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

Regular Board Meeting Agenda

Wednesday, August 28th, 2019 – 1:00 p.m.

A – Action Items

A.1 Agenda	
A.2 Minutes of Regular Board Meeting held Wednesday, June 26th, 2019	ENCLOSURE 1
A.3 August 2019 Payment of Accounts Summary	ENCLOSURE 2
A.4 Second and Final Reading – Policy GCM – Professional Growth Planning	ENCLOSURE 3
A.5 Second and Final Reading – Policy GCMA – Staff Supervision	ENCLOSURE 4
A.6 Second and Final Reading – Policy GCN – Teacher Summative Evaluation	ENCLOSURE 5
A.7 Second and Final Reading – Policy GCNN – School Administrator Evaluation	ENCLOSURE 6
A.8 Delete Policy GDM – Professional Growth Planning of School Support Staff	ENCLOSURE 7
A.9 Delete Policy GCAE – Vice-Principal and Assistant Principal Positions	ENCLOSURE 8
A.10 First Reading – Policy AD – Educational Philosophy	ENCLOSURE 9
A.11 First Reading – Policy BBA – School Board Powers and Duties	ENCLOSURE 10
A.12 First Reading – Policy BBF – School Board Member Ethics & Code of Conduct	ENCLOSURE 11
A.13 First Reading – Policy BCE – Board Organization/Committees	ENCLOSURE 12
A.14 First Reading – Policy BD – Board Meetings	ENCLOSURE 13
A.15 First Reading – Policy BF – Policy Development	ENCLOSURE 14
A.16 First Reading – Policy BFD – School Administrative Procedures	ENCLOSURE 15
A.17 LDC: Creative Writing and Publishing 15/25/35 (renew)	ENCLOSURE 16
A.18 LDC: ESL Introduction to Canadian Studies 1/25 (renew)	ENCLOSURE 17
A.19 LDC: ESL Introduction to Science 15/25 (renew)	ENCLOSURE 18
A.20 LDC: Fire Rescue Services 15 (renew)	ENCLOSURE 19
A.21 LDC: Journalism 15/25/35 (renew)	ENCLOSURE 20
A.22 LDC: Portfolio Art 35 (renew)	ENCLOSURE 21
A.23 LDC: Christian Studies: 15/25/35 (new)	ENCLOSURE 22
A.24 LDC: Religious Studies: 15/25/35 (renew)	ENCLOSURE 23
A.25 LDC. Religious Studies: Doctrine and Covenants 35 Part A (renew)	ENCLOSURE 24
A.26 LDC: Religious Studies: New Testament 25 Part B (renew)	ENCLOSURE 25
A.27 LDC: Religious Studies: New Testament 35 Part A (renew)	ENCLOSURE 26
A.28 LDC: Religious Studies: Book of Mormon Part A (renew)	ENCLOSURE 27
A.29 LDC: Religious Studies: Old Testament 15 Part A (renew)	ENCLOSURE 28

D – Discussion Items

D.1 Change May Board Meeting Date	

I - Information Items

I.1 Superintendent's Report – Wilco Tymensen	
I.2 Trustee/Committee Reports	
I.2.1 Facilities Meeting Report – Bruce Francis	
I.2.2 Administrator's Meeting – Jennifer Crowson	
I.3 Associate Superintendent of Finance and Operations Report – Phil Johansen	
I.4 Associate Superintendent of Learner Services Report – Amber Darroch	
I.5 Associate Superintendent of Programs and Human Services Report – Anita Richardson	

I.6 September Board Meeting date change to Monday, September 30th, 2019 I.7 Policy updates: Housekeeping to reference updated Education Act, and Regulations I.8 Boards must establish, implement and make publicly available a policy respecting considerations and processes used by a board to determine the wards. I.9 Off Campus Report		**ENCLOSURE 29**

C-Correspondence

C.1 News Release: Website to report needless red tape launches C.2 Report on Alberta's Finances – Minister Toews C.3 Expert Panel to assess minimum wage C.4 School Act Regulations https://www.alberta.ca/release.cfm?xID=64328B061555F-BE11-D0C1-DBA17B656C7EAF38 C.5 Service Alberta Minister Touring to Meet Albertans C.6 New Panel to Advise on Curriculum		**ENCLOSURE 30**

Dates to Remember

- September 3 – First Student Day of School
- September 10 – Administrator's Meeting
- September 18 – Meeting with Minister LeGrange
- September 30 – Board Meeting
- October 2 – Horizon Induction Program – Inclusive Education
- October 8 – Administrator's Meeting
- October 15 – 16 – SIVA Refresher
- October 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 Wednesday, June 26th, 2019 beginning at 1:00 p.m. in the Eric Johnson Room.

TRUSTEES PRESENT:	Marie Logan, Board Chair Bruce Francis, Board Vice-Chair Rick Anderson, Derek Baron, 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 Cole Parkinson, Taber Times Sheila Laqua, Recording Secretary
REGRETS:	Anita Richardson, Associate Superintendent of Programs and Human Services

ACTION ITEMS

A.1	Moved by Blair Lowry that the Board approve the agenda with the following additions: A.8 - Lomond Community Multi-Purpose Facility one-time use D.4 – Red tape reduction D.5 – Learning Center – Education Act Carried Unanimously	AGENDA APPROVED 206/19
A.2	Moved by Jennifer Crowson that the Board approve the *Minutes of the Regular Board Meeting, held Wednesday, May 22, 2019* as provided by Enclosure #1 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 207/19
A.3	Moved by Derek Baron that the Board approve the *Minutes of the Special Board Meeting, held Tuesday, June 28th, 2019* as provided by Enclosure #2 of the agenda. Carried Unanimously	SPECIAL BOARD MEETING MINUTES APPROVED 208/19
A.4	Moved by Bruce Francis that the Board approve the *June 2019 Payment of Accounts* in the amount of $2,902,322.92 provided in Enclosure #3 of the Agenda. Carried Unanimously	PAYMENT OF ACCOUNT APPROVED 209/19
A.5	Move by Blair Lowry that the Board approve the 2019-2020 budget as presented Carried Unanimously	BUDGET APPROVED 210/19
A.6	Moved by Derek Baron that the Board approve the Third and Final Draft IMR list for 2019-2020 Carried Unanimously	FINAL 2019-2020 IMR APPROVED 211/19
A.7	Moved by Rick Anderson that the Board approved the 2019-2020 Fee Schedule as outlined in Enclosure #4 of the Agenda Carried Unanimously	2019-2020 FEE SCHEDULE APPROVED 212/19

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A.8	Moved by Jennifer Crowson that the Board approve the one-time request for the use of the Lomond Multi-Purpose Facility on August 31, 2019	LCMPF REQUEST APPROVED
	Unanimously Approved	213/19

DISCUSSION ITEMS

D.1 Assessment Presentation

Amber Darroch, Associate Superintendent of Learner Services presented a PowerPoint presentation on 'Assessment in Horizon'.

D.2 Education Act

Bill 8: The *Education Amendment Act*, 2019 has been introduced to update the *Education Act*, which was passed in 2012 after widespread consultation, but was not brought into force.
If passed, the amended *Education Act* would improve student success, strengthen parental rights, enhance local decision-making for school boards, increase education choice and improve accountability within the system. The Act would amend the Education Act which would come into force on September 1, 2019.

D.3 Board Meeting Dates

Board of Trustees Board Meeting Dates (2018-2019)

Monday, September 23, 2019
Monday, October 28, 2019
Monday, November 25, 2019
Monday, December 16, 2019
Monday, January 27, 2020
Monday, February 24, 2020
Monday, March 23, 2020
Monday, April 27, 2020
Monday, May 25, 2020
Monday, June 22, 2020

D.4 – Red Tape Reduction

Taber/Warner MLA, Grant Hunter, Associate Minister of Red Tape Reduction, is seeking Albertan's feedback on government's red tape reduction and priorities.

D.5 – ASBA Learning Centre

Trustees are able to view the ASBA recorded webinar hosted on June 19, 2019 – "The Education Act – Key Change Areas and Possible Implication for Member Boards".

INFORMATION ITEMS

I.1 Superintendent's Report

Wilco Tymensen, Superintendent, shared the May 2019 updated 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 instructional and assignable time, staffing, short listing, transportation, off-campus excursions, student and staff conduct and discipline, and guidance with regard to student and parental concerns.
- Legislative changes within the last year or two have placed enhanced expectations on local governments with regard to emergency planning. Local governments are collaborating and creating joint emergency plans. Meetings with representation from the County of Warner and County of Vulcan have occurred regarding their emergency management planning
- Met with Paul Bennett, Superintendent of Peace River. Discussed senior high Low German Mennonite

programming within Horizon and visited Taber Mennonite School and Horizon Mennonite Alternative Program.

Personnel Management

- Review and finalization of teacher's 907/1200 hr templates

Policy and Strategic Planning and Reporting

- No policy meetings have occurred this month.
- Conference calls regarding newly tabled legislation (e.g. Bill 8 – Education Amendment Act
  - Minister of Education conference call
  - Alberta Education conference call
  - Alberta School Board Association (ASBA) conference call
  - College of Alberta School Superintendent (CASS) conference call

Fiscal Responsibility, Organizational Leadership and Management

- School administration has drafted and prepared a balanced budget. There continues to be little communication from the new government regarding financial plans but a press release by the Premier indicated that a provincial budget will not be forthcoming until the fall. As such, the spring budget is based on assumptions.

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
  - Division Office staff meeting
  - Senior Administrative Leadership Team meeting
  - DAF/WRM modernization meeting. We have received occupancy and will be commencing the move within the coming days.
  - College of Alberta School Superintendent (Zone 6) meeting
  - W.R. Myers graduation ceremony
  - ACE Place graduation ceremony
  - AB ED field services meeting
  - Alberta Health Services Mental Health Capacity webinar
  - Alberta School Board Association (ASBA) spring AGM
  - College of Alberta School Superintendent (CASS) executive meeting
  - School visits this month included: ACE, BAR, CEN, DAF, HAYS, HMAP, TMS, VES WAR, WRM,

I.2 Trustee/Committee Reports

I.2.1 Zone 6 ASBA Report

Marie Logan shared the following June 2019 Zone 6 ASBA meeting update with the Board:

- Edwin Parr evening was well attended
- The Education Act comparison webinar was held on June 19th, 2019
- Zone 6 General Meeting will be held on September 18th, 2019
- The Spring General Meeting was held June 2 – 4, 2019

I.2.2 Facilities Report

Bruce Francis, Facilities Committee Chair, provided a report to the Board on the work undertaken for the month of June, 2019 with the following points being discussed:

- Dr. Hamman Baseball Diamond
- D.A. Ferguson/W.R, Myers High School Capital Project
- 2019-2020 IMR – Draft 3
- Dog Walking Signage (Town of Taber)
- Ongoing IMR Projects

I.2.3 Administrator's Meeting Report

Jennifer Crowson, shared highlights from the June 2019 Administrator's Meeting.

- New Curriculum and Improvement Priorities for 2019-2020
- Horizon's New Logo
- ATA Collective Agreement
- Upcoming Professional Development

I.3 Associate Superintendent of Finance and Operations Report

Phil Johansen provided a June 2019 update to the Board:

- Prepare 2019-2020 budget

I.4 Associate Superintendent of Learner Services Report

Amber Darroch, Associate Superintendent of Learner Services, shared the following June 2019 update with the Board:

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

KEY ACTION AREA #1:
Strong core instruction that develops student competencies

- In order to support a broader range of high school programming, two new dual credit agreements are under development with the University of Lethbridge and Bow Valley College. Bow Valley offers a range of single online courses students can do within their regular high school program, while the U of L provides on-campus experiences to aid students in the transition to post-secondary life and expose them to possible areas of study. We are currently recruiting high school students who wish to attend a biochemistry course on campus at U of L on Friday afternoons this fall. For all dual credit courses, students earn credits and have the courses appear on their high school transcripts as well as their college or university level transcript.
- Two literacy research projects will conclude with the end of the school year. Schools are finishing up assessing student literacy learning following the "Blitz" project and the University of Lethbridge has also finished up their testing. Vauxhall High School Literacy project finished up last week and we are looking forward to the project results from the Werklund School of Education at the University of Calgary.

KEY ACTION AREA #2:
Response to Instruction and Intervention

- Members of the Learner Services team have been supporting transition meetings for students with complex needs to ensure success as they move into new classrooms and/or new schools for the upcoming school year.

LEADERSHIP PRACTICES

- New school websites have been implemented and many of them have already gone live since the school staff training on May 28. The web address for the school sites remains the same, so all users will have no trouble locating them online.
- Amber completed visits to all schools and held year-end meetings with all principals over the past two weeks.
- Robbie has been working with a parent of a student with autism to create a group called the Taber Parent Inclusion Committee (TPIC). Robbie is supporting the group by providing clarity and direction for parents who have joined the committee to plan community engagement and support schools with inclusive practices. Horizon is a supporter of the group, however not running the group.
- Robbie has joined a committee through SACLA (Southern Alberta Community Living Association) called EmployUsYQL. This committee is working to engage employers in urban and rural centres in meaningful paid employment opportunities for persons with developmental disabilities.
- Amber attended the spring Board of Directors meetings in her roles on both the Alberta Assessment Consortium and the provincial College of Alberta School Superintendents.

Correspondence

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

COMMITTEE ITEMS

Moved by Derek Baron that the Board meet in Committee.		COMMITTEE
	Carried Unanimously	214/19
Moved by Rick Anderson that the meeting reconvene.		RECONVENE
	Carried Unanimously	215/19
Moved by Jennifer Crowson that the meeting adjourn.		MEETING ADJOURNED
	Carried Unanimously	216/19

Marie Logan, Chair

Sheila Laqua, Executive Secretary

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PAYMENT OF ACCOUNTS REPORT

Board Meeting - August 28, 2019

U.S.	June 17/19		123.45
General	June 25/19		268586.37
General	July 2/19		1675579.29
General	July 9/19		115843.08
General	July 16/19		90134.43
General	July 24/19		178308.27
General	July 30/19		1,006,764.46
General	August 7/19		46,216.49
General	August 12/19		282,762.93
General	August 13/19		200.00
General	August 20/19		282,060.57
"A" Payroll	June 2019	Teachers	1,928,173.36
	June 2019	Support	572,782.74
	July 2019	Teachers	1,478,005.22
	July 2019	Support	466,771.64
"B" Payroll	June 2019	Casual	15,964.20
	June 2019	Subs	45,126.91
	July 2019	Casual	11,095.43
Total Accounts			6,135,923.95

Board Chair _____

PJ:dd
August 20, 2019

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Horizon School Division June 2019 U.S. Accounts

	U.S. Funds	Canadian Fun
Starfall Publications	**90.30**	**123.45**
Total U.S. Accounts	**90.30**	**123.45**

JM:dd
June 17, 2019

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HORIZON SCHOOL DIVISION	**Policy Code:**	GCM
	Policy Title:	Professional Growth Planning
POLICY HANDBOOK	**Cross Reference:**	GCN
	Legal Reference:	
	Adoption Date:	February 26, 1997
	Amendment or Re-affirmation Date:	August 26, 2019

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION EXPECTS THAT ALL STAFF TO BE COMPETENT, CURRENT, ACCOUNTABLE, AND INVOLVED IN ONGOING PROFESSIONAL GROWTH DESIGNED TO IMPROVE THE EMPLOYEE'S PRACTICE.

DEFINITION

Professional employees means principals, teachers, family school liaison counsellors, and journeymen.

Professional growth planning means a career-long learning process whereby a principal, teacher, or family school liaison counsellor annually develops and implements a plan to achieve professional learning objectives or goals in an effort to enhance optimal learning for all students. Such plans shall be consistent with:

- the Leadership Quality Standard, in the case of principals;
- the Teaching Quality Standard, in the case of teachers; or
- their governing body if certified, or
- the College of Alberta Psychologists and the Canadian Counselling and Psychotherapy Association if not registered, in the case of family school liaison counsellors

Supervisor means the individual the employee submits their growth plan to. In the case of:

- Principals, it is the superintendent,
- Teachers, it is the principal or designate,
- School support staff, it is the principal, learning support teacher or designate,
- Family School Liaison Counsellors, it is the Clinical Team Leader or designate,
- Child and youth care workers and family connection workers it is the Clinical Team Leader or designate,
- Journeyman, it is the facilities manager,
- Others including non school based support staff, the name of their supervisor will be shared with them.

