11.2 Students will develop an attitude of responsibility towards God and their fellowmen.	X

12 Students will demonstrate attitudes of respect, tolerance, appreciation, and understanding toward the rights of others to their own religious affiliation.	35-3
12.1 Students will develop attitudes of respect, tolerance and understanding as they work with peers.	X

Facilities or Equipment

Facility

Regular classroom (tables/desk, whiteboard, projector, screen, audio).

Facilities:

Equipment

None.

Learning and Teaching Resources

The Church of Jesus Christ of Latter-day Saints has a very large curriculum department that creates and develops a variety of print and digital resources for use by both the teacher and student. These will be accessed as needed.

The primary resources to be used in teaching The Old Testament Part A are as follows:

- The King James Version of the Holy Bible (Old and New Testaments)
 - Old Testament Teacher Resource Manual
 - Old Testament Student Study Guide
- Supplementary Resources may include:
- - The Book of Mormon
 - The Doctrine and Covenants
 - The Pearl of Great Price
 - Old Testament Media Guide
 - Old Testament Media (24 VCR/DVD short video presentations) and CD Soundtracks

Sensitive or Controversial Content

Westwind School Division has in place board policy to address concerns related to sensitive or controversial issues/content -- Policy 403.0 and accompanying form 403.1 "Controversial Issues in the Classroom"; Policy 463.0 "Request to Review Controversial Materials" and accompanying form 463.1; and Policy 161.0 "Citizen Complaints".

Issue Management Strategy

Health and Safety

No safety or risks associated with this course.

Risk Management Strategy

Statement of Overlap with Existing Programs

The content of the "The Old Testament Part A" course is definitely different from any course currently offered by Alberta Education. The nature and content of this course has been designed to meet locally-identified needs of our communities with significant numbers of LDS students.

Student Assessment

Evaluation for this course will include both formative and summative assessments to ensure student learning and to degree possible, the mastery of learning outcomes.

Assessment instruments may include, but are not limited to the following:

1. Tests & Quizzes
 2. Teacher observation
 3. Assignments and Presentations
 4. Student Portfolio/Reflective Journal/Reading Log
- Assignments and assessment instruments/strategies will be used to determine the level of mastery of course outcomes which will be assisted by fair grade-specific rubrics and/or standards that are largely co-created with students.

Course Approval Implementation and Evaluation

LOCALLY DEVELOPED COURSE OUTLINE

RS The Old Testament Part B35-3

Submitted By:

Horizon School Division No. 67

Submitted On:

Jul. 10, 2018

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
35-3	62.50	09/01/2018	08/31/2022	Acquired	Authorization	G10 G11 G12

Course Description

Religious Studies - The Old Testament Part B is a “faith-based” locally developed course for the study of the second half of the King James Version of the Old Testament. The course has been developed in full cooperation with the Church Educational System (CES) of The Church of Jesus Christ of Latter-day Saints and is offered as two (3-credit) courses without prerequisite requirements. This locally developed course is based upon specific religious teaching and doctrine of The Church of Jesus Christ of Latter-day Saints as related to and found in the King James Bible (Old Testament). Students will also learn basic principles underlying the doctrines and historical perspectives of other world religions to encourage an appreciation and respect for the diversity of religious beliefs and values. The two 3-credit courses for the study of the Old Testament, as well as three other faith-based religious studies series are designed to examine the complete scriptural canon of The Church of Jesus Christ of Latter-day Saints over the course of four years. Students will study “**The Old Testament Course**” starting in the Fall Semester (Genesis through 2 Samuel) and then have the option to continue in the Spring Semester with this course (1 Kings through Malachi).

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

This locally developed religious course supports the mission statement of Westwind School Division No.74, as outlined in its 3-Year Combined Education Plan and AERR, by responding to the needs of our students and developing a commitment for life-long learning.

It has been developed to reflect common values and beliefs of the parents, families, and communities in which the target population of students reside. Parents in Westwind, including some who are not member of the LDS faith, want their children to take these courses because they instill high standards, good morals, and strong values in the minds, developing attitudes of acceptance, tolerance, understanding and ensuing behaviors of their children. The majority of people in each of the communities served by Westwind School Division #74 value the teachings found in the scriptures. As students understand the principles taught in the scriptures, they begin to be more tolerant, accepting and to understand and have compassion for other people who may be different from them. There is developed within each student a comprehension of 'who they are', and 'the purpose of life' and to inspire them to show their love of God by how they treat others. This knowledge allows them to appreciate the worth of an individual and builds within each of them increasing self-confidence, understanding, tolerance and compassion. The scriptures teach the values of kindness, hard work, generosity, charity, integrity, morality, and fidelity. They also teach students how to deal with challenges and personal problems, how to maintain physical, mental, social, emotional and spiritual health, and many other valuable lessons and character traits.