GUIDELINES

1. Growth Planning shall be conducted on an annual basis by all professional employees of the board.

    1.1. Principals and supervisors should engage in dialogue with support staff regarding their growth needs and may opt to use this policy to engage in more formalized growth planning with support staff.

2. Professional employees should view growth planning as developmental and be willing to receive collegial advice and assistance to improve performance, identify areas of strength and provide opportunities for growth.

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3. As per the ATA Collective Agreement:

    3.1. Teacher Professional Growth Plans will consider but will not be required to include the school jurisdiction's goals.

    3.2. The teacher professional growth process, including discussions between the teacher and principal on the professional growth plans.

    3.3. School jurisdictions and/or schools are not restricted in developing their own staff development plan in which the school jurisdiction and/or school may require teachers to participate.

REGULATIONS

1. Professional employees are responsible for completing during each school year an annual growth plan that:

    1.1. is based on an assessment of learning needs by the individual employee,

    1.2. will consider the school jurisdiction's goals,

    1.3. demonstrates a relationship to the improvement of student, school, or system outcomes,

    1.4. demonstrates engagement in career-long learning and ongoing critical reflection to improve their personal and professional capacity and expertise.

    1.5. identifies as least one competency named in their practice standard:

        1.5.1. in the case of teachers, the Teaching Quality Standard,

        1.1.1. in the case of principals, the Teaching Quality Standard and/or Leadership Quality Standard,

        1.1.2. in the case of family school liaison program staff, their governing body if certified, or the College of Alberta Psychologists and the Canadian Counselling and Psychotherapy Association if not registered.

    1.2. In the case of journeyman, addresses the requirement to remain up to date on code requirements as per expectations of the apprenticeship board.

2. Supervisors may require their staff to submit a "staff development plan" along with their growth plan that:

        2.1.1. shows a demonstrable relationship to the Teacher Quality Standard, in the case of teachers,

        2.1.2. shows a demonstrable relationship to the Leadership Quality Standard in the case of principals,

        2.1.3. shows a demonstrable relationship to the standards of their governing body if certified, or the College of Alberta Psychologists and the Canadian Counselling and Psychotherapy Association if not registered ,

        2.1.4. reflects goals of the school and/or jurisdiction's Three Year Education Plan.

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3. Within the first two months of the school year, the employee will submit their written growth plan and/or staff development plan to their supervisor for review.

4. Growth Plans and/or Staff Development Plans should specify:

    4.1. goal/objective statement(s),

    4.2. strategies for goal/objective achievement,

    4.3. indicators and measures of goal/objective achievement,

    4.4. an estimated plan completion timeline, and

    4.5. person(s) the employee will work with (if any).

5. Growth planning should include ongoing communication between the employee and their supervisor.

    5.1. The discussion should include dialogue about:

        5.1.1. progress towards achievement of goals,

        5.1.2. how the employee's practice has improved,

        5.1.3. how the employee's competence has improved in relation to their governing body's standard, and

        5.1.4. in the case of teachers,

            5.1.4.1 how student learning has been improved.

    5.2. If a supervisor finds that an employee has not completed an annual professional growth plan and/or staff development plan as required, the employee may be subject to disciplinary action.

6. At the end of each school year, the supervisor will submit to the superintendent written verification that each professional employee has developed and implemented a process of growth planning and/or staff development planning. The name(s) of those failing to complete a growth plan and/or staff development plan shall be communicated to the Superintendent.

7. Unless an employee agrees, the content of an employee's growth plan shall not be part of the summative evaluation process.

    7.1. Despite regulation 7, a supervisor may identify behaviours or practices that may require an evaluation provided that the information identified is based on a source other than the information in the employee's growth plan.

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HORIZON SCHOOL DIVISION

POLICY HANDBOOK

Policy Code:	GCMA
Policy Title:	Staff Supervision
Cross Reference:	GCM, GCN, GCAD
Legal Reference:	
Adoption Date:	August 24, 1999
Amendment or Re-affirmation Date:	August 26, 2019

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT SUPERVISION SHALL BE CONDUCTED ON AN ONGONG BASIS FOR ALL EMPLOYEES TO ENSURE THAT THEIR COMPETENCE AND CONDUCT ARE IN THE BEST EDUCATIONAL INTERESTS OF STUDENTS, SUPPORT OPTIMUM LEARNING AND THAT DUTIES ARE CARRIED OUT IN RESPECT TO REQUIREMENTS UNDER THE EDUCATION ACT, PROVINCIAL LEGISLATION, REGULATIONS, PROFESSIONAL STANDARDS, BOARD POLICY, COLLECTIVE AGREEMENTS, CONTRACTS, AND JOB DESCRIPTIONS.

DEFINITION

Supervisor are defined as follows:

- For principals, it is the superintendent,
- For teachers, it is the principal or designate,
- For school support staff, it is the principal, learning support teacher or designate,
- For family School Liaison Counsellors, it is the Clinical Team Leader or designate,
- For child and youth care workers and family connection workers it is the Clinical Team Leader or designate,
- For non-school based support staff, the name of their supervisor will be shared with them.

Supervision means the on-going process by which the supervisor leads learning and exercises leadership duties in accordance with their respective obligations under the Education Act and as required by the Leadership Quality Standard and the Superintendent Leadership Quality Standard.

School Support Staff includes all staff covered by the C.U.P.E. Agreement and non-union staff to whom the school division applies the C.U.P.E. Agreement.

Non-school support staff includes the following:

- Maintenance Staff,
- Caretaking employees, and contractors,
- Those excluded Employees with managerial functions or confidential capacity in matters relating to labour relations, in accordance with the provisions of the Alberta Labour Relations Code, and
- Human Resources Coordinator, Payroll/Personnel Coordinator, Secretary Receptionists (Division Office), Transportation Coordinator, Communications & Information Coordinator, Accounts Payable Coordinator, Computer Technicians, FNMI Liaison Counsellor, Family School Liaison Counsellors, Career Counsellors, and the Child Youth Care Workers.

REGULATIONS

1. Supervisors shall develop and use an active school, classroom, and/or worksite visitation program.

2. Supervision should be viewed as developmental, with supervisors providing support, guidance, and encouragement.

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2.1. Regular debriefing meetings shall be scheduled with family school liaison program staff to provide counsellors with an opportunity to discuss cases, concerns, and brainstorm strategies for complex cases.

3. Employees should be open to receiving collegial advice and assistance to refine behavior and practice, identify areas of strength and areas needing improvement, and partake in opportunities for further growth in recommended areas.

4. Supervision is to ensure that employees' behaviors and practices meets:

4.1. The requirements set forth in the federal and provincial legislation and regulations including

4.1.1. The Education Act

4.1.2. Guide to Education,

4.1.3. The Leadership Quality Standard.

4.1.4. The Teaching Quality Standard.

4.1.5. The courses and programs of study, and educational programs prescribed, approved, or authorized pursuant to the Education Act.

4.2. The declaration of Rights and Responsibilities for Teachers which constitutes part of the Constitution of The Alberta Teachers' Association,

4.3. The Alberta Teachers' Association Code of Professional Conduct,

4.4. The Code of Ethics and standards of their governing body if certified, or the College of Alberta Psychologists and the Canadian Counselling and Psychotherapy Association if not registered, in the case of family school liaison program employees,

4.5. Their governing body in the case of journeymen maintenance employees,

4.6. The requirements set forth in the applicable Collective Agreement and or employment contract, job descriptions, and employee handbooks, and

4.7. The requirements set forth in jurisdiction policy.

5. Supervisors may observe and receive information from any source about the behavior or practice of an employee.

6. When a supervisor becomes aware of or believes an employee's competence or conduct may not meet the requirements or expectations of the jurisdiction, the supervisor may:

6.1. address the concerns formatively with the employee in order to resolve the concern,

6.2. initiate a summative evaluation,

6.3. take disciplinary or other action, as appropriate, where the supervisor has reasonable grounds for believing that the conduct of an employee endangers the safety of students, staff, constitutes a neglect of duty, a breach of trust, breach of board policy, or a refusal to obey a lawful order of the board,

6.4. Take action or exercise any right or power under the Education Act, provincial legislation and regulations, collective agreements, and employment contracts.

HORIZON SCHOOL DIVISION

POLICY HANDBOOK

Policy Code:	GCN
Policy Title:	Teacher Summative Evaluation
Cross Reference:	GCAD GCM GCMA
Legal Reference:	Alberta Teacher Growth, Supervision & Evaluation Policy: AR3/99 – *Certification of Teachers* AR4/99 – *Practice Review of Teachers*, Teaching Quality Standard (Ministerial Order #001/13) Education Act
Adoption Date:	April 20, 1999
Amendment or re-affirmation Date:	August 26, 2019

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT SUMMATIVE EVALUATION IS A JUDGEMENTAL PROCESS DESIGNED TO FACILITATE DECISIONS ABOUT THE COMPETENCE OF AN EMPLOYEE. THIS POLICY OPERATES UNDER THE ASSUMPTION THAT AN EVALUATION PROCESS MAY BE INITIATED TO GENERATE THE DATA FOR MAKING WELL-INFORMED AND FAIR EMPLOYMENT AND/OR CERTIFICATION DECISIONS.

GUIDELINES

1. Principals shall not commence summative evaluations of substitute teachers.

2. Teachers eligible for permanent certification are responsible for communicating with the Human Resource department to commence the permanent certification process.

   2.1 Teachers eligible for permanent certification are required to have two final evaluation reports. In the case of probationary teachers, the principal and Associate Superintendent or designate's reports shall meet this requirement.

3. Principals and Division Office evaluators are encouraged to co-observe a lesson as part of the evaluation of probationary teachers.

REGULATIONS

1. Teachers shall undergo a summative evaluation, conducted by the principal, associate superintendent, and/or designate(s):

   1.1 upon being given a probationary teaching contract,

   1.2 when on the basis of information received through supervision, the principal has reason to believe the teacher may not be meeting the Teaching Quality Standard,

   1.3 for the purposes of gathering information related to a specific employment decision,

   1.4 for the purposes of assessing the growth of the teacher in specific areas of practice, and/or

   1.5 at the written request of a teacher.

2. Evaluations shall be based on information gathered through multiple observations based on established criteria, frequent conferencing, reviews of documents, reports and plans, assessment records, and other data appropriate to the teacher's assignment gathered in accordance with the Code of Professional Conduct.

3. Evaluation may consist of a review of all aspects of a teacher's professional competence based on the Teaching Quality Standard (Appendix A).

    3.1 Probationary teacher's evaluation shall consist of all aspects of the teacher's professional competence based on the Teaching Quality Standard.

    3.2 The principal shall consider the best interests of the students, staff, the teacher, the teaching profession and the school system during the evaluation.

4. At the commencement of the evaluation, the teacher must receive written notification (Appendix B), explicitly communicating:

    4.1 the reasons for and purposes of the evaluation,

    4.2 the process, criteria, and standard to be used for the evaluation, including a copy of the policy of the Horizon School Division pertaining to their evaluation,

    4.3 the teacher shall be informed of his/her right to secure the assistance of a mentor or peer to work with him/her at any or all times throughout the evaluation process,

    4.4 the timelines to be applied, and

    4.5 the possible outcomes of the evaluation.

5. A teacher may, at anytime in the process, appeal the procedures of the evaluation to the superintendent who shall, if the superintendent deems the teacher's reason to be valid, direct a remedy that maintains the integrity of the evaluation process and is fair to the teacher being evaluated.

6. Teachers, at their discretion, shall be allowed to contribute data during the evaluation process through personal portfolios or other material or information of their choosing.

7. The mid and final evaluation report generated during the evaluation process shall be signed by both parties.

    7.1 The teacher's signature evidences that the report has been received for review.

    7.2 Evaluators shall provide the teacher with a copy of the mid and final evaluation report.

    7.3 The principal shall place a copy of the notice of evaluation (see sample in Appendix B), mid-evaluation and final evaluation report in the teacher's personnel file at Division Office.

8. Principals shall provide Teachers with a mid-evaluation report within five (5) months of commencing the evaluation, which correlates to January 31 for probationary teachers.

    8.1 The principal's report will be based on a minimum of three (3) classroom observations.

9. A final evaluation report shall be provided to the teacher within eight (8) months of commencing the

evaluation, which correlates to April 30 for probationary teachers.

9.1 The final report shall be based on the Teaching Quality Standard and contain descriptive assessments in the major competency areas, which may include areas of strength, directions for growth, and recommendations.

9.2 Where remediation is necessary to raise the quality of a continuing teacher's instruction to an acceptable level, the report shall make clear the expectations and opportunities for improved practice and set a reasonable time line for improvement.

9.3 The final evaluation report shall state whether the teacher meets the Teaching Quality Standard and expectations of the principal.

9.4 Final reports submitted by the principal or designate shall be based on a minimum of six (6) classroom observations throughout the school year and shall be done in consultation with an Associate Superintendent or designate.

9.5 Final reports submitted by the associate superintendent or designate shall be based on a minimum of three (3) classroom observations throughout the school year.

10. The evaluation shall be used:

10.1 to make an employment decision,

10.2 for closure of the probationary period,

10.3 to extend the probationary contract for a subsequent year,

10.4 to initiate a remediation plan, in the case of continuing contract teachers,

10.5 to make a recommendation to the superintendent to terminate the teacher,

10.6 to make another recommendation which the principal believes are in the best interests of the teacher and/or school,

10.7 to make another action deemed appropriate by the superintendent.

11. The superintendent, upon receipt of the principal’s report, shall take whatever action he/she believes is required.

12. The teacher shall be given the opportunity to append additional comments to all written reports pertaining to his/her evaluation within one month of receiving the report.

13. In the event that remediation is necessary, the continuing contract teacher being evaluated shall receive a Notice of Remediation from the principal (Appendix C) and the following steps shall be taken.

13.1 A program of improvement will be undertaken by the teacher and a reasonable time line for improvement will be set.

13.2 At the end of the time allotted, a subsequent evaluation by the Associate Superintendent or designate shall commence.

14. The second summative evaluation, in the case of continuing contract teachers, shall consist of:

    14.1 an evaluation conducted by a certified teacher such as an associate superintendent, chosen by the superintendent, who is independent of the staff of the school in which the teacher works; and

    14.2 the same practices and procedures as outlined in this policy.

15. This policy does not restrict a school board or superintendent,

    15.1 from taking disciplinary or other action, as appropriate, where the superintendent has reasonable grounds for believing that the actions, practices, or conduct of a teacher endanger the safety of students, constitute a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school board, or

    15.2 from taking any action or exercising any right or power under the *Education Act*.

Appendix A: The Teaching Quality Standard

APPENDIX B: SAMPLE NOTICE OF EVALUATION

[DATE]
[TEACHER'S NAME] [EVALUATOR'S NAME]
[SCHOOL NAME] [EVALUATOR'S POSITION]

Dear [Teacher's Name]:

This letter serves as the official notification of my intention to become involved in the Horizon School Division's evaluation of your professional practice. This evaluation will comply with Alberta Education Policy 2.1.5; *Accountability in Education: Teacher Growth, Supervision, and Evaluation* and Horizon Policy GCN; *Summative Evaluation of Professional Staff* and will be in addition to the evaluation performed by your school's administration.

Reason for Evaluation

As a probationary teacher it is necessary to gather information for the purpose of making an employment decision. As such, this evaluation will seek to ensure that your professional practice meets the expectations of the Province and the Horizon School Board, and specifically the *Teaching Quality Standard*. It will entail a review of the entire scope of your practice, however a successful evaluation does not guarantee a position. This evaluation process is a formal process of gathering information and evidence over a period of time and uses the application of reasoned judgment by the jurisdiction in determining whether or not your teaching exceeds, meets, or does not meet the Teaching Quality Standard. I would also like to inform you at this time that the Principal of your school will also be in contact with you to discuss their portion of the evaluation process. I look forward to meeting with you for a pre-conference and to draft the evaluation plan for my portion of the evaluation process. I have attached a copy of the *Discussion Guide: Criteria for the Evaluation of Teaching Performance* in order to provide insight into our discussion during this meeting. I will share a Google Doc version ASAP for you to complete digitally.

I will be contacting you by email in early September to arrange a date and time for our pre-conference meeting.

This evaluation will assess your performance and provide recommendations which I believe are in the best interest for you as a teacher, and the jurisdiction. It will determine whether your practice meets or does not meet the Teaching Quality Standard and assist in determining your future contract status. It may outline a remediation plan by which you can improve your practice but will not contain a recommendation to the Superintendent regarding further employment and change to your contract status.

You shall be given the opportunity to append additional comments to the evaluation report, and may appeal the process of the evaluation to the superintendent at any time.

For your personal reference I have also included, within this notice, a copy of section 196 of the *Education Act*, the *Declaration of Rights and Responsibilities for Teachers* from the Alberta Teacher's Association, and the Teacher's *Code of Professional Conduct*. I also invite you to seek assistance from your profession and in particular ATA member Services, if you so desire.

Time will be provided during the pre-conference if you have any questions regarding the contents of this memo, but feel free to contact me prior should you so wish. Please sign and date both copies of this letter and return one to me during our pre-conference, the other is for your records. I wish you all the best as the school year begins and I look forward to our pre-conference.

[NAME] and [POSITION] [DATE]

cc. Personnel File

Enc.
Policy 2.1.5: Accountability in Education: Teacher Growth, Supervision, and Evaluation
Policy GCN: Teacher Summative Evaluation.
Ministerial Order #001/13: Student Learning
Teaching Quality Standard
Discussion guide: Criteria for the evaluation of teaching performance
Section 196 of the Education Act
Declaration of Rights and Responsibilities for Teachers
Code of Professional Conduct
Horizon Policy GAA: Employee Code of Conduct

APPENDIX C: Notice of Remediation

SECTION ONE

Introduction

Name of Continuing Contract Teacher _____

Start Date for Current Position _____

Evaluator _____

Date _____

SECTION TWO

Notice of Remediation

Remediation MUST be completed prior to the conclusion of the evaluation period and MUST conclude with a final evaluation document. The Remediation Plan is to be completed by the employee in consultation with the evaluator.

1. Behaviour and/or practices that do not meet the Teaching Quality Standard including changes required

2. Strategies for improvement towards achieving Teaching Quality Standard

3. Timeline

_____ _____

Evaluator's Name and Signature Date

cc. Personnel File

HORIZON SCHOOL DIVISION	**Policy Code:** GCNN
	Policy Title: School Administrator Evaluation
POLICY HANDBOOK	**Cross Reference:**
	Legal Reference:
	Adoption Date: May 16, 1996
	Amendment or Re-affirmation Date August 26, 2019

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT SUMMATIVE EVALUATION IS A JUDGEMENTAL PROCESS DESIGNED TO FACILITATE DECISIONS ABOUT THE COMPETENCE OF AN EMPLOYEE. THIS POLICY OPERATES UNDER THE ASSUMPTION THAT AN EVALUATION PROCESS MAY BE INITIATED TO GENERATE THE DATA FOR MAKING WELL-INFORMED AND FAIR EMPLOYMENT DECISIONS.

DEFINITIONS

Evaluation, means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by the evaluator in determining whether one or more aspects of the leadership of the school administrator exceeds, meets or does not meet the Leadership Quality Standard;

School Administrator, includes:

- assistant principals,
- vice principals, and
- principals

GUIDELINES

1. Principals shall enter into a series of temporary contracts for a period of five years.

2. Assistant and vice-principals shall enter into annual temporary contracts as approved by the Superintendent in consultation with the principal.

    2.1 Teachers appointed to an assistant or vice-principal position shall be assigned administrative duties by the Principal.

    2.2 The principal shall develop a job description consisting of roles and responsibilities for the appointed individual(s) consistent with the school context and the "Leadership Quality Standard"

        2.2.1 Job descriptions shall be submitted to Division Office annually and placed in the individual's personnel file.

    2.3 The principal shall meet at least annually with the individual(s) appointed to the assistant and/or vice-principal position(s) to review their job description(s).

    2.4 An evaluation will take place annually.

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REGULATIONS

1. School administrators shall undergo an evaluation, conducted by the Superintendent or designate, or principal, in the case of assistant and/or vice principals.

    1.1 upon being given an administrative contract,

    1.2 when on the basis of information received through supervision, the superintendent has reason to believe that the leadership of the principal may not be meeting the Leadership Quality Standard,

    1.3 for the purposes of gathering information related to a specific employment decision,

    1.1 for the purposes of assessing the growth of the principal in specific areas of practice, and/or

    1.2 at the written request of the school administrator.

2. Evaluations shall be based on information gathered through observations, discussions, reviews of documents, reports and plans, and other data such as staff feedback appropriate to each school administrator's assignment gathered in accordance with the Code of Professional Conduct and the jurisdiction's Employee Code of Conduct Policy.

    2.1 School administrators shall be allowed to contribute data to the evaluation through personal portfolios or other material or information of their choosing.

3. Evaluation shall consist of a review of all aspects of a school administrator's leadership competence based on the Leadership Quality Standard (Appendix A).

    3.1 The evaluator shall consider the best interests of the students, staff, the school administrator, the teaching profession and the school system during the evaluation.

4. At the commencement of the evaluation, the school administrator must receive written notification, explicitly communicating:

    4.1 the reasons for and purposes of the evaluation,

    4.2 the process, criteria, and standard to be used for the evaluation, including a copy of the policy of the Horizon School Division pertaining to their evaluation,

    4.3 the timelines to be applied, and

    4.4 the possible outcomes of the evaluation.

5. The evaluation report generated during the evaluation process shall be signed by both parties.

    5.1 The school administrator's signature evidences that the report has been received for review.

    5.2 Evaluators shall provide the school administrator with a copy of the evaluation report.

    5.3 The evaluator shall place a copy of the notice of evaluation, evaluation report in the school administrator's personnel file at Division Office.

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6. An evaluation report shall be provided to the school administrator within eight (8) months of commencing the evaluation, which correlates to April 30 for school administrators starting at the commencement of the school year.

    6.1 The evaluation report shall state whether or not the school administrator meets the Leadership Quality Standard and expectations of the Horizon School Division.

7. The evaluation may be used by the superintendent to make an employment decision, which may include:

    7.1 offering the school administrator a temporary contract

    7.2 offering the principal a permanent contract,

    7.3 removing the school administrator's administrative designation,

    7.4 terminating the school administrator, or

    7.5 another action deemed appropriate by the superintendent.

8. The school administrator shall be given the opportunity to append additional comments to all written reports pertaining to his/her evaluation.

9. The superintendent shall inform the board of school administrator appointments annually.

10. In the event that remediation is necessary, the school administrator being evaluated shall receive a Notice of Remediation and the following steps shall be taken.

    10.1 A program of improvement will be undertaken by the school administrator and a reasonable time line for improvement will be set.

    10.2 At the end of the time allotted, the evaluation will resume.

11. This policy does not restrict a school board or superintendent,

    11.1 from taking disciplinary or other action, as appropriate, where the superintendent has reasonable grounds for believing that the actions, practices, or conduct of a school administrator endangers the safety of students, constitute a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school board, or

    11.2 from taking any action or exercising any right or power under the *Education Act*.

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Appendix A: The Leadership Quality Standard

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HORIZON SCHOOL DIVISION NO. 67	**Policy Code:**	GDM
	Policy Title:	Professional Growth Planning of School Support Staff
POLICY HANDBOOK	**Cross Reference:**	GDN
	Legal Reference:	
	Adoption Date:	June 24, 1998
	Amendment or Re-Affirmation Date:	March 23, 2009

PREAMBLE

Professional growth planning is a non-judgmental process designed to foster personal and professional growth. This policy operates under the assumption that school support staff are competent and that they are willing to improve their abilities to fulfill their responsibilities. The final assumption is that professional growth planning is a cooperative process between school support staff and professional educators.

In the true spirit of the professional growth policy, professional growth planning is non-judgmental and the principal and teachers:

- provide a listening ear
- participate in the plan if included
- have confidence in the school support staff member's ability
- encourage risk taking
- are supportive

POLICY

THE BOARD OF HORIZON SCHOOL DIVISION NO. 67 BELIEVES THAT ALL SCHOOL SUPPORT STAFF HAVE A RESPONSIBILITY TO BE INVOLVED IN CONTINUOUS, PROFESSIONAL GROWTH PLANNING PROCESS DESIGNED TO FOSTER GROWTH WHICH WILL ENHANCE STUDENT LEARNING.

REGULATIONS

1. The school support staff member will develop a process of professional growth planning each year.

2. Early in the school year the school support staff member will communicate his/her plan to the classroom support teacher or other supervisor. The classroom support teacher or other supervisor will communicate the plan to the school administrator.

3. At the end of each school year, the principal will submit to the superintendent written verification that each school support staff member developed and implemented a professional growth planning process.

4. Any written reports generated by this planning process will not be used in the summative evaluation process, unless requested by the school support staff member.

GUIDELINES FOR THE PROFESSIONAL GROWTH PLANNING PROCESS

1. In determining the professional growth planning process, a variety of alternatives should be considered by the school support staff member. Individuals and staffs are encouraged to generate strategies and approaches which may be used as specific examples of professional growth planning. For assistants, the four performance areas (refer to *Criteria for the Evaluation of an Assistant's Performance*) may become the focus of professional growth processes. For other support staff, position descriptions (including role and responsibilities) and/or evaluation performance criteria may be used to guide professional growth planning.

2. Professional growth planning should include frequent communication between the school support staff member, and appropriate personnel such as supervising teachers, and/or classroom support teachers, and school administrators.

***for the purpose of this document, the term school support staff includes assistants, secretaries, librarians, secretary assistants, and clerical aide**

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HORIZON SCHOOL DIVISION	**Policy Code:**	GCAE
	Policy Title:	Vice-Principal and Assistant Principal Positions
POLICY HANDBOOK	**Cross Reference:**	GCAD
	Legal Reference:	
	Adoption Date:	February 26, 1997
	Amendment or Re-affirmation Date:	October 24, 2001; June 18, 2013

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SHALL ESTABLISH A VICE-PRINCIPAL OR ASSISTANT PRINCIPAL POSITION CONSISTENT WITH THE COLLECTIVE AGREEMENT. THE POSITION MAY BE ASSIGNED TO ONE OR MORE PROFESSIONAL STAFF MEMBERS.

GUIDELINES

1. Vice-Principal and Assistant Principal designations are determined annually. Principals may recommended re-appointment to the Superintendent based on the principal's supervision and evaluation report.

2. Individuals appointed to the Vice-Principal and Assistant Principal position shall be supervised and evaluated according to division policy.

REGULATIONS

3. Vice-Principal or Assistant Principal designations are made by the Superintendent in consultation with the school principal.

4. Professional staff appointed to a Vice-Principal or Assistant Principal position shall be assigned administrative duties by the Principal.

    4.1. The Principal shall develop a job description consisting of roles and responsibilities for the appointed individual(s) consistent with the school context and the Leadership quality Standard (attached to Policy GCNN Evaluation of School Administrators)

    4.2. The Principal shall meet at least annually with the individual(s) appointed to the Vice-Principal or Assistant Principal position to review specific job descriptions.

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HORIZON SCHOOL DIVISION ~~NO. 67~~

POLICY HANDBOOK

~~45~~33

2019

Policy Code: AD

Policy Title: Educational Philosophy

Cross Reference: AE

Legal Reference: ~~*School*~~ *Education Act*

Adoption Date: April 27/95~~; Oct. 24/01;~~

Amendment or Re-affirmation Date: ~~June 15/09;~~August 26, 2019 ~~June 18/13~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS COMMITTED TO THE DEVELOPMENT OF PASSIONATELY ENGAGED LEARNERS WHO CONFIDENTLY PURSUE CONTINUAL IMPROVEMENT NOW AND IN THE FUTURE AS CONTRIBUTING GLOBAL CITIZENS. TO THIS END, AN INCLUSIVE LEARNING COMMUNITY THAT ENGAGES AND EMPLOWERS ALL LEARNERS FOR SUCCESS WITHIN A WELCOMING, CARING, RESPECTFUL, AND SAFE ~~AND CARING SCHOOL~~LEARNING ENVIRONMENT WILL BE NURTURED WITHIN A CONTEXT THAT PROVIDES QUALITY LEARNING EXPERIENCES.

GUIDELINES

1. The Vision of Horizon School Division is as follows;

   Passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens.

~~1.~~2. The Mission Statement of Horizon School Division is as follows;

Horizon School Division is an ~~21st Century I~~inclusive ~~Learning~~ learning ~~Community~~ community that engages and empowers all Learners for Success

3. The Board recognizes the following values as those that are essential for a quality learning environment and the development of the individual:

~~2.~~

~~a)~~ Safe, caring and inclusive learning environments;

3.1.

~~b)~~ Student centered decision-making;

3.2.

~~c)~~ Purposeful collaboration and partnerships;

3.3.

~~d)~~ Quality staff and programs throughout our rural schools;

3.4.

~~e)~~ Commitment;

3.5.

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~~f)~~ Accountability, sustainability and fiscal responsibility;

3.6.

3.7. ~~g)~~ Ethical, transparent practices.

~~3.~~4. The Board bases its educational programs in their belief and support for:

~~a)~~4.1. Foundations of learning;

- ~~Parent and community engagement~~
- ~~Governance~~
- ~~Leadership~~
- ~~Professional learning~~

4.1.1. ~~Research and evidence~~

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4.1.2. Governance
4.1.3. Leadership
4.1.4. Professional learning
4.1.5. Research and best practice
4.1.6. Evidence based decision making

~~b)~~4.2. Essential learning conditions;
- ~~➢~~4.2.1. Effective teaching
- ~~➢~~4.2.2. Effective learning environments
- ~~➢~~4.2.3. Effective supports and services

4.3. ~~c)~~ Inclusive ~~Education~~Learning;

4.4. ~~d)~~ Passionately engaged learners.

~~**Policy AD – *Educational Philosophy*, Cont'd**~~

~~4. The Board assumes the role of resource manager in providing quality education services for the student, including:~~
- ~~a) A competent, qualified and effective corps of teachers;~~
- ~~b) A physical plant and equipment that are safe and adequate for meeting the needs of learners;~~

~~c) Experiences that provide for effective learning and social development;~~
~~d) Educational leadership that leads towards continuous educational improvement;~~
~~e) School environments that are safe and caring and balance rights and responsibilities; and~~
~~School learning programs that recognize the intellectual, creative, emotional, physical and social needs of students.~~

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HORIZON SCHOOL DIVISION NO. 67

POLICY HANDBOOK

Policy Code: BBA
Policy Title: School Board Powers and Duties
Cross Reference: BD, BF, DN

Legal Reference: School Education Act 44, 45 33, S.51 - 69
Adoption Date: Jan. 26/95
Amendment or Re-affirmation Date: August 26, 2019

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS A CORPORATE BODY CHARGED WITH THE RESPONSIBILITY MANDATE OF PROVIDING KINDERGARTEN TO GRADE 12 EDUCATIONAL SERVICES WITHIN ITS JURISDICTION EDUCATIONAL SERVICES TO EACH STUDENT ENROLLED IN THE DIVISION. THE POWERS OF THE BOARD MAY ONLY BE EXERCISED BY THE BOARD IN A DULY CONSTITUTED MEETING, UNLESS DELEGATED BY MEANS OF BOARD POLICY OR RESOLUTION.

GUIDELINES

The Board will fulfill its responsibilities by the performance of the legislative, judicial and accountability functions:

1. 1. Legislative - The Education Act distinguishes between the Board's "duties" which are mandatory and its "powers" which are discretionary.

2. The Board, as a partner in education, has the responsibility to:

   2.1. deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success,

   2.2. be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes,

   2.3. provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans,

   2.4. ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,

   2.5. provide a continuum of specialized supports and services to students that is consistent with the principles of inclusive education,

   2.6. collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources,

   2.7. collaborate with post-secondary institutions and the community to enable smooth transitions for

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students from secondary to post-secondary education;

2.8. establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness,

2.9. ensure effective stewardship of the board's resources,

2.10. recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent,

2.11. develop and implement a code of conduct that applies to trustees of the board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order,

2.12. comply with all applicable Acts and regulations,

2.13. establish appropriate dispute resolution processes, and

2.14. carry out any other matters that the Minister prescribes.