Through an in-depth study of the teachings found in scripture, students will have the opportunity to see the consequences of conflict and opposition. Students will use knowledge, skills, and attitudes to determine how they might make better choices in a similar situation.

Throughout each of the courses, students will be encouraged to critically think, reason, and ask questions about how scriptural teachings might relate to their own life, the lives of others, their community, the nation, and the world.

Similar to the Alberta social studies curriculum, a major goal of these courses will be to encourage students to become responsible citizens. Through the development of scriptural understanding, students gain increasing confidence and are expected to set goals for improvement in all aspects of their life.

Students are encouraged to help create an atmosphere of kindness and love in their home and family life. They are to set educational goals to always be lifelong learners.

Student Need (formerly: Rationale)

The majority of students in Westwind School Division #74 are members of The Church of Jesus Christ of Latter-day Saints. Upon graduation from high school, many of these students choose to attend Church-owned post-secondary institutions located in the United States (ie. BYU-Provo, BYU-Idaho and BYU-Hawaii). One of the requirements for admission to any of these fully accredited private universities is successful completion of four years of “seminary” which is the week-day learning program for youth developed by the LDS Church educational system. This locally developed course is structured to align with and to cover the required content of the approved seminary curriculum of The Church of Jesus Christ of Latter-day Saints, as well as meeting the requirements prescribed by Alberta Education (i.e., that an emphasis of 20% of content of each Religious Studies course focus on the unbiased, comparative study of other world religions). There are no current provincial programs of study that can be used to meet the local needs of students to meet admission requirements to these Church-owned universities.

Scope and Sequence (formerly: Learner Outcomes)

The main objective of this locally developed religious studies course -- **The Old Testament Part B** is to positively impact the lives of students and to create within them the desire to pattern their lives after Jesus Christ as they study The Old Testament from the book of **1 Kings through the book of Malachi**. The teachings and accounts of Jesus are the foundation upon which the course is built and students will study his teachings as taught by prophets and apostles both past and present.

A secondary general objective is to help students understand that faith must manifest itself through personal attitudes and action.

In compliance with the guidelines established by Alberta Education, eighty percent of instruction will be spent on the specific religious teachings of the Church of Jesus Christ of Latter-day Saints (the Church) using the above listed scripture volumes, teacher lesson guides and student study manuals as prepared by the Church curriculum department. The remaining twenty percent of instruction will focus upon other major religions of the world. These units will be taught in an objective, unbiased, non-comparative manner, with the prime purpose being to promote understanding and tolerance. They will not foster doctrines of racial or ethnic superiority, religious intolerance or persecution, social change through violent action or disobedience of laws. Students will learn the basic principles underlying the doctrines and historical background of other world religions. This will allow students to appreciate, honor, and respect the diversity of beliefs and values in our global community.

Guiding Questions (formerly: General Outcomes)

- 1 Students will analyze scriptural examples that illustrate a devotion to God and draw parallels with beliefs and religious observances they experience.**
- 2 Students will identify and describe commandments and religious rites found in the Old Testament text.**
- 3 Students will compare and contrast selected Old Testament teachings with teachings of modern-day prophets. Texts will be examined for evidence of a) Messages of peace and goodwill, and b) Prophecy related to the birth of Jesus Christ and His divine mission.**
- 4 Students will discuss the "nature of God" as articulated in the Old Testament, providing evidence from the Biblical text.**
- 5 Students will express understanding of how time and culture enrich the meaning and interpretation of Biblical texts.**
- 6 Students will discuss teachings and cultural traditions of three of the major world religions: Buddhism, Judaism, and Islam.**
- 7 Students will be able to recognize and explain the relationship of God and his association with man, the world, and all of his creations as expressed in the Old Testament.**
- 8 Students will develop process skills - skills that help one acquire, evaluate and use information and ideas. These skills include searching, organizing, interpreting, analyzing, synthesizing, evaluating and applying.**
- 9 Students will develop communication skills - skills that help one express and present information, ideas and testimony. These skills include oral, visual, written and dramatic expression.**
- 10 Students will develop participation skills - skills that help one interact with others. These skills include working effectively, individually and cooperatively in large and small group situations.**
- 11 Students will communicate a determination to reach their personal academic potential and commit to live a Christ-like life through service to individuals, their community and their country.**
- 12 Students will demonstrate attitudes of respect, tolerance, appreciation, and understanding toward the rights of others to their own religious affiliation.**