3. The Board will fulfill its leadership responsibilities by the performance of the legislative, fiduciary and accountability functions:

3.1. Leadership
- 3.1.1. Strategic Leadership – When acting in its strategic leadership role the school board is planning for the future
- 3.1.2. Generative Leadership Generative leadership reflects the belief that "it takes a whole village to raise a child". In this role, the school board talks to the community about the community's needs, the community's youth and the future. The school board gives all citizens an opportunity to shape the direction that education takes locally.

3.2. Legislative – The legislative function is performed by formulation and adoption of all policies and regulations necessary to:
- 3.2.1. develop a school based management system which allows for community involvement and participation in schools;
- 3.2.2. develop divisional education/business plans; and
- 3.2.3. develop effective communication with all stakeholders.

3.3. Fiduciary leadership – When fulfilling its fiduciary leadership role the school board focuses on its legal responsibilities
- 3.3.1. Many of the judicial functions are performed or delegating to the Superintendent, who has been appointed by the Board, the responsibility and authority to implement the policies and regulations formed and adopted by the Board.

3.4. Accountability - The school board holds the system – and itself – accountable for achieving its goals. The school board assigns roles and responsibilities for the desired results and creates a system to monitor and evaluate achievement of those results. The school board reports system and school performance to the public and to the provincial government.

3.5. Advocacy - The school board is an advocate for public education and for the local school system.

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In this capacity, the school board consults its constituents and shares information with MLAs and government – as an individual board – and collectively through the ASBA.

REGULATIONS

4. As per the Education Act, the board shall not delegate

4.1. the power to make a bylaw under,

4.2. the power to close a school or school building,

4.3. the power to requisition from a municipality that the board may have from time to time, or

4.4. the power to hold a hearing under section 212 transfer of teacher.

5. The board shall

5.1. establish, maintain and implement policies necessary for fulfilling its responsibilities under section 33,

5.2. ensure that all policies are available and accessible to students, parents, board employees and others affected by the policies,

5.3. in co-operation with school councils, provide for parental and community engagement in schools, and

5.4. maintain, repair, furnish and keep in good order all its real and personal property.

6. The board may

6.1. subject to section 18 and any regulations under this Act, develop, acquire or offer courses or programs,

6.2. subject to section 18 and any regulations under this Act, develop or acquire instructional materials for use in courses or programs or in schools, and

6.3. make policies, subject to any regulations under this Act respecting the establishment, administration, management and operation of
6.3.1. schools operated by the board, or
6.3.2. school buses and other vehicles used for the purposes of the board.

~~The legislative function is performed by formulation and adoption of all policies and regulations necessary to:~~

~~(a) develop a school based management system which allows for community involvement and participation in schools;~~
~~(b) develop divisional education/business plans; and~~
~~(c) develop effective communication with all stakeholders.~~

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2. Judicial - The judicial function is performed by delegating to the Superintendent, who has been appointed by the Board, the responsibility and authority to implement the policies and regulations formed and adopted by the Board. Pursuant to the "School Act", the Board is responsible for the following:

(a) making by-laws;
(b) closing a school or building;
(c) requisitioning a municipality;
(d) suspending a teacher or delegating the authority to suspend to the Superintendent through Board motion.
(e) terminating a teacher or delegating the authority to terminate to the Superintendent through Board motion.
(f) reviewing a teacher transfer appeal; and
(g) those responsibilities clearly specified in policy.

3. Accountability - The accountability function is performed by the Board regularly reviewing the effectiveness and efficiency of the implementation of its policies and regulations, and initiating required changes for improvement. Formal evaluation programs and community discussions and communication shall be an integral part of the accountability function.

1.

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HORIZON SCHOOL DIVISION NO. 67 **Policy Code:** BBF

Policy Title: School Board Member Ethics and Code of Conduct

POLICY HANDBOOK **Cross Reference:** BBA

Legal Reference: Education Act S.33, 85,86,87

Adoption Date: February 25, 2014

Amendment or Re-affirmation Date: August 26, 2019 ~~April 15, 2014~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT THE BOARD AND ITS MEMBERS WILL CONDUCT THEMSELVES LAWFULLY, WITH INTEGRITY AND HIGH ETHICAL STANDARDS, IN ORDER TO MODEL THE BEHAVIORS EXPECTED OF EMPLOYEES AND STUDENTS AND TO BUILD PUBLIC CONFIDENCE AND CREDIBILITY.

GUIDELINE

1. The code of conduct's has a focus on providing a welcoming, caring, respectful, and safe learning environments.

REGULATIONS

Further to and in keeping with the Alberta School Boards' Trustee Code of Ethics, the Board also acknowledges the following precepts and principles for Board operation:

1. Board members will serve the interests of the citizens of the entire school organization. Members recognize this responsibility to the whole to be greater than but not limited to, the following: any loyalty a member may have to any other advocacy, interest or political groups;

   1.1. loyalty based upon membership on other boards or staffs;
   ~~a)~~
   1.2. the personal interest of any Board member who is also a parent or guardian of a student in the organization; and
   ~~b)~~
   ~~c)~~1.3. being a relative of an employee of the organization.

2. Board members will not attempt to exercise individual authority over the organization.
   ~~a)~~

   2.1. Trustee acting individually has only the authority and status of any other citizen
   ~~b)~~
   2.2. Members will not assume personal responsibility for resolving operational problems or complaints. Any such complaints will be referred to the Superintendent for investigation and resolution.

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~~c)~~

~~d)~~2.3. Members will not personally direct any employee or any part of the operational organization.

~~e) When speaking to the press or otherwise publicly sharing personal opinions, members will respect decisions of the Board and will not undermine those decisions.~~

~~Members will not publicly express individual negative judgments about Superintendent or employee performance.~~

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2.4. When speaking to the press or otherwise publicly sharing personal opinions, members will respect decisions of the Board and will not undermine those decisions.

2.5. Members will not publicly express individual negative judgments about Superintendent or employee performance.

~~f)~~

~~To build trust among members and to ensure an environment conducive to effective governance, members will:~~

3. To build trust among members and to ensure an environment conducive to effective governance, members will:

3.1. focus on issues rather than personalities;

~~a)~~

3.2. respect decisions of the Board;

~~b)~~

3.3. exercise honesty in all written and interpersonal interaction, never intentionally misleading, surprising or misinforming each other;

~~c)~~

~~POLICY BBF – School Board Member Ethics and Code of Conduct, Cont'd.~~

3.4. criticize privately, praise publicly;

~~d)~~

3.5. make every reasonable effort to protect the integrity and promote the positive image of the organization and one another; and

~~e)~~

~~f)~~3.6. never embarrass each other or the organization.

~~1.~~4. The Board and its member's conduct will contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,

5. The Board and its members recognize:

~~2.~~

5.1. the inherent dignity and the equal and inalienable rights of all persons is the foundation of freedom, justice and peace in the world;

~~a)~~

5.2. that all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, color, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation;

~~b)~~

5.3. that multiculturalism describes the diverse racial and cultural composition of Alberta society and its importance is recognized in Alberta as a fundamental principle and a matter of public policy; and

~~c)~~

~~d)~~5.4. that all Albertans should share in an awareness and appreciation of the diverse racial and cultural composition of society and that the richness of life in Alberta is enhanced by sharing that diversity.

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~~3.~~6. Members will exercise prudent personal discipline in the performance of their duties, including proper use of authority and appropriate decorum when acting as Board members.

7. Members will maintain confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal standing of the Board, especially those matters discussed in private session.

~~—~~Members shall not discriminate or exhibit an intention to discriminate against a person or a class of persons, or is likely to expose a person or a class of persons to hatred or contempt because of the race, religious beliefs, color, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or class of persons.

8.

9. Trustees whose behavior is inconsistent with the Code of Conduct ~~-~~may be subject to disciplinary action by the Board.

~~4.~~

9.1. A Trustee wishing to raise an objection to the behavior of a trustee may do so on a point of order.

~~a)~~

9.2. The Board may, by resolution, censure a trustee providing that all trustees, excepting the trustee named in the resolution, vote in favour of the resolution.

~~b)~~

~~c)~~9.3. Censure may include:

~~i.~~9.3.1. Conversation in a private setting between the offending member and the Board Chair or other individual member;

~~ii.~~9.3.2. Discussion in a private session between the offending member and the Board;

~~iii.~~9.3.3. Possible removal by the Board from any leadership or committee positions to which the offending member has been appointed or elected;

~~iv.~~9.3.4. Censure of the offending member of the Board as a means of separating the Board's focus and intent from that of the offending member.

~~v.~~9.3.5. Disqualification from remaining as a trustee of the board if that person has breached the code of conduct of the board where the sanction for the breach under the code of conduct may be determined by the board to be disqualification.

~~5.~~10. The Board hereby adopts the attached Code of Conduct as per the ~~School~~ Education Act~~— Section 82 and 83~~ and as adopted by the Alberta School Boards Association (Attachment 1)

Return to Agenda

POLICY BBF – *School Board Member Ethics and Code of Conduct*

ATTACHMMENT 1

Board Member's Code of Conduct

As a member of Horizon School Division No. 67 Board of Trustees, representing all the citizens of my community and responsible to the electorate through the democratic process, I recognize:

a) That my fellow citizens have entrusted me, through the electoral process, with the educational development of the children and youth of the community.
b) That trustees are the children's advocates and my first and greatest concern is the best interest of each and every one of these children without distinction as to who they are or what their background may be.
c) That trustees are educational leaders who realize that the future welfare of the community, of the Province, and of Canada depends in the largest measure upon the quality of education we provide in the public schools to fit the needs of every learner.
d) That legally, the authority of the Board is derived from the Province, which ultimately controls the organization and operation of the school district and which determines the degree of discretionary power left with the Board and the people of this community for the exercise of local autonomy.
e) That I must never neglect my personal obligation to the community and my legal obligation to the Province, nor surrender these responsibilities to any other person, group, or organization but that, beyond these, I have a moral and civic obligation to the nation which can remain strong and free only so long as public schools in Canada are kept free and strong.

In view of the foregoing, I will:

a) Devote time, thought and study to the duties of a school board member so that I may render effective and creditable service.
b) Work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate of points of issue.
c) Consider information received from all sources and base my personal decision upon all available facts in every case, unswayed by partisan bias of any kind, and therefore, abide by and uphold the final majority decision of the board.
d) Work together with my fellow board members to communicate to the electorate all the facts about their schools, to the end that they will readily provide the finest possible school program, school staff, and school facilities.
e) Provide leadership to my community through setting goals and developing policies for the educational program and by regularly evaluating these in the light of the wishes and expectations of the community.
f) Remember at all times that as an individual I have no legal authority outside the meeting of the board, and to conduct my relationships with the school staff, the community, and all media of communication on the basis of this fact.
g) Resist every temptation and outside pressure to use my position as a school board member to benefit either myself or any other individual or agency apart from the total interest of the school jurisdiction.
h) Recognize that the primary function of the board is to establish the policies by which the schools are to be administered, and that the administration of the educational program and

conduct of school business shall be left to the employed superintendent of schools and his/her professional and non-professional staff.

i) Encourage active co-operation by citizens, organizations, and the media in the district with respect to establishing policy on current school operations and proposed future developments.

j) Support my provincial and national school board association for the future of trusteeship in this province and the nation.

k) Provide to the best of my ability effective school board service to my community in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.

HORIZON SCHOOL DIVISION ~~NO. 67~~

POLICY HANDBOOK

Policy Code: BCE

Policy Title: Board Organization/ Committees

Cross Reference: BD, BF

Legal Reference: ~~School~~ Education Act ~~44,~~ ~~45~~34, 42, 52, 142

Adoption Date: April 27, 1995,

Amendment or Re-affirmation Date: ~~October 25/17~~August 26, 2019

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION HAS THE AUTHORITY, UNDER THE ~~SCHOOL~~ EDUCATION ACT, TO ESTABLISH COMMITTEES AND ~~TO~~ HAVE TRUSTEES PARTICIPATE IN JOINT COMMITTEES ESTABLISHED THROUGH AGREEMENT WITH OTHER PERSONS OR ORGANIZATIONS.

~~THE COMMITTEES SERVE TWO MAJOR FUNCTIONS:~~

- ~~As a source of information/advice – Advisory function; or~~
- ~~To carry out specific duties and/or responsibilities – Operational function~~

GUIDELINES

1. The Board recognizes the importance of having representation on external committees, and at meetings or functions that are associated with the provision of public education.

2. The function of each committee and the extent of its authority will be clearly defined through written terms of reference.

~~1. The Board, therefore, directs that committees of the board and joint committees established through agreement with others persons or organizations be structured and operate in accordance with the policy regulations.~~

3. Committees typically serve two functions:

   3.1. Advisory – source of information/advice, or

   3.2. Operational – carry out specific duties and/or responsibilities

4. ~~-~~The Board expects that all its committees shall carry out their responsibilities in a manner, which is consistent with the goals, objectives and principles of the school ~~district~~division.

5. Reporting of information that falls under the responsibility of Board committees shall be shared with the Board committee for review prior to circulation to staff and/or public.

6. Individuals assigned to represent the Board will be expected to provide a report back to the Board at a regular Board meeting.

   6.1. A report may be prepared for committee meetings.

   6.2. A copy of any committee reports shall be filed with the Secretary-Treasurer/Associate Superintendent, Business Affairs.

7. The Board expects named representative to fairly and accurately represent the views of the Board

Return to Agenda

~~2.~~

8. Where possible, expenses shall be sought from the organization requesting representation. However where this is not feasible, the Board may approve reimbursements from Division funds.

9. All appointments for representatives shall be made at the annual organizational meeting of the Board or at any regularly scheduled Board meeting if the request is received during the school year.

~~REGULATIONS~~

~~1. Committees of the Board Shall be of Three Types:~~

~~1.1 A "standing" committee is an ongoing committee of the board and shall continue in force until terminated by a Board motion,~~

~~1.2 An "Ad Hoc" (Special) Committee is a short-term committee of the Board which is limited in purpose and shall have a clearly defined life span.~~

~~1.3 A "Sub-Committee" is a work unit that reports to a standing committee.~~

~~2. Committees of the Board shall be established by Board Motion~~

~~2.1 The motion shall specify the terms of reference to include:~~

~~2.1.1 the name and type of committee~~

~~2.1.2 the mandate of the committee~~

~~2.1.3 the membership of the committee~~

~~2.1.4 the term of the committee (if ad hoc)~~

~~3.~~ ~~Appointments to committees shall be by Board motion.~~

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REGULATIONS

1. Committees of the Board Shall be of Three Types:

1.1 Standing committee – an ongoing committee that shall continue in force until terminated by a Board motion,

1.2 Ad Hoc (Special) Committee – short-term committee which is limited in purpose and shall have a clearly defined life span.

1.3 Sub-committee – a work unit that reports to a standing committee.

2. Committees of the Board shall be established by Board Motion

2.1 The motion shall specify the terms of reference to include:
2.1.1 the name and type of committee
2.1.2 the mandate of the committee
2.1.3 the membership of the committee
2.1.4 the term of the committee (if ad hoc)

3. Appointments to committees shall be by Board motion.

3. ~~Appointments~~ Appointments shall normally be made at the Organizational meeting.
~~3.1~~
3.2 Trustees shall be asked to volunteer for Committees upon which they wish to serve
~~3.2~~
3.3 Persons appointed to committees by the Board shall serve at the pleasure of the Board

~~Policy BCE - *Board Committees*, Cont'd.~~

4. Each Committee of the Board shall be responsible for determining its meeting procedures.

5. Committee meetings shall not be public meetings.

5.1 A committee may agree to meet in public session or hold a public meeting
~~5.1~~
5.2 Trustees, except where excluded by motion of the Board, may attend all meetings of Committees of the Board

~~**6.** A report shall be prepared for all Committee meetings.~~

~~6.1 A copy of any reports for each Committee meeting shall be filed with the Secretary-Treasurer/Associate Superintendent, Business Affairs.~~

~~7.~~6. Committees of the Board

6.1 A.T.A. Negotiating/Liaison Committee

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6.1.1 Terms of Reference - to negotiate local table matters with teachers and recommend the same to the Board for consideration and approval.
6.1.2 Membership - three members of the Board, one acting as Chair.
6.1.3 Term - one year.

6.2 Audit Committee
6.2.1 Terms of Reference - to review external auditors to the Board. To review the annual financial statements and report to the board, and to attend to other matters as the board may determine in the establishment of the audit committee.
6.2.2 Membership - at least 5 individuals and shall include at least one of each of the following individuals:
6.2.2.1 a member of the business community who is not a trustee;
6.2.2.2 a member of the adult learning community who is not a trustee;
6.2.2.3 a trustee.
6.2.3 Term - one year.

6.3 Budget Committee
6.3.1 Terms of Reference – to share perspectives and provide advice to the Superintendent and Associate Superintendent of Finance and Operations in the preparation of the annual school division budget.
6.3.2 Membership – all members of the Board as well as representatives of stakeholder groups that assist the Superintendent and Associate Superintendent of Finance and Operations in the preparation of the annual school division budget.
6.3.3 Term – one year.

~~7.1 Finance/Audit Committee~~
~~7.1.1 Terms of Reference - to review the annual budget developed by the Budget Committee prior to approval by the Board. To assist the Board in its management of the integrity of the financial statements of the School Division, of the School Division's compliance with legal and regulatory requirements, of the independence and qualifications of the independent auditor, and of the performance of the School Division's internal audit function and its independent auditors.~~
~~7.1.2 Membership - all members of the Board.~~
~~7.1.3 Term - one year.~~

~~7.2 Budget Committee~~
~~7.2.1 Terms of Reference - to represent the Board on a committee composed of representatives of stakeholder groups that assist the superintendent and secretary-treasurer in the preparation of the annual school division budget.~~
~~7.2.2 Membership – all members of the Board.~~
~~7.2.3 Term – one year.~~

~~7.3 A.T.A. Negotiating/Liaison Committee~~
~~7.3.1 Terms of Reference - to negotiate salaries and working conditions with teachers and recommend the same to the Board for consideration and approval.~~
~~7.3.2 Membership - three members of the Board, one acting as Chair.~~
~~7.3.3 Term - one year.~~

6.4 ~~7.4~~ C.U.P.E. Negotiating/Liaison Committee
~~7.4.1~~ Terms of Reference - to negotiate salaries and working conditions with C.U.P.E. ~~support staff~~
6.4.1 ~~and~~ and recommend the same to the Board for consideration and approval.

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6.4.2 ~~7.4.2~~ Membership - three members of the Board, one acting as Chair
6.4.3 ~~7.4.3~~ Term - one year.

6.5 Elections/Boundaries Ad Hoc Committee
6.5.1 Terms of Reference – to review and make recommendations to the Board regarding election boundaries and processes.
6.5.2 Membership – as determined, one acting as Chair.
6.5.3 Term – as determined by the Board.

6.6 Facilities Committee
6.6.1 Terms of Reference - to review the non-routine matters associated with the management
6.6.2 of division buildings and properties in consultation with the Facilities Manager and the local trustee and recommend policy and procedural changes to the Board for consideration and approval.
6.6.3 Membership - three members of the Board, one acting as Chair.
6.6.4 Term - one year.

6.7 Hutterian Brethren Committee
6.7.1 Terms of Reference - to represent the Board at the annual Horizon School Division/Hutterian Brethren meeting.
6.7.2 Membership - One members of the Board.
6.7.3 Term - one year.

6.8 Indigenous Committee
6.8.1 Terms of Reference - to represent the Board on a committee composed of representatives of stakeholder groups providing advice regarding jurisdiction initiatives related to indigenous people.
6.8.2 Membership - One members of the Board.
6.8.3 Term - one year.

6.9 Policy Advisory Committee
6.9.1 Terms of Reference - to represent the Board on a committee composed of representatives of stakeholder groups that reviews proposed policies or policy amendments before they are presented to the Board for second and third reading.
6.9.2 Membership - Two members of the Board.
6.9.3 Term - one year.

6.10 Public Relations Committee
6.10.1 Terms of Reference – to promote a positive image of Horizon School Division and recognize the contribution of all education partners.
6.10.2 Membership – two members of the Board and one local trustee (s), one acting as Chair.
6.10.3 Term – one year

6.11 ~~7.5~~ Transportation Committee Ad Hoc Committee
6.11.1 ~~7.5.1~~ Terms of Reference - to review student transportation matters in consultation with the Transportation Manager, the Transportation Coordinator(s), and the local trustee and recommend policy and procedural changes to the Board for consideration and approval.
6.11.2 ~~7.5.2~~ Membership – as determined, one acting as Chair.
~~7.5.3~~ Term - as determined by the Board.

Return to Agenda

~~Policy BCE – *Board Committees*, Cont'd.~~

~~7.6 Facilities Committee~~

~~7.6.1 Terms of Reference - to review the non-routine matters associated with the management of division buildings and properties in consultation with the Facilities Manager and the local trustee and recommend policy and procedural changes to the Board for consideration and approval.~~

~~7.6.2 Membership - three members of the Board, one acting as Chair.~~

~~7.6.3 Term - one year.~~

~~7.7 Public Relations Committee~~

~~7.7.1 Terms of Reference – to promote a positive image of Horizon School Division and recognize the contribution of all education partners.~~

~~7.7.2 Membership – two members of the Board and one local trustee (s), one acting as Chair.~~

~~7.7.3 Term – one year~~

~~7.8 Elections/Boundaries Ad Hoc Committee~~

~~7.8.1 Terms of Reference – to review and make recommendations to the Board regarding election boundaries and processes.~~

~~7.8.2 Membership – as determined, one acting as Chair.~~

~~7.8.3 Term – as determined by the Board.~~

~~7.9 Policy Advisory Committee~~

~~7.9.1 Terms of Reference - to represent the Board on a committee composed of representatives of stakeholder groups that reviews proposed policies or policy amendments before they are presented to the Board for second and third reading.~~

~~7.9.2 Membership - Two members of the Board.~~

~~7.9.3 Term - one year.~~

~~7.10 Indigenous Committee~~

~~7.10.1 Terms of Reference - to represent the Board on a committee composed of representatives of stakeholder groups providing advice regarding jurisdiction initiatives related to indigenous people.~~

~~7.10.2 Membership - One members of the Board.~~

~~7.10.3 Term - one year.~~

6.11.3

~~7.11 Hutterian Brethren Committee~~

~~7.11.1 Terms of Reference - to represent the Board at the annual Horizon School Division/Hutterian Brethren meeting.~~

~~7.11.2 Membership - One members of the Board.~~

~~7.11.3 Term - one year.~~

7. ~~8.~~ Professional Committees on Which the Board Maintains Representation

7.1 ~~8.1~~ Administrative Council

7.1.1 Terms of Reference - to provide liaison between the Board and the school administrators by attending the monthly administrators' meeting.

7.1.2 Membership - one member of the Board on a monthly rotation.

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7.1.3 Term - one trustee per month on a rotation basis.

~~Alberta School Boards' Association~~

~~8.1.1 Terms of Reference - to represent the Board as a director for Zone 6 of the Alberta School Boards' Association.~~

~~8.1.2 Membership - one member of the Board, plus one alternate.~~

~~8.1.3 Term - one year.~~

~~Policy BCE – *Board Committees*, Cont'd.~~

7.2 Alberta School Boards' Association

7.2.1 Terms of Reference - to represent the Board as a director for Zone 6 of the Alberta School Boards' Association.

7.2.2 Membership - one member of the Board, plus one alternate.

7.2.3 Term - one year.

~~8.2 Administrative Council~~

~~8.2.1 Terms of Reference - to provide liaison between the Board and the school administrators by attending the monthly administrators' meeting.~~

~~8.2.2 Membership - one member of the Board on a monthly rotation.~~

~~8.2.3 Term - one trustee per month on a rotation basis.~~

~~8.2~~ Teacher Employer Bargaining Association

7.3

~~8.2.1~~ Terms of Reference - to represent the Board on the provincial TEBA board related to central collective bargaining with the Alberta Teachers Association.

7.3.1

7.3.2 ~~8.2.2~~ Membership - one member of the Board, plus one alternate.

~~8.2.3~~ Term - one year.

~~9. Reporting of information that falls under the responsibility of Board committees shall be to the Board committee for review prior to circulation to staff and/or public.~~

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7.3.3

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HORIZON SCHOOL DIVISION ~~NO. 67~~

POLICY HANDBOOK

Policy Code: BD

Policy Title: Board Meetings

Cross Reference: BBA

Legal Reference: ~~School~~ Education Act, Board Procedure Regulation ~~Sec. 48-59~~

Adoption Date: April 27, 1995

Amendment or Re-affirmation Date: ~~June 22, 2010~~August 26, 2019 ~~October 25, 2017~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT ITS ABILITY TO DISCHARGE ITS OBLIGATIONS IN AN EFFECTIVE MANNER IS DEPENDENT UPON A WELL ORGANIZED BOARD STRUCTURE AND EFFICIENT AND EFFECTIVE BOARD MEETINGS.

GUIDELINES

1. All meetings of the Board shall be carried out in harmony with the procedures outlined below.

2. Regular Board Meeting

~~2.~~

2.1 Times and dates shall be determined at the organizational meeting of the Board each fall, and posted on the jurisdiction website

2.2 Regular Board Meetings shall be open to the public

3. In Camera Board Meeting

~~3.~~

3.1 The Board may decide to hold a portion of a regular meeting “in camera” , by resolution, and exclude any person from that meeting.

3.2 The Board believes that “in camera” meetings should be limited to discussions of issues of a sensitive or confidential nature in accordance with the following.

3.2.1 The Board will go in camera to protect the organization, its operations, economic interests, and delivery of its mandate from harm that could result from the release of certain information.

3.2.2 The board will go in camera to protect individuals or third parties when the release of certain information would be an unreasonable invasion of their personal privacy.

3.3 The Board will not meet privately to discuss issues in a manner that materially advances the issues towards a board’s final decision – because this deprives the public of the opportunity to observe the material part of the board’s decision-making process.

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4. Organizational Meeting

4.1The Organizational meeting shall be held in conjunction with:

a) the first Regular meeting of the Board following a general election of Trustees

b) the Regular meeting in October on years where no general election is held

4.2 Agenda items at this meeting shall include but not necessarily be limited to:

a) Election of Board Chairperson and Vice-Chairperson; one shall be from a rural ward within the jurisdiction and one shall be from Ward 3, Taber,

b) Setting of regular Board meeting dates/time,

c) Banking arrangement,

d) Board compensation,

e) Appointment of Committees.

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4. Organizational Meeting

4.1 The Organizational meeting shall be held annually:

4.1.1 in conjunction with the regular meeting in October on years where no general election is held

4.1.2 in any year in which a general election takes place, must be held within 4 weeks following the date the statement of the results of that election is announced or posted,

4.2 Agenda items at this meeting shall include but not necessarily be limited to:

4.2.1 Election of Board Chairperson and Vice-Chairperson; one shall be from a rural ward within the jurisdiction and one shall be from Ward 3, Taber,

4.2.2 Setting of regular Board meeting dates/time,

4.2.3 Banking arrangement,

4.2.4 Board compensation,

4.2.5 Appointment of Committees.

~~**POLICY BD – *Board Meetings,* Cont'd.**~~

5. Special Meetings (meetings other than the regularly scheduled meetings) may be called by the chairperson, a majority of trustees, or the Minister at any time, subject to the following conditions:

~~5.~~

~~6~~5.1 The secretary of the board must give notice of the organizational meeting to each trustee as if it were a special meeting.

5.2 ~~-~~Written notice stating agenda, date, time, and location, shall be sent by ~~registered~~ recorded mail 7 days before the meeting, or emailed or personally delivered at least 2 days prior to the meeting; or

~~6~~5.~~2~~3 Without notice if ~~–e~~Every trustee waives right to notice of meeting;

~~6~~5.~~3~~4 ~~–~~Unless every trustee is present, no business other than the notified business may be transacted.

6. Electronic Participation

6.1 A trustee may participate in a meeting of the board by electronic means or other communication facilities if the electronic means or other communication facilities enable the trustees participating in the meeting and members of the public attending the meeting to hear each other.

6.2 Trustees participating in a meeting of the board by electronic means or other communication facilities are deemed to be present at the meeting.

REGULATIONS

1. Every meeting of the Board shall have an agenda prepared by the Superintendent of Schools in consultation with the Board Chairperson.

~~1.~~

~~1.1~~1.1. Any trustee desiring to place an item on the agenda shall contact the Superintendent at least five days before Board meeting.

1.2. ~~1.2~~ The Agenda is to be in the hands of each trustee at least two days before the scheduled meeting.

1.3. ~~1.3~~ The Agenda is to be approved at the meeting; late items may be added the day of the meeting by a 2/3 majority vote.

1.4. ~~1.4~~ Individuals or groups wishing to make formal representation to the Board:

1.4.1.~~1.4.1~~ shall make their request at least 2 weeks prior to the Board meeting

1.4.2.~~1.4.2~~ shall advise the Board Chair and/or the Superintendent of the nature of the matter to be presented to the Board; and

1.4.3.~~1.4.2~~ may be granted by the Chair and/or the Superintendent an appointment time on the meeting agenda in which to make representation.

1.4.4.~~1.4.3~~ Public presentations to the Board shall be in accordance with the following:

1.4.4.1. ~~1.4.3.1~~ the delegation may make its presentation in writing and/or orally;

1.4.4.2. ~~1.4.3.2~~ the presentation shall be supported by a background/briefing document and a recommendation for action;

1.4.4.3. ~~1.4.3.3~~ the delegation shall, during its meeting with the Board, observe the rules of parliamentary decorum;

1.4.4.4.~~1.4.3.4~~ the delegation shall be entitled to complete its presentation, within a maximum of 15 minutes, without questions or comments from the Board;

1.4.4.4.1. ~~1.4.3.4.1~~ Should there be multiple requests to present on the same ~~e~~ topic during the same Board meeting, the time available to each presenter will be determined by dividing the time available equally among the presenters at any particular meeting ~~meeting.~~

1.4.4.5.~~1.4.3.5~~ upon completion of the presentation, the Chair shall allow trustee questions of the delegation;

1.4.4.6.~~1.4.3.6~~ upon completion of the question period, the Chair shall inform the delegation that Board resolution of the matter may be deferred to a future meeting of the Board.

2. Petitions

2.1 A petition must be signed by at least the lessor of

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2.1.1 500 electors and
2.1.2 the number of electors that is equal to 25% of the number of funded students to the board

2.2 The following must be excluded in determining the number of petitioners on a petition:
2.2.1 a person whose signature appears on a page of the petition that does not contain an accurate statement of the purpose of the petition identical to the statement contained on all the other pages of the petition;
2.2.2 a person whose signature is not witnessed;
2.2.3 a person whose address is not set out or is incorrectly set out;
2.2.4 a person who is not an elector.

2.3 There must be attached to every petition a statement signed by an elector stating that
2.3.1 the elector represents the petitioners, and
2.3.2 the elector is the person to whom a board may direct any inquiries with respect to the petition.

2.4 If a petition is found to be insufficient, the board must proceed as if the petition had not been presented to the board.

2.5 If a petition is determined sufficient by the secretary of the board, the board must, within 30 days of the date of the written notification declaring the results of the determination of sufficiency and establish a committee to review the petition.
2.5.1 The committee must review the purpose of the petition and provide recommendations to the board in response to the purpose of the petition.
2.5.2 The secretary of the board must provide the elector with written notification of the outcome of the review within 90 days of the date of the written notification declaring the results of the determination.
2.5.3 This section does not apply to a petition received by a board under section 190 of the Education Act.

~~POLICY BD – *Board Meetings,* Cont'd.~~

3. The Chairperson shall conduct the meeting.

3.1 In the absence of the Chairperson, the Vice- Chairperson shall assume the chair.

~~2.~~ 3.2 Should neither be present and a quorum is in attendance, the Board shall appoint a temporary chairperson.

~~3.~~4. The Chairperson shall conduct the meetings in an orderly and businesslike manner, providing opportunity for all trustees to discuss all issues presented and to assure that all items move efficiently to closure.

~~4.~~5. Trustees desiring to speak shall address themselves to the Chairperson who may at his/her discretion limit the number of times a trustee shall speak to the same resolution.

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6. All business shall be conducted through motions, discussions and vote process with Robert's Rules of Order being the authority for procedure should questions arise, unless otherwise agreed to by the board.