Learning Outcomes (formerly: Specific Outcomes)

1 Students will analyze scriptural examples that illustrate a devotion to God and draw parallels with beliefs and religious observances they experience.	35-3
1.1 Students will identify, interpret and analyze selected doctrines from the Old Testament.	X
1.2 Students will be able to identify and discuss the doctrines and principles found in the Old Testament and articulate how these could be meaningfully applied to their lives.	X
1.3 Students will compare and contrast commandments and teachings found in the Old Testament to the teachings and counsel of modern day prophets.	X
2 Students will identify and describe commandments and religious rites found in the Old Testament text.	35-3
2.1 Students will identify, interpret and analyze selected doctrines from the Old Testament.	X
2.2 Students will compare and contrast commandments and religious rites found in the Old Testament to the teachings and practices of modern day religious observance.	X
3 Students will compare and contrast selected Old Testament teachings with teachings of modern-day prophets. Texts will be examined for evidence of a) Messages of peace and goodwill, and b) Prophecy related to the birth of Jesus Christ and His divine mission.	35-3
3.1 Students will identify, interpret and analyze selected doctrines from the Old Testament.	X
3.2 Students will compare and contrast commandments and religious rites found in the Old Testament to the teachings and practices of modern day prophets.	X

4 Students will discuss the "nature of God" as articulated in the Old Testament, providing evidence from the Biblical text.	35-3
4.1 Students will identify, interpret and analyze selected doctrines from the Old Testament.	X
4.2 Students will be able to identify and discuss the doctrines and principles found in the Old Testament and articulate how these could be meaningfully applied to their lives.	X
4.3 Students will compare and contrast descriptions found in the Old Testament to the teachings and practices of modern day prophets.	X

5 Students will express understanding of how time and culture enrich the meaning and interpretation of Biblical texts.	35-3
5.1 Students will identify, interpret and analyze selected doctrines from the Old Testament.	X
5.2 Students will be able to identify and discuss the doctrines and principles found in the Old Testament and articulate how these could be meaningfully applied to their lives.	X
5.3 Students will apply their understanding of Old Testament cultures to make inferences about the meaning of the Biblical records.	X

6 Students will discuss teachings and cultural traditions of three of the major world religions: Buddhism, Judaism, and Islam.	35-3
6.1 Students will compare and contrast teachings and cultural examples found in the Old Testament with those found in three major world religions: Buddhism, Judaism, and Islam.	X
6.2 Students will compare and contrast the Old Testament to present-day issues that stem from differences in culture and religion.	X

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7 Students will be able to recognize and explain the relationship of God and his association with man, the world, and all of his creations as expressed in the Old Testament.	35-3
7.1 Students will identify, interpret and analyze selected doctrines from the Old Testament.	X
7.2 Students will be able to identify and discuss the doctrines and principles found in the Old Testament and articulate how these could be meaningfully applied to their lives.	X
7.3 Students will compare and contrast descriptions found in the Old Testament to the teachings and practices of modern day prophets.	X

8 Students will develop process skills - skills that help one acquire, evaluate and use information and ideas. These skills include searching, organizing, interpreting, analyzing, synthesizing, evaluating and applying.	35-3
8.1 Use a variety of study aids to assist in linking related thoughts and ideas from the various books of scripture.	X
8.2 Students will compare and contrast accounts recorded in scripture to their personal life and identify how illustrated principles might be applied to improve their quality of life.	X
8.3 Students will make decisions and defend their choices, explaining application of doctrines and principles based on their mastery of scripture passages.	X

9 Students will develop communication skills - skills that help one express and present information, ideas and testimony. These skills include oral, visual, written and dramatic expression.	35-3
9.1 Work collaboratively with others, encouraging them to express ideas and feelings and respecting the opinions and feelings of all group members.	X
9.2 Students will collaboratively develop topics for classroom presentation and lead the discussion.	X
9.3 Students will demonstrate how to effectively discuss, explain, and share concepts and principles taught by Jesus Christ, and illustrate how to apply them in their lives.	X