6.1 All resolutions must be submitted to a board by the chair of the board or a trustee, and no seconder is required.

6.2 The chair of the board and every trustee present at a meeting of the board must vote for or against every question unless

6.2.1 in a specific case, the chair or a trustee is excused by resolution of the board from voting, or

6.2.2 the chair of the board or a trustee has a pecuniary interest in the matter and abstains from voting as required under the Education Act.

6.3 The secretary of the board must, whenever a recorded vote is requested by a trustee, record in the minutes the name of each trustee present and whether the trustee voted for or against the matter.

6.3.1 Notwithstanding subsection 5.3, the secretary of the board must, immediately after a vote is taken and on the request of a trustee, record in the minutes the name of that trustee and whether that trustee voted for or against the matter or abstained.

6.4 Each question must be decided by a majority of the votes of the trustees present;

6.4.1 in case of an equality of votes, the question must be decided in the negative;

6.4.2 a vote on a question must be taken by open vote;

~~5.~~ 6.4.2.1 notwithstanding clause (c), with respect to the election of a chair of the board or a vice-chair of the board, ifone or more trustees request that the vote be by secret ballot, the vote must be by secret ballot.

7 Once a motion is put to the question, each trustee shall vote on the question unless excused by virtue of pecuniary interest.

8 No act or proceeding of a board is binding unless it is adopted at a meeting at which a quorum of the board is present.

8.1 The quorum of a board is a majority of the number of trustees that are to be elected under the Education Act.

8.2 Notwithstanding 7.1, the Minister may order that when the number of trustees has fallen below the quorum the remaining trustees are deemed to be a quorum until elections are held to fill the number of vacancies required to achieve a quorum.

~~6.~~8.3 Notwithstanding 7.1, when the number of trustees at a meeting is less than a quorum because one or more trustees have declared a conflict of interest with respect to a matter

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before the board at the meeting, the Minister may order that the remaining trustees are deemed to be a quorum for the purpose of deciding that matter.

9 The Board is empowered to move to an in-camera session with a majority vote of the Board. Without restricting the right of the Board to meet in camera on any issue, in camera meetings shall normally be limited to matters related to:

~~7.~~

~~7~~9.1 ~~.1~~ Receiving of legal advice that is subject to solicitor-client privilege;

~~7~~9.2 Security of the property of the school board;

~~7.3~~ 9.3 Acquisition or disposal of land;

9.4 ~~7.4~~ Considering personal information about an identifiable individual;

~~7~~9.5 Labour relations or employee negotiations;

~~7~~9.6 A law enforcement matter

~~7~~9.7 Litigation or pending litigation, including matters before administrative tribunals;

~~7~~9.8 Education or training of the members, so long as no decision-making is advanced;

~~7~~9.9 Employee discipline;

~~7~~9.10 Personnel administration;

~~7~~9.11 Disclosure of intimate, personal or financial information in respect of an employee or prospective employee of the board or a pupil or his or her parent or guardian;

~~7~~9.12 The consideration of a request for access for information under the FOIP Act, if the school board is itself designated as the head of the local public body for the purposes of the FOIP Act;

~~7~~9.13 Studying a matter to build trustee understanding of an issue that may be coming before the board (note: there cannot be "decision-making" type of discussions at this session);

~~7~~9.14 Engaging in strategic planning activities;

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~~7~~9.15 Reviewing the functioning of the board and board development activities,

~~7~~9.16 Providing commentary to the superintendent and/or senior administration; and

~~7~~9.17 Any other matter permitted or required by law or other matters typically considered in

the public interest to be discussed in private.

~~8.~~10 Minutes shall be kept of all meetings (excluding in-camera sessions) and shall include members present, resolutions, voting (names recorded if requested by Trustees), Trustees excused from voting by pecuniary interest, names of trustees who absent themselves for extended periods of time, and any other information deemed significant by the Board.

~~9.~~11 Board Chairperson shall be empowered to make any other decisions required in regards to Board meeting conduct, procedure or protocol not covered by policy.

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HORIZON SCHOOL DIVISION NO. 67 **Policy Code:** BF

Policy Title: Policy

Development

POLICY HANDBOOK

Cross Reference: BCE

Legal Reference: *School Education Act* 44(1)(a)

Adoption Date: April 27, 1995

Amendment or Re-affirmation Date: Jan. 12/98, Oct. 24/01August 26, 2019 June 18/13

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES ONE OF ITS PRIMARY FUNCTIONS IS TO ESTABLISH POLICIES AND TO ASSIGN RESPONSIBILITY FOR THEIR EXECUTION AND IMPLEMENTATION. WRITTEN POLICIES SHALL CONSTITUTE A BASIC METHOD BY WHICH THE BOARD EXERCISES ITS LEADERSHIP IN THE OPERATION OF THE SCHOOL SYSTEM. IN FORMULATING POLICY, CAREFUL ANALYSIS OF THE SUBJECT WILL BE UNDERTAKEN, ALTERNATIVES WILL BE CONSIDERED, AND RELEVANT GROUPS WILL BE CONSULTED.

GUIDELINESREGULATIONS

1. 1. The Board shall assure that a Policy Advisory Committee is in place with at minimum the following members:

   1.1. a) Superintendent – Chairperson;

   1.2. b) TwoTwo trustees;

   1.3. c) TwoOne principals - selected by members of the Administrative Council;

   1.4. Two One teachers - selected by the ATA Local Council;

   c)

   1.5. Two One support staff members, one selected from CUPE membership, and one selected from non-union support staff membership; and

   d)

   1.6. e) TwoOne parents - selected by from members of the Division School Council Committeeof School Councils.

2. Individual appointments to the Policy Advisory Committee shall be reviewed annually.

3. 2. All policies shall be formatted in a background (using the following sections: if necessary), policy, definitions, guidelines and procedure regulations, and appendicesformat.

4. 3. The need for policy or policy revisions may be identified by the Board of Trustees, teachers, administrators, other employees of the Board, governmental agencies, pupils, parents or other interested persons or bodies.

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5. ~~4.~~ This need shall be directed to the Superintendent of Schools. If warranted, the Superintendent or designate shall prepare a draft policy statement.

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6. ~~5.~~ The draft policy shall be presented to the Policy Advisory Committee who will approve/revise it before it is circulated for wider response.

7. ~~6.~~ The draft shall be circulated to all principals and any other person or groups directly affected by the policy who shall be invited to provide additions, deletions or other revisions to the draft policy.

~~**Policy BF - *Policy Development*, Cont'd.**~~

8. ~~7.~~ The draft policy along with all input received shall be referred to the Policy Advisory Committee who shall revise the policy based on the input received and their own personal judgment for presentation to the Board.

9. ~~8.~~ The Board shall:

   9.1. ~~(a)~~ approve the policy at which time it shall become official Board policy and be distributed as required;

   9.2. ~~(b)~~ refer the policy back to committee for further work; or

   9.3. ~~(c)~~ reject the policy.

10. ~~9.~~ The Board may exclude steps 5 - 7 and deal with the policy directly if:

   10.1. ~~a)~~ The policy is exclusive to Board operation and governance;

   10.2. ~~b)~~ The revision does not change policy intent or procedure.

11. ~~10.~~ All policies shall be reviewed at least once every 5 years and reaffirmed, revised or deleted. Policy development is a continuous process.

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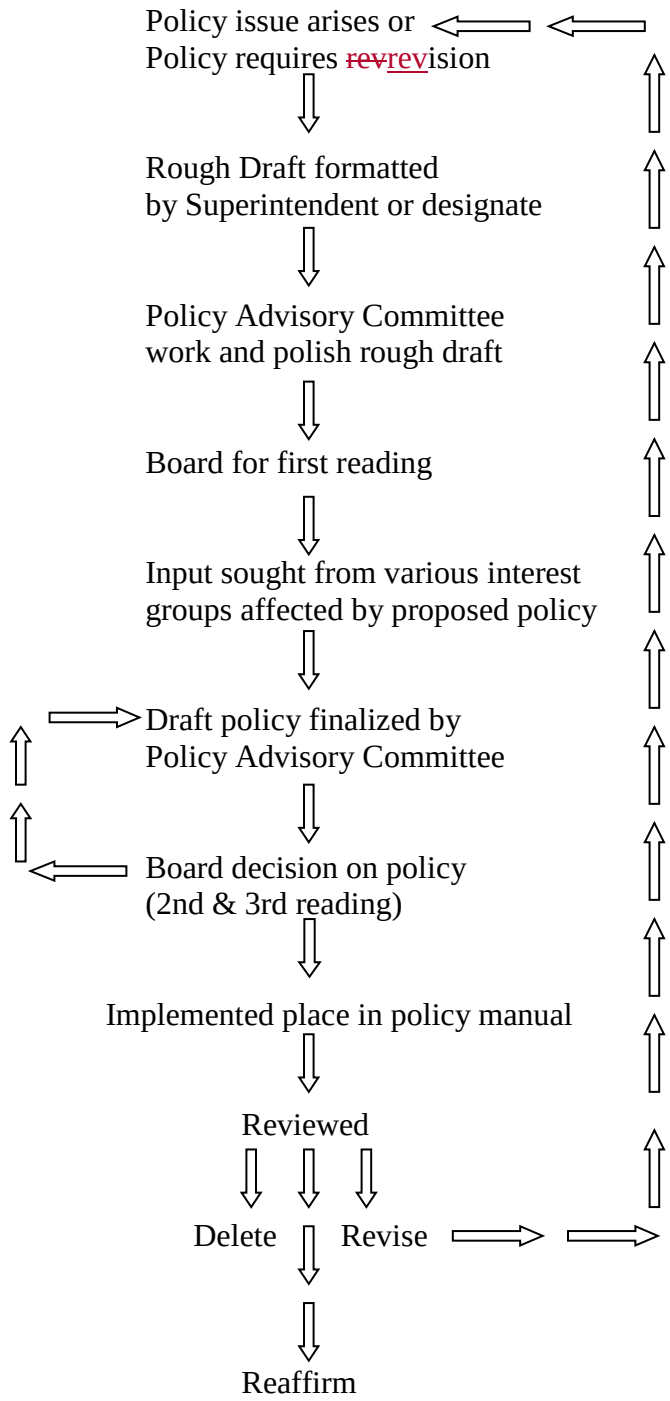
Policy BF - *Policy Development*, Cont'd.

Policy Development Flow Chart



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HORIZON SCHOOL DIVISION	**Policy Code:**	BFD
	Policy Title:	School Administrative Procedures
POLICY HANDBOOK	**Cross Reference:**	BF
	Legal Reference:	*Education Act* 60(1)(a)
	Adoption Date:	November 27, 1996
	Amendment or Re-affirmation Date:	October 24, 2001, April 19, 2011

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION DELEGATES RESPONSIBILITY TO SCHOOLS FOR THE DEVELOPMENT OF LOCAL ADMINISTRATIVE PROCEDURES. ADMINISTRATIVE PROCEDURES MUST BE IN HARMONY WITH CURRENT PROVINCIAL AND/OR DIVISION POLICIES, GUIDELINES, AND REGULATIONS.

REGULATIONS

1. School administrative procedures shall be developed for the purpose of providing guidance in the operation of the school.

2. Opportunity shall be provided for input from staff, students, parents and public.

3. The School Council shall serve in an advisory capacity in evaluating input and proposed administrative procedures development and/or revision.

4. All local school administrative procedures shall be available to the Superintendent's office and the Principal shall be prepared to provide the rationale for each administrative procedures .

5. Each school shall publish a school handbook in order that staff, students and parents are aware of school administrative procedures.

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LOCALLY DEVELOPED COURSE OUTLINE

Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)

Submitted By:

Horizon School Division No. 67

Submitted On:

Jul. 22, 2019

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Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	09/01/2019	08/31/2023	Acquired	Reauthorization	G10
15-5	125.00	09/01/2019	08/31/2023	Acquired	Reauthorization	G10
25-3	62.50	09/01/2019	08/31/2023	Acquired	Reauthorization	G10
25-5	125.00	09/01/2019	08/31/2023	Acquired	Reauthorization	G10
35-3	62.50	09/01/2019	08/31/2023	Acquired	Authorization	G10
35-5	125.00	09/01/2019	08/31/2023	Acquired	Reauthorization	G10

Course Description

By following their writing interests and passions, students in Creative Writing & Publishing will write in a variety of specific creative writing genres. Moreover, students will build and manage their own digital portfolios and participate in the publishing process. The course is built upon increasing sophistication in the understanding of concepts and application of strategies and skills that provide students with the opportunity to engage in the work in creative and innovative ways. In the 3-credit course students will build a digital portfolio to demonstrate skills and growth. In the 5-credit course, students will, in addition, select from their growth portfolio to create a professional portfolio that showcases their best work and assists them in marketing their skills and abilities.

Course Prerequisites

15: prerequisite | none

25: prerequisite | 15

35: prerequisite | 25

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Sequence Introduction (formerly: Philosophy)

In Creative Writing and Publishing, students cultivate their creativity and communication skills to become engaged thinkers about the media they create and participate in, and awareness of their role as ethical citizens with an entrepreneurial spirit in writing and publishing. In this course, students follow their writing interests and passions and engage in opportunities to write in a variety of genres that encourage them to experiment with new ideas, concepts and processes in various communication mediums. Students will create and manage their own digital portfolios.

Student Need (formerly: Rationale)

This course provides students with the opportunity to explore interests, passions and career possibilities in writing and publishing. Students will have the opportunity to create original texts and follow editing, publishing and marketing processes using current approaches and technologies. Students will learn through liaising with professional writing organizations, submitting to established publications and creating their own publications.

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Scope and Sequence (formerly: Learner Outcomes)

Students will explore and learn about various mediums of expression and writing markets, and demonstrate understanding of the requirements that different markets have for submissions. Students will also assess how to effectively submit their writing to specific publications. This locally developed course provides additional opportunities for students to develop and refine the Alberta Education learner competencies by engaging in purposeful participation in democratic citizenship, expressing identity through literary arts, and perseverance and excellence in the work they engage in.
The guiding questions span all course levels. Where a learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills and in demonstrating the outcome. This course is built upon the following guiding questions.The guiding questions span all course levels. Where a learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills and in demonstrating the outcome. This course is built upon the following guiding questions.

Guiding Questions (formerly: General Outcome

1 How can original texts contribute to the development of artistry?

2 How can students work collaboratively and alongside professional organizations to explore and apply elements of creative writing?

3 How can the evaluation of creative writing markets support students in refining texts?

4 What skills are needed in the publication process?

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Learning Outcomes (formerly: Specific Outcomes)

1 How can original texts contribute to the development of artistry?	**15-3**	**15-5**	**25-3**	**25-5**	**35-3**	**35-5**
1.1 Experiment with and create texts in a variety of genres with a focus on poetry and speech writing.	X					
1.2 Assess their own creative writing strengths and areas for growth.	X		X		X	
1.3 Create works in a variety of genres with a focus on fiction, script writing and non-fiction.			X			
1.4 Reflect on and revise personal processes and preferences for creating texts such as time management, professional writing processes and tools, and collaborating with others in development.	X		X		X	
1.5 Create non-traditional forms of texts such as postmodern, cross genre and graphic novels.		X		X		X
1.6 Specialize and write for a publication in a genre of interest.						X

2 How can students work collaboratively and alongside professional organizations to explore and apply elements of creative writing?	**15-3**	**15-5**	**25-3**	**25-5**	**35-3**	**35-5**
2.1 Generate and share specific feedback including positive comments and suggestions for improvement.	X		X		X	
2.2 Invite and apply constructive suggestions for improvement from peers and/or outside editors.	X		X		X	
2.3 Adapt constructive approaches and suggestions for improvement based on one's own purpose or intent.			X		X	
2.4 Evaluate constructive suggestions for improvement considering one's own purpose and explain why specific suggestions are or are not utilized in the final draft.					X	
2.5 Research regional professional writing organizations and publications.		X		X		

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2.6 Assess which regional professional organizations provide services that will best support one's own writing in given genres.			X		X	
2.7 Liaise with regional professional writing organizations to enhance understanding of writing and learning opportunities, networking and writing careers.			X		X	

3 How can the evaluation of creative writing markets support students in refining texts?	**15-3**	**15-5**	**25-3**	**25-5**	**35-3**	**35-5**
3.1 Research potential publishers, markets and submission requirements for given genres.	X		X		X	
3.2 Create and send query submissions to prospective publications.			X		X	
3.3 Compare and contrast professional markets that showcase a writer's work with markets whose primary purpose is to sell something to new writers.	X		X			
3.4 Present edited work orally to an audience.	X		X		X	
3.5 Evaluate various publications for a specific piece of writing.				X		X
3.6 Organize and submit writing following the format required by a specific publisher.				X		X
3.7 Differentiate between first publication rights and copyright.				X		X
3.8 Research and present the rejections of work of well-known and published authors.		X				
3.9 Assess the context of rejections of currently well-known authors.				X		
3.10 Apply knowledge of rejections to revise and/or submit their own work.						X
3.11 Create a writing resume with an up-to-date list of publications.				X		X
3.12 Analyze readings and performances by published authors.		X		X		X
3.13 Apply techniques used by published authors to a reading of one's own work.				X		X

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3.14 Assess and explain the effectiveness of techniques used in readings and or performances in their own work or the work of others.	X

4 What skills are needed in the publication process?	**15-3**	**15-5**	**25-3**	**25-5**	**35-3**	**35-5**
4.1 Collaborate with peers to review and edit one's own writing.	X		X		X	
4.2 Research current editorial processes.		X		X		X
4.3 Design and implement an editorial board to create an original publication.				X		X
4.4 Take a leadership role on an editorial board for an original publication.						X
4.5 Develop recommendations for writers to enhance final manuscripts.						X
4.6 Collaborate over time with other authors, artists, and/or graphic designers for an original publication.		X		X		X
4.7 Demonstrate understanding of how to apply for and acquire an ISBN number for the National Library of Canada and the Canadian Cataloguing and Publication Data.				X		X

Facilities or Equipment

Facility

No required facilities.