10 Students will develop participation skills - skills that help one interact with others. These skills include working effectively, individually and cooperatively in large and small group situations.	35-3
10.1 Students will compare and contrast accounts recorded in scripture to their personal life and identify how illustrated principles might be applied to improve their quality of life.	X
10.2 Students will make decisions and defend their choices, explaining application of doctrines and principles based on their mastery of scripture passages.	X

11 Students will communicate a determination to reach their personal academic potential and commit to live a Christ-like life through service to individuals, their community and their country.	35-3
11.1 Students will develop attitudes of respect, tolerance and understanding toward the religions of individuals, groups and cultures in one's community and in other communities: local, regional, national, and global.	X
11.2 Students will develop an attitude of responsibility towards God and their fellowmen.	X

12 Students will demonstrate attitudes of respect, tolerance, appreciation, and understanding toward the rights of others to their own religious affiliation.	35-3
12.1 Students will develop attitudes of respect, tolerance and understanding as they work with peers.	X

Facilities or Equipment

Facility

No special facilities or spaces required.

Facilities:

Equipment

None.

Learning and Teaching Resources

The Church of Jesus Christ of Latter-day Saints has a very large curriculum department that creates and develops a variety of print and digital resources for use by both the teacher and student. These will be accessed as needed.

The primary resources to be used in teaching The Old Testament Part B are as follows:

- The King James Version of the Holy Bible (Old and New Testaments)
 - Old Testament Teacher Resource Manual
 - Old Testament Student Study Guide
- Supplementary Resources may include:
- - The Book of Mormon
 - The Doctrine and Covenants
 - The Pearl of Great Price
 - Old Testament Media Guide
 - Old Testament Media (24 VCR/DVD short video presentations) and CD Soundtracks

Sensitive or Controversial Content

Westwind School Division has in place board policy to address concerns related to sensitive or controversial issues/content -- Policy 403.0 and accompanying form 403.1 "Controversial Issues in the Classroom"; Policy 463.0 "Request to Review Controversial Materials" and accompanying form 463.1; and Policy 161.0 "Citizen Complaints".

Issue Management Strategy

Health and Safety

No safety or risk issues associated with this course.

Risk Management Strategy

Statement of Overlap with Existing Programs

The content of the "The Old Testament Part B" course is definitely different from any course currently offered by Alberta Education. The nature and content of this course has been designed to meet locally-identified needs of our communities with significant numbers of LDS students.

Student Assessment

Evaluation for this course will include both formative and summative assessments to ensure student learning and to degree possible, the mastery of learning outcomes.

Assessment instruments may include, but are not limited to the following:

1. Tests & Quizzes
2. Teacher observation
3. Assignments and Presentations
4. Student Portfolio/Reflective Journal/Reading Log

Assignments and assessment instruments/strategies will be used to determine the level of mastery of course outcomes which will be assisted by fair grade-specific rubrics and/or standards that are largely co-created with students. Strategies will be in alignment with Horizon School Division Policy HK Student Assessment, Evaluation and Reporting

Course Approval Implementation and Evaluation

HORIZON SCHOOL DIVISION NO. 67
Administrator Meeting Dates (2018-2019)

DATE	TRUSTEE ATTENDING
Tuesday, September 11, 2018	
Tuesday, October 9, 2018	
Tuesday, November 13, 2018	
Tuesday, December 11, 2018	
Tuesday, January 8, 2019	
Tuesday, February 12, 2019	
Tuesday, March 12, 2019	
Tuesday, April 9, 2019	
Tuesday, May 14, 2019	
Tuesday, June 4, 2019 (Vauxhall)	

2018-2019 ASSISTANT AND VICE PRINCIPAL DESIGNATIONS

School	Name	AP
<i>ENC</i>	<i>Kim Krushelnicki</i>	<i>AP</i>
<i>ERHS</i>	<i>Richelle Miller</i>	<i>AP</i>
<i>LOM</i>	<i>Amber Doram</i>	<i>AP</i>
<i>LTW</i>	<i>Mandy Simmons</i>	<i>AP</i>
<i>MRE</i>	<i>Janelle Schmitt</i>	<i>AP</i>
<i>TMS</i>	<i>Sean Dupuis</i>	<i>AP</i>
<i>WAR</i>	<i>Spencer Wenzel</i>	<i>AP</i>

School	Name	VP
BAR	Aaron Edlund	VP
CEN	Coral James	VP
CHA/ATL	Jamie Van Ham and Terryn Gutfriend	VP
DAF	Bev Wilk	VP
DRH	Chris Ward	VP
TCS	Rene Angermeier	VP
VES	Shelley Rourke and Tammy Reiling	VP
VHS	Scott Reiling	VP
WRM	Bryan Pritchard	VP

School	Name	N/A
ACE	N/A	
HAY	N/A	
HMAP	N/A	

Horizon School Division No. 67

Off-Campus Annual Evaluation Report for 2017-2018 School Year

Submitted to Board as per policy HGADA, August 22, 2018

This report is based on school reports provided to this office by the following schools: ACE Place, Arden T. Litt, Colonies, Erle Rivers High School, Horizon MAP, Taber Mennonite School, Lomond School, Warner, W.R Myers High School and Vauxhall High School.

1. Student Enrollment Figures

1.1 High School Credit Programs:

	12/13 Stud/CEU	13/14 Stud/CEU	14/15 Stud/CEU	15/16 Stud/CEU	16/17 Stud/CEU	17/18 Stud/CEU
Work Experience	235/2187	272/2427	186/1903	207/1897	176/1694	165/1527
ACE	28/249	16/270	26/355	15/135	14/193	11/115
ATL	17/146	15/120	14/105	13/120	22/136	14/85
Colonies	22/240	20/205	24/248	24/249	24/249	24/249
ERHS	20/108	49/284	33/272	15/93	3/15	4/20
TMS/HMAP	15/240	15/175	18/151	19/223	5/50 6/79	0/0 10/114
Lomond	3/8	0/0	1/1	5/25	4/ CEU's next year	9/36
VHS	47/400	39/266	4/38	38/248	30/235	32/213
Warner	13/78	10/89	1/2	5/55	0/0	2/10
W.R Myers	70/718	93/980	65/731	73/749	68/737	59/685
RAP (Registered Apprenticeship Program)	19/345	18/430	20/510	19/340	11/145	9/180
Green Certificate	23/178	26/310	6/65	11/137	8/79	14/115
Special Projects	0/0	0/0	5/25	0/0	5/16	15/63
Total	277/2710	316/3167	217/2503	237/2374	200/1934	203/1885

Number of Off-Campus Sites:

12/13	13/14	14/15	15/16	16/17	17/18
147	170	108	125	81	84

When talking to Off Campus Coordinators about the decline in some schools for students taking work experience, green certificate, special projects or registered apprenticeship program. It was mentioned that students currently are holding jobs before they start High School and sometimes are not looking for the extra credit through the school for the job that they already have. They also are sometimes not interested in the extra paper work that is involved in completing to receive a grade as the extra credits are not needed for them to graduate, as students have or will have their 100 credits that they need.

2. Program Innovations and Celebrations

Director of Learning met with off-campus coordinators to discuss a division wide format for workplace safety checks so that Off-campus Coordinators did not have to visit a site more than once to prevent overlap. A Google form was created and shared by Terri-Lynn and all off-campus coordinators filled the work site safety checks out on the form. All Off Campus Coordinators used the division wide forms this past year and are meeting in August to make any necessary changes. During our past meeting it was discussed to have OH and S workplace advisors from a number of visits come and talk with coordinators on what they look for when doing safety checks at the different working environments. There is a Farm Safety OH and S advisor coming in August to share with coordinators the important things to look for when doing a safety check on a farm. Later in the year the Director of Learning will try to contact other business establishments to see if they will share what their safety checklists are so those can be shared with Off-Campus Coordinators.

Off Campus Coordinators mentioned the following about the district forms:

"Their needs to be a district self-evaluation and employer evaluation form. I used one that Garth provided me that seemed a little more detailed than others."

"It is nice to have a formal and consistent way to track progress and ensure that everything is getting done. Much better than the way it used to be!"

"Helpful to have something standardized."

"They were invaluable for my new role"

"Great!!! Allow all schools to be consistent"

"I like the meetings that we have."

3. Assessment Practices

As in previous years many schools used the work experience assessment. Supervisors at the site provide two 'evaluations' of the students during the program (middle and end), focusing on the students' ability to complete tasks, their personal work habits, and attendance. This is the evaluation that is provided in the Alberta Education 'Off-Campus Education Handbook'. In Colony settings a communication log with the German teacher or supervisor is kept indicating how the program for students is proceeding. The school's teacher and the German teacher/supervisor communicate regularly with respect to the progress of students and the overall running of the program.