Facilities:

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Equipment

No required equipment specified.

Learning and Teaching Resources

No required resources.

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

No directly related health and safety risks.

Risk Management Strategy

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Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

ELA 10-20-30

Identified Overlap/Similarity

Both courses focus on the appreciation of the artistry of literature, using language to communicate for a variety of purposes, audiences, and contexts.

Reasoning as to Why LDC is Necessary

The Creative Writing and Publishing course provides students with the opportunity to develop creative texts for specific markets, working alongside professionals and organizations to support this work, and the publishing process.

Locally Developed Courses with Overlap and/or Similarity

Journalism 15-25-35
Identified Overlap/Similarity

Both courses provide students with the opportunity to explore and create original texts for a variety of audiences.

Reasoning as to Why LDC is Necessary

The Creative Writing and Publishing course focuses on developing texts outside of the realm of journalism and news, and to engage beyond the journalism production process. Students focus on a wide range of creative and artistic texts and audiences for a variety of markets.

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Student Assessment

This course has no unique assessment requirements.

Course Approval Implementation and Evaluation

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LOCALLY DEVELOPED COURSE OUTLINE

ESL Intro to Canadian Studies (2019

ESL Intro to Canadian Studies (2019

Submitted By:

Horizon School Division No. 67

Submitted On:

Jul. 22, 2019

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Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-5	125.00	09/01/2019	08/31/2023	Acquired	Reauthorization	G10
25-5	125.00	09/01/2019	08/31/2023	Acquired	Reauthorization	G10

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Course Description

ESL Introduction to Canadian Studies 15, 25 provides English Language Learners (ELLs) with the opportunity to build communicative competence with the English language while examining the evolving nature of Canadian citizenship and identity in local, national and global contexts.

Communicative Competence

Communicative competence is the ability to communicate successfully in any context, be it social, academic, oral, or written (Alberta Education). Communicative competence is required for success in life, work and continued learning. Canale and Swain (1980) offer a model of language proficiency that outlines the four communicative areas that contribute to communicative competence: linguistic, strategic, sociolinguistic, and discourse for each of the four language strands: listening, speaking, reading and writing.

Linguistic Competency:

Understanding and using vocabulary, language conventions (grammar, punctuation and spelling) and syntax (sentence structure).

Strategic Competency:

Using techniques to overcome language gaps, plan and assess the effectiveness of communication, achieve conversational fluency and modify text for audience and purpose.

Socio-Linguistic Competency:

Having an awareness of social rules of language (e.g., formality, politeness, directness), nonverbal behaviours and cultural references (e.g., idioms, expressions, background knowledge)

Discourse:

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Understanding how ideas are connected through patterns of organization and cohesive and transitional devices

Additionally, each language strand has a strand-specific competency. The strand-specific competencies are as follows:

Listening: auditory discrimination

Speaking: pronunciation

Reading: fluency

Writing: editing

The English Language Development (ELD) Framework

The English Language Development (ELD) framework (Dutro & Moran, 2003) provides a pedagogical structure to support the development of communicative competence within content area learning. Explicit language instruction based on the function (purpose) of language in the lesson or task forms the foundation of this instructional approach. Linguistic functions are often identified through the learning outcomes of the course (e.g., describe, analyze, persuade). Vocabulary (subject-specific and academic) and forms (grammar, sentence structures, and text organization) required to communicate these functions are explicitly taught and practiced in meaningful and authentic learning experiences to develop fluency in usage.

The ELD framework is applied to intellectually engaging tasks that are situated within a broader instructional approach of personalized learning and cultural responsiveness. ELD

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is comprised of the following components:

1. Explicit language instruction

a. Targets the communicative competencies outlined in the Alberta K-12 ESL Proficiency Benchmarks

b. Focuses on the language function, vocabulary, and forms necessary to access the content objective/task demands and provides practice and ongoing language-specific feedback to build fluency.

2. Frontloading challenging vocabulary and linguistic structures to render content understandable

3. Capitalizing on the teachable language learning moments.

4. Ongoing assessment based on the Alberta K-12 Proficiency Benchmarks that informs next steps in teaching and learning.

Note: Possible linguistic functions have been identified for the specific learning outcomes for this course.

Adjusting Scaffolds as Language Develops

As students gain autonomy in using academic language fluently and accurately, language instruction and learner scaffolds are adjusted accordingly. For example, a beginner ELL may rely strongly on visuals, realia, and first language translation when acquiring subject-specific vocabulary, whereas an intermediate ELL may be able to understand the meaning of the word through a description of the target word that uses familiar English synonyms.

Academic Language – The Language of Success for All

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Academic language is the language used to access and engage with Programs of Study. Proficiency in academic language requires students to comprehend and produce increasingly complex vocabulary, grammar, sentence structures and text organization. Students who acquire a high level of proficiency in academic language experience greater success in school and beyond. As such, explicit instruction in academic language benefits all learners, both ELLs and native English speakers.

Course Prerequisites

No prerequisite

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Sequence Introduction (formerly: Philosophy)

ESL Introduction to Canadian Studies 15, 25 develop academic English language proficiency through social studies concepts and processes focussed on the Canadian context. This goal is achieved through the implementation of the English Language Development (ELD) framework, an instructional approach to explicit language instruction within content area learning. Students will use their growing proficiency with language functions, forms and vocabulary to engage with and examine a range of academic and content-specific materials and to understand and produce a variety of texts and types of communication. Targeted language functions in this course are drawn from and connected to Alberta Social Studies Programs of Study.

The content for Canadian Studies 15, 25 is organized around essential understandings and the following three guiding questions:

- How does development of receptive language skills (listening and reading) enable students to comprehend information and ideas related to course content?

- How does development of expressive language skills (speaking and writing) enable students to communicate information and ideas related to course content?

- How does a strong understanding of Canada's present and past enable students to become active and responsible citizens, engaged in the democratic process, and effect change in their communities, society, and world?

Students engage with content from present day, moving towards an understanding of Canada's past to a vision of how they can impact their futures in Canada. The learning outcomes of these courses are sequenced to reflect the stages of language acquisition, whereby linguistic competencies progress from present to past to future. Also in alignment with language development, the social studies learning outcomes are organized from concrete to more abstract concepts.

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Student Need (formerly: Rationale)

ELLs face language-related barriers to achievement in social studies due to the extensive use of subject-specific vocabulary and the complexity of discourse, grammatical structures, vocabulary and language functions in the discipline. ELLs may also face content-related barriers due to limited background knowledge about Canada and Canadian cultural, historical, geographical, social and political concepts, values and constructs, or varying experience with social studies processes and dimensions of thinking. Canadian Studies 15, 25 have been created to bridge ELLs' gaps in language and social studies concepts related to the Canadian contexts. These courses support ELLs who are attempting to catch up to a moving target, namely, native-speakers of English whose academic language and literacy skills are increasing significantly from one grade level to the next. (Cummins, 2012)

Scope and Sequence (formerly: Learner Outcomes)

Essential Understandings:

Developing communicative competence supports students to develop a strong understanding of Canada's present and past to become active and responsible citizens, engaged in the democratic process and effect change in their communities, society and world

NOTE: Language outcomes are derived directly from the Alberta K-12 ESL Proficiency Benchmarks, Grades 10-12. (See Alberta K-12 ESL Proficiency Benchmarks Grades 10 – 12, LP 1, 2, and 3 for illustrative examples.) Key: "Comp" means "Competency" in the charts below. Strands: L=Listening, S=Speaking, R=Reading, W=Writing.

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Guiding Questions (formerly: General Outcomes

1 How does development of receptive language skills of listening and reading, enable students to comprehend information and ideas related to course content?

2 How does development of expressive language skills of speaking and writing enable students to communicate information and ideas related to course content?

3 Canada's present - How does a strong understanding of Canada's present enable students to become active and responsible citizens, engaged in the democratic process, and effect change in their communities, society and world? What is Canada, the country like today? What does it mean to be a person living in Canada today? Geography - what is the geography of Canada and how does it shape the lives of individuals and groups in Canada? Economics - how do individuals and groups in Canada meet their needs and wants? Society - how are the identities of individuals and groups in Canada shaped by a pluralistic society? Politics - how is Canada governed and how does government support or restrict individuals and groups in Canada?

4 Canada's past - What are the historical understanding that have shaped individuals and groups living in Canada? Geography - how has Canadian geography changed over time and how has these changes shaped the lives of individuals and groups in Canada? Economics - how did different groups contribute to the economic development of Canada? Society - how and why did different groups and individuals move to and within Canada; what were the social impacts of migration on different groups and individuals; what social and economic barriers did these groups and individuals face? Politics - how did different groups and regions govern themselves in Canada and how has the role and function of Canadian government changed historically?

5 Canada's future - what roles and responsibilities do people living in Canada have, geographically, economically, socially and politically in shaping the future of Canada so that all individuals and groups can thrive and succeed?

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Learning Outcomes (formerly: Specific Outcomes)

1 How does development of receptive language skills of listening and reading, enable students to comprehend information and ideas related to course content?	**15-5 25-5**
1.1 LP1 - Linguistic Vocabulary | L - Understand some words, approximately 5000, including utility words, descriptive words, subject-specific words, and academic words with visual support	X
1.2 LP1 - Linguistic Vocabulary | R - Understand some words, approximately 5000, including utility words, descriptive words, and subject-specific vocabulary	X
1.3 LP2 - Linguistic Vocabulary | L - Understand more words, approximately 15,000, including utility words, descriptive words, subject-specific words, and academic words.	X
1.4 LP2 - Linguistic Vocabulary | R - Understand more words, approximately 15,000, including utility words, descriptive words, and subject-specific vocabulary	X
1.5 LP3 - Linguistic Vocabulary | L - Understand a range of words, approximately 25,000, including utility words, descriptive words, subject-specific words, academic words, and words with multiple meanings.	X
1.6 LP3 - Linguistic Vocabulary | R - Understand a range of words, approximately 25,000, through contextual cues.	X
1.7 LP1 - Linguistic Syntax | L - Understand subject-verb-object sentence structure in familiar contexts.	X
1.8 LP1 - Linguistic Syntax | R - Understand simple sentences	X
1.9 LP2 - Linguistic Syntax | L - Understand compound sentences in familiar contexts.	X
1.10 LP2 - Linguistic Syntax | R - Understand compound sentences and simple detailed sentences.	X
1.11 LP3 - Linguistic Syntax | L - Understand compound sentences and complex sentences in unfamiliar contexts	X

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1.12 LP3 - Linguistic Syntax | R - Understand complex sentences containing subordinate clauses, relative clauses, and conditional clauses.	X
1.13 LP1 - Strategic | L - Respond to literal questions with "what," "where," "when," "who" and "how many."	X
1.14 LP1 - Strategic | R - Decode familiar words and sight words.	X
1.15 LP1 - Strategic | L - Seek clarification by using familiar expressions.	X
1.16 LP1 - Strategic | R - Rely on pictures, familiar phrases, patterned sentences, context, shared experiences, and first language and culture to comprehend simple texts on familiar topics.	X
1.17 LP2 - Strategic | L - Respond to open-ended questions.	X
1.18 LP2 - Strategic | R - Decode word families, consonant blends, and long- and short-vowel sounds.	X
1.19 LP2 - Strategic | L - Seek clarification by restating, paraphrasing	X
1.20 LP2 - Strategic | R - Use rereading, reading on, contextual cues, and root-word recognition to comprehend texts on familiar topics.	X
1.21 LP3 - Strategic | L - Respond to hypothetical questions.	X
1.22 LP3 - Strategic | R - Decode root words, prefixes, suffixes, and vowel digraphs.	X
1.23 LP3 - Strategic | L - Seek clarification by asking questions.	X
1.24 LP3 - Strategic | R - Use predicting, inferencing, contextual cues, and/or affix analysis to understand texts on unfamiliar topics.	X
1.25 LP1 - Socio-Linguistic | L - Respond appropriately to common social expressions in formal and informal contexts.	X
1.26 LP1 - Socio-Linguistic | R - Understand the literal meaning of simple texts on familiar topics.	X

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1.27 LP2 - Socio-Linguistic | L - Respond appropriately to common social expressions, intonation, idiomatic expressions in formal and informal contexts.	X
1.28 LP2 - Socio-Linguistic | R - Understand common social expressions and figurative language in texts on familiar topics.	X
1.29 LP3 - Socio-Linguistic | L - Respond appropriately to slang, humour, common idioms, and common social expressions. Recognize register, intonation in a variety of contexts.	X
1.30 LP3 - Socio-Linguistic | R - Understand explicit social references, explicit cultural references, and figurative language in a variety of texts.	X
1.31 LP1 - Discourse | L - Understand familiar commands, two-step instructions, the gist of discussions and presentations containing phrases and simple related sentences connected with "and" and "then" on familiar topics with visual support.	X
1.32 LP1 - Discourse | R - Understand simple narratives and descriptive texts containing common conjunctions.	X
1.33 LP2 - Discourse | L - Understand the gist of discussions and presentations containing simple related sentences connected with common conjunctions, time markers, and sequence markers on familiar topics	X
1.34 LP2 - Discourse | R - Understand ideas in simple explanations and procedural texts connected with conjunctions, time markers, and sequence markers.	X
1.35 LP3 - Discourse | L - Understand main ideas, examples, clauses in detailed paragraphs connected with common cohesive devices in academic explanations.	X
1.36 LP3 - Discourse | R - Understand ideas in related paragraphs connected with cohesive devices indicating comparison and contrast; transition words.	X
1.37 LP1 - Auditory Discrimination | L - Recognize common contractions and distinguish minimal pairs in speech spoken at a slower rate.	X
1.38 LP2 - Auditory Discrimination | L - Understand contractions and familiar reduced speech.	X
1.39 LP3 - Auditory Discrimination | L - Understand rapid speech on familiar topics.	X

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1.40 LP1 - Fluency | R - Read word-by-word with some phrasing.	X
1.41 LP2 - Fluency | R - Read with some phrasing, rereading, sounding out of words, pausing to refer to visuals; substitution of unknown words with familiar words.	X
1.42 LP3 - Fluency | R - Read increasingly with expression and attention to common punctuation; meaningful word substitutions.	X