Off-campus coordinators are using various discussions, e-mails and phone calls from supervisors and employers throughout the off campus experience, the coordinators visit to work locations, learning plans, students are evaluated on how they are meeting assignments, logbooks, communication skills and self-evaluation is also considered in the final mark.

4. Business Feedback

Schools primarily obtain feedback from off-campus sites through students, employer feedback, visitations and phone calls. The feedback was mentioned by off-campus coordinators as businesses are mainly positive. Off campus coordinators work to ensure that ongoing communication and feedback is successful for students and work sites. Comments shared with division office from school supervisors were the following:

“Things went fairly well this year. Very few placements didn't work out.”

“Tends to be positive. Most were places where students already had jobs and so they were not too concerned with workers comp or other requirements because they already had the expectations, training and paperwork in place.”

“Mainly positive - cell phone questions were common.”

5. Integration of Work and School Program

Off Campus Coordinators usually complete resumes in CALM with students and teach students how these resumes can be used to apply for jobs... that they are not just for a school mark in CALM. Off Campus coordinators see a benefit in tying the world of work and economic benefits of high school completion to be beneficial to grades 8 and 9 in the Low German Mennonite programs, where students are at risk of dropping out. They would like to see a possible division-wide workshop developed or ran that would be tied to this. One site is looking at implementing a work week into their schedule for next year.

6. Challenges

Schools identified the following challenges:

- 1) Not having any time in my schedule to do the paperwork (teaching .95 S1 and 1.0 S2) and having to do all of my visits after school hours and on weekends was not the most pleasant.
- 2) Student willingness to engage in program.
- 3) The time factor was very large. I was out of school a lot, and the school suffered for it.
- 4) Amazing how difficult it is to get kids to complete the paperwork for the program.

7. Supports Requested from Division Office

Comments made by coordinators were the following:

“Just continuing existing supports.”

“I'd like to see off campus as a division position, rather than run out of the schools. Perhaps OH and S combined with off campus.”

“I think things were great!!!!!!”

Education Improvements in 2017-18: Year End Message from Minister Eggen and Deputy Minister Clarke

----- Forwarded message -----

From: EDC Minister <Education.Minister@gov.ab.ca>

Date: Fri, Jun 29, 2018 at 12:42 PM

Subject: Education improvements in 2017-18: Year End Message from Minister Eggen and Deputy Minister Clarke

To:

As schools across the province prepare for a well-deserved summer break, we would like to take a moment to reflect on some of the successes of this past school year. We are proud of the many advances that have been made to enhance Alberta's education system in 2017-18, improving the quality, accessibility and inclusiveness of Alberta's Kindergarten to Grade 12 learning environments.

An Act to Reduce School Fees is making life better for parents and families, eliminating fees for instructional supplies or materials and transportation fees for eligible students. We are proud to recognize three other significant pieces of legislation that passed throughout the year. *An Act to Support Gay-Straight Alliances* protects students from barriers to forming gay- or queer-straight alliances in schools; the *School Amendment Act*, which provides updates to make the education system more accessible, modern and inclusive; and the *Northland School Division Act*, which paved the way for the reinstatement of an elected board in the Northland School Division in October 2017.

As announced on May 24, 2018 we are also extending the Classroom Improvement Fund for the upcoming school year. Government will provide school boards with \$77 million to hire additional staff, and provide more supports to students, particularly in priority areas like math and literacy.

We are also pleased to celebrate the agreement that was signed on June 20, 2018 to support Maskwacis students. The agreement outlines the role the Government of Alberta will have in supporting the Maskwacis Cree Nations – through their education authority, Maskwacis Education Schools Commission (MESCC) – as they develop a Cree-based curriculum for Maskwacis students at all levels. Our government will provide supports such as additional funding, resources and training to improve student outcomes, like literacy and numeracy.

Together, we are making life more affordable for Alberta's families and preparing Alberta's students for success. Thank you for your support for Alberta's education system and best wishes for a safe and happy summer.

Sincerely,

David Eggen

Minister of Education

Curtis Clarke, PhD

Deputy Minister of Education



July 26, 2018

Honourable David Eggen
Minister of Education
228 Legislature Building
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister,

I would like to express my sincere condolences regarding the death of your mother.

On behalf of the Alberta School Boards Association members and staff, please accept my deepest sympathies.

I can only imagine what a difficult loss this is for you and your family.

Sincerely yours,

Lorrie Jess
President

----- Forwarded message -----

From: <alberta.news@gov.ab.ca>

Date: Wed, Jul 25, 2018 at 11:55 AM

Subject: News Release: More buses, better service for rural Albertans

To: wilco.tymensen@horizon.ab.ca

More buses, better service for rural Albertans

July 25, 2018 [Media inquiries](#)

Albertans living along the Medicine Hat/Lethbridge Highway 3 corridor and in Red Deer County will have better access to public transportation as the Government of Alberta expands a pilot program for new bus lines.



Mayor Ted Clugston, Beth Lewis, Premier Notley, MLA Wanner and Al Kemmere celebrate provincial funding of new rural bus pilot projects.

To better connect rural Albertans to services, jobs, family and friends, the Government of Alberta is investing \$700,000 in a new Medicine Hat/Lethbridge shuttle bus project that will connect 12 communities across the region, providing public transportation to 27,700 people who currently have no transit access.

In addition, a new bus route in Red Deer County – connecting the City of Red Deer with Springbrook, Penhold and Innisfail – is also receiving \$700,000 from the province to offer service for 11,000 local residents who currently have no public transportation.

“Our government knows viable rural transit is what connects many Albertans to work, school, vital health care, family and friends. That’s why our Rural Transportation Pilot Project is so important. We’ve worked closely with regional governments to get this investment right, and I am so pleased to announce these new transit options to connect Albertans across our province.”

Rachel Notley, Premier

More than 200,000 people live in the two regions being served by the new bus projects. The two new bus routes are part of the government's Rural Transportation Pilot Program, designed to improve public transportation services between Alberta's mid-sized urban centres and their surrounding communities.

"Support for this new service means residents from across the Medicine Hat and Lethbridge regions will again be able to travel between our major centres and the smaller towns that are the backbone of this area. We worked with leaders from across the regions because we know how critical it is for citizens to have access to public transit to get them where they need to go."

Ted Clugston, mayor of Medicine Hat

"I am proud that, as leaders in our community, we were able to be innovative and collaborate with our neighbours to the east to address a lack of public transportation between the communities along this busy route. Today's announcement is a welcome opportunity to pilot a project that will serve our residents and help us to plan for the future."

Chris Spearman, mayor of Lethbridge

"Regional transit funding will create even greater links between our communities, and will go a long way toward improved mobility for our residents. Being able to travel efficiently and safely is essential for our residents' quality of life and the overall well-being of our connected communities."

Jim Wood, mayor of Red Deer County

"Members of the Rural Municipalities of Alberta and our neighbouring communities who are eligible for this program are happy to hear that the Government of Alberta is putting dollars to these pilot programs that may work to find a solution to support our public transportation needs, especially given the recent announcement made by Greyhound. More now than ever, our communities need access to transit options to connect them with education, health care, jobs and families."

Al Kemmere, president, Rural Municipalities of Alberta

"This new pilot bus shuttle will be a great service for students at all three post-secondary schools in our two major cities and across the region. Many students and others working in the cities struggle to get home to visit family and friends because they don't have vehicles. Access to buses through this service means more freedom and mobility, which is very welcomed."

Beth Lewis, president, Medicine Hat College Students' Association

Quick facts

- Nearly 40,000 people who didn't have transit service before will now have access through the two new pilot projects in the Medicine Hat/Lethbridge region and Red Deer County.
- The southern bus will stop in Redcliff, Seven Persons, Bow Island, Burdett, Grassy Lake, Purple Springs, Taber, Barnwell, Cranford and Coaldale.
- The Red Deer County bus will stop in the City of Red Deer, Springbrook, Penhold and Innisfail.
- Previous projects approved under the pilot program include:
 - A regular bus shuttle service between Camrose and Edmonton.
 - A regional transit service that connects Sexsmith, Clairmont, Wembley, Beaverlodge and Hythe with the City of Grande Prairie's existing transit system.

The province will use information from the pilot program to consider its ongoing approach to supporting rural public transportation. The pilot is designed to allow eligible municipalities to identify and implement projects that best meet the unique needs of their communities.

Related information

- [Public transportation initiatives in Alberta](#)
- [Map of Rural Transportation Pilot Projects](#) (PDF)

Related news

- [Transportation projects connect rural Albertans](#) (June 28, 2018)

Multimedia

- [Listen to the news conference](#)