2 How does development of expressive language skills of speaking and writing enable students to communicate information and ideas related to course content?	**15-5 25-5**
2.1 LP1 - Linguistic Vocabulary | S - Use some words, approximately 5000, including utility words, descriptive words, and subject-specific words to express needs, express feelings, express preferences and respond to questions.	X
2.2 LP1 - Linguistic Vocabulary | W - Use some words, approximately 5000, including utility words, descriptive words and subject-specific words.	X
2.3 LP2 - Linguistic Vocabulary | S - Use more words, approximately 15,000, including utility words, descriptive words, subject-specific words to express ideas, ask and answers questions and make statements.	X
2.4 LP2 - Linguistic Vocabulary | W - Use more words, approximately 15,000, including utility words, descriptive words and subject-specific words.	X
2.5 LP3 - Linguistic Vocabulary | S - Use a range of words, approximately 25,000, including utility words, descriptive words, subject-specific words, and academic words to comment, state opinions, clarify and express agreement or disagreement.	X
2.6 LP3 - Linguistic Vocabulary | W - Use a range of words, approximately 25,000, including utility words, descriptive words, subject-specific words and academic words.	X
2.7 LP1 - Linguistic Grammar | S - Use common pronouns, adjectives, nouns, and verbs in present tense with errors and omissions.	X

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2.8 LP1 - Linguistic Grammar | W - Use familiar nouns, pronouns, adjectives, adverbs, prepositions, articles and verbs with tense errors and omissions	X
2.9 LP2 - Linguistic Grammar | S - Use regular plurals, possessives, prepositions, and verbs in continuous and simple past tenses with agreement and tense errors	X
2.10 LP2 - Linguistic Grammar | W - Use regular plurals, possessive pronouns, prepositional phrases, regular verbs in continuous and simple past tenses, and irregular verbs in continuous and simple past tenses with tense and usage errors.	X
2.11 LP3 - Linguistic Grammar | S - Use negatives, noun phrases, adjective phrases, irregular plurals, possessives, prepositions, and verbs in future continuous and irregular past tenses with some usage errors.	X
2.12 LP3 - Linguistic Grammar | W - Use negatives, irregular plurals, object pronouns, prepositions, regular verbs in past and future continuous tenses, and irregular verbs in past and future continuous tenses with occasional errors.	X
2.13 LP1 - Linguistic Syntax | S - Follow patterned sentences, phrases and subject-verb-object sentences.	X
2.14 LP1 - Linguistic Syntax | W - Write simple declarative sentences, negative sentences and question sentences using sentence frames.	X
2.15 LP2 - Linguistic Syntax | S - Use patterned and predictable affirmative and negative statements, questions and commands.	X
2.16 LP2 - Linguistic Syntax | W - Write simple compound sentences and simple detailed sentences.	X
2.17 LP3 - Linguistic Syntax | S - Add detail to affirmative and negative statements, questions and commands.	X
2.18 LP3 - Linguistic Syntax | W - Write a variety of compound sentences and complex sentences.	X
2.19 LP1 - Strategic | S - Use known phrases, simple questions and first-language translation.	X
2.20 LP1 - Strategic | W - Use copying, spelling from memory, words with similar sounds, sentence frames to spell familiar words, write ideas, complete patterned sentences and use basic punctuation.	X

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2.21 LP2 - Strategic | S - Use message replacement, everyday expressions and everyday questions.	X
2.22 LP2 - Strategic | W - Use familiar vocabulary, known phrases, common expressions, cognates, word lists, templates and models, and personal dictionary to find appropriate words, spell irregularly spelled words, distinguish homophones and homonyms and increase use of punctuation.	X
2.23 LP3 - Strategic | S - Use circumlocution and clarifying questions.	X
2.24 LP3 - Strategic | W - Use circumlocution, word substitution, format samples, visual dictionary, bilingual dictionary, and punctuation modelled in books to add descriptions to writing, make better word choices, confirm spelling and improve accuracy of punctuation.	X
2.25 LP1 - Socio-Linguistic | S - Use greetings, common courtesy expressions, and familiar social expressions to participate in social and classroom situations.	X
2.26 LP1 - Socio-Linguistic | W - Produce texts using familiar words, familiar phrases, sentence frames to complete forms, create graphic organizers and label diagrams.	X
2.27 LP2 - Socio-Linguistic | S - Use common expressions, slang, idioms and gestures to communicate with peers.	X
2.28 LP2 - Socio-Linguistic | W - Produce texts for specific purposes using templates, samples, story plans or graphic organizers.	X
2.29 LP3 - Socio-Linguistic | S - Use expressions, idioms, and common social references in appropriate contexts.	X
2.30 LP3 - Socio-Linguistic | W - Produce expository texts and narrative texts using knowledge of culturally appropriate forms and styles.	X
2.31 LP1 - Discourse | S - Connect familiar phrases and simple sentences with "and" to express needs, feelings and opinions.	X
2.32 LP1 - Discourse | W - Connect ideas in simple sentences using common conjunctions, common time markers and common sequence markers.	X

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2.33 LP2 - Discourse | S - Connect ideas using common conjunctions, time markers, and sequence markers to share ideas, ask questions, describe and explain.	X
2.34 LP2 - Discourse | W - Connect ideas in a basic paragraph using common conjunctions, time markers and sequence markers.	X
2.35 LP3 - Discourse | S - Connect ideas using conjunctions and prepositional phrases to elaborate, describe, sequence and explain.	X
2.36 LP3 - Discourse | W - Connect ideas in a three-paragraph narrative and a three-paragraph descriptive composition using transition words and subordinate conjunctions.	X
2.37 LP1 - Pronunciation | S - Approximate English rhythm and intonation in familiar and rehearsed activities, although pronunciation errors may interfere with meaning.	X
2.38 LP2 - Pronunciation | S - Demonstrate comprehensible pronunciation and appropriate intonation in familiar and rehearsed activities, although pronunciation errors may still occur.	X
2.39 LP3 - Pronunciation | S - Demonstrate comprehensible pronunciation and appropriate intonation in unfamiliar and unrehearsed activities, with occasional errors.	X
2.40 LP1 - Editing | W - Edit sentences for capitalization of names and words at the beginning of sentences, periods and regular spelling of familiar words.	X
2.41 LP2 - Editing | W - Edit and revise paragraphs for regular spelling, end punctuation, commas in lists and addition of detail.	X
2.42 LP3 - Editing | W - Edit and revise expository and narrative texts for capitalization of proper nouns, apostrophes, quotation marks, hyphens, dashes and commas, regular and irregular spelling, spelling of homophones and homonyms, and subject-verb agreement appropriate word choice addition of supporting details.	X

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3 Canada's present - How does a strong understanding of Canada's present enable students to become active and responsible citizens, engaged in the democratic process, and effect change in their communities, society and world? What is Canada, the country like today? What does it mean to be a person living in Canada today? Geography - what is the geography of Canada and how does it shape the lives of individuals and groups in Canada? Economics - how do individuals and groups in Canada meet their needs and wants? Society - how are the identities of individuals and groups in Canada shaped by a pluralistic society? Politics - how is Canada governed and how does government support or restrict individuals and groups in Canada?	**15-5 25-5**
3.1 Geography - identify and use geographical conventions, such as globes and atlases as representations; countries in relation to Canada; map legends, symbols and scale; longitude, latitude and time zones; climate regions; and political vs. physical maps to explain and represent global phenomena. Possible linguistic functions: summarize and inform.	X X
3.2 Geography - identify, label, and interpret a variety of physical, geographical, and political maps pertaining to Canada. Possible linguistic functions: summarize and inform, analyze.	X X
3.3 Geography - create, interpret, and analyze a variety of thematic maps to analyze economic and political issues. Possible linguistic functions: analyze, synthesize, evaluate.	X
3.4 Geography - identify then compare and contrast Canada's population density, distribution, and movement/migration. Possible linguistic functions: summarize and inform, compare and contrast.	X
3.5 Geography - identify and explain how physical geography influences human activities such as population density, employment opportunities, and climate effects and shape identity. Possible linguistic functions: summarize and inform, analyze, justify and persuade, synthesize and evaluate.	X
3.6 Geography - identify common ways that individuals show care and concern for the environment including recycling and energy conservation. Possible linguistic functions: summarize and inform; evaluate, cause and effect.	X

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3.7 Geography - describe the relationship between Canada's economy and quality of life in the diverse regions. Possible linguistic functions: summarize and inform, compare and contrast, cause and effect.	X
3.8 Geography - analyze how people in various communities depend on, adapt to, and change the environment in which they live and work. Possible linguistic functions: summarize and inform, analyze, synthesize, evaluate.	X
3.9 Geography - evaluate the impact of Canada's geographical boundaries/physical regions and political boundaries including provinces, territories, and First Nations on shaping identity. Possible linguistic functions: analyze, synthesize, evaluate	X X
3.10 Economics - identify the economic foundations of Canada including natural resources and manufacturing. Possible linguistic functions: summarize and inform.	X
3.11 Economics - describe the relationship between Canada's economy and quality of life in the diverse regions. Possible linguistic functions: summarize and inform, compare and contrast, cause and effect.	X
3.12 Economics - identify and evaluate the relationship between Canada and its trading partners including trade agreements. Possible linguistic functions: summarize and inform, analyze, synthesize, evaluate.	X
3.13 Society - Identify traditions, pastimes, attractions, and symbols of Canadian identity including flag, anthem, observances, and holidays. Possible linguistic functions: summarize and inform, compare and contrast, analyze.	X
3.14 Society - identify the diversity such as languages, cultures, ethno-cultural identity, age, physical and intellectual ability, gender, and sexual orientation represented in the school, community and Canada. Possible linguistic functions: summarize and inform.	X
3.15 Society - analyze the impact of pluralism, multiculturalism and immigration on individuals and groups in Canada. Possible linguistic functions: analyze, synthesize, evaluate.	X

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3.16 Society - compare and contrast the similarities and differences among Canadians living in different provinces and territories and/or in other countries. Possible linguistic functions: summarize and inform, compare and contrast.	X	X
3.17 Politics - describe the structure of the federal government, including municipal, provincial, and federal levels; executive, legislative and judicial branches; parliamentary systems. Possible linguistic functions: summarize and inform; compare and contrast, classify.	X	X
3.18 Politics - describe the function, i.e., roles and responsibilities, of the three levels of government, such as education, health care, the legal system, Rights and Responsibilities, policy decisions, taxes and laws. Possible linguistic functions: summarize and inform; compare and contrast, classify.	X	X
3.19 Politics - explain the significance of important constitutional documents such as the BNA Act, Constitution, Charter of Rights and Freedoms, Constitution. Possible linguistic functions: summarize and inform, analyze, evaluate.		X
3.20 Politics - describe the rights, privileges, and responsibilities of Canadian citizenship. Possible linguistic functions: summarize and inform.	X	X
3.21 Politics - identify and interpret concepts and practices of democracy and responsible citizenship such as elections, government processes. Possible linguistic functions: summarize and inform; analyze, synthesize, evaluate.	X	X

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4 Canada's past - What are the historical understanding that have shaped individuals and groups living in Canada? Geography - how has Canadian geography changed over time and how has these changes shaped the lives of individuals and groups in Canada? Economics - how did different groups contribute to the economic development of Canada? Society - how and why did different groups and individuals move to and within Canada; what were the social impacts of migration on different groups and individuals; what social and economic barriers did these groups and individuals face? Politics - how did different groups and regions govern themselves in Canada and how has the role and function of Canadian government changed historically?	**15-5 25-5**
4.1 Geography - identify and explain changes to the political boundaries of Canada over time, such as from pre-First Contact's "Turtle Island", to Upper/Lower Canada, to Confederation, to present day. Possible linguistic functions: summarize and inform, sequence and order, synthesize, evaluate.	X
4.2 Geography - identify and explain key events in Canada's history that changed the geographical boundaries of Canada, including Confederation, CPR and creation of territories. Possible linguistic functions: summarize and inform, sequence and order, synthesize, evaluate.	X
4.3 Geography - analyze the relationship between the changes to Canada's political boundaries and the movement of peoples such as the impact of expansion, immigration, migration, economic development, displacement, Treaties, and reservations on various individuals and groups. Possible linguistic functions: compare and contrast, analyze, synthesize, evaluate, cause and effect.	X
4.4 Economics - identify and explore reasons for the exploration and settlement of Canada. Possible linguistic functions: summarize and inform, sequence and order, analyze.	X X
4.5 Economics - analyze key events in Canada's history that changed Canada's economy, such as Treaties, Canadian Pacific Railway and immigration. Possible linguistic functions: summarize and inform, sequence and order, synthesize, analyze, evaluate.	X

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4.6 Society - describe the historical way of life of Indigenous peoples prior to settlement, such as how they lived, governed themselves and organized society. Possible linguistic functions: summarize and inform, compare and contrast.	X
4.7 Society - identify and explain key events in Canada's history that changed social aspects of Canada and affected Canadian identity, such as settlement, British/French influences and conflicts, confederation, expansion of provinces and territories, world wars, residential schools, immigration and internment camps. Possible linguistic functions: summarize and inform, sequence and order, synthesize, evaluate.	X
4.8 Society - analyze the presence and influence of diverse groups on Canada's culture and identity such as First Nations, Francophones, immigrant groups, bilingualism and multiculturalism. Possible linguistic functions: analyze, evaluate, cause and effect.	X
4.9 Politics - identify and explain key events in Canada's history that changed the way different groups and regions governed themselves, such as Colonial structures/breakdowns of Canada, Post Confederation and geographical growth of Canada. Possible linguistic functions: summarize and inform, sequence and order, synthesize, evaluate.	X
4.10 Politics - analyze the experiences of diverse groups and individuals in Canada and the policies that have developed as a result, such as Reconciliation/TRC and apology to internment camp groups.	X

5 Canada's future - what roles and responsibilities do people living in Canada have, geographically, economically, socially and politically in shaping the future of Canada so that all individuals and groups can thrive and succeed?	**15-5 25-5**
5.1 Geography - hypothesize on the impacts of potential changes to Canada's current political boundaries to individuals and groups living in Canada such as Quebec Separatism, Western Alienation, Arctic Ocean dispute and globalism. Possible linguistic functions: analyze, infer / predict / hypothesize, synthesize, evaluate, cause and effect.	X

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5.2 Economics - hypothesize on the impacts of a green economy, such as solar power and wind versus a fossil-fuel-reliant economy on individuals and groups living in Canada. Possible linguistic functions: analyze, infer / predict / hypothesize, synthesize, evaluate, cause and effect.	X
5.3 Society - hypothesize on the impacts of Canada's ever-changing pluralistic society on identity and quality of life for individuals and groups living in Canada. Possible linguistic functions: analyze, infer / predict / hypothesize, synthesize, evaluate, cause and effect.	X
5.4 Politics - hypothesize on the impact of possible changes to the current Government structures and functions of Canada including the Queen as Head of State, party systems, voting systems, Rights and Responsibilities, Official Bilingualism, language laws, legal system, Quebec Separatism, Western Alienation, Reconciliation and immigration. Possible linguistic functions: analyze, infer / predict / hypothesize, synthesize, evaluate, cause and effect.	X

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

No required equipment specified.

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Learning and Teaching Resources

No required resources.

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

No directly related health and safety risks.

Risk Management Strategy

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Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

• Social Studies 10-3

Identified Overlap/Similarity

The learning outcomes overlap with some of the topics in Social Studies 10-3 related to Canadian geography, government and identity.

Reasoning as to Why LDC Is Necessary

The language skills and social studies conceptual understandings acquired in ESL Introduction to Canadian Studies 15, 25 bridge the gap for ELLs and form the foundation for success in future social studies courses. Once language and conceptual bases have been established through these courses, students will be able to enter into Alberta Education Social Studies programming. Students will continue to require differentiated instruction focused on academic language development in future social studies courses.

Locally Developed Courses with Overlap and/or Similarity

• ESL Introduction to Science 15, 25.

Identified Overlap/Similarity

The language learning outcomes overlap with ESL Introduction to Science 15, 25 because the language objectives are based on the Alberta K-12 ESL Proficiency Benchmarks, which apply to both courses.

Reasoning as to Why LDC Is Necessary

The language skills and social studies conceptual understandings acquired in ESL Introduction to Canadian Studies 15, 25 bridge the gap for ELLs and form the foundation for success in future social studies courses. Once language and conceptual bases have been established through these courses, students will be able to enter into Alberta Education Social Studies programming. Students will continue to require differentiated instruction focused on academic language development in future social studies courses.

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Student Assessment

Ongoing language assessment in relation to the Alberta K-12 ESL Proficiency Benchmarks informs teaching and learning throughout this course.

Course Approval Implementation and Evaluation

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LOCALLY DEVELOPED COURSE OUTLINE

ESL Introduction to Science (2019)1
ESL Introduction to Science (2019)2

Submitted By:

Horizon School Division No. 67

Submitted On:

Jul. 22, 2019

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Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-5	125.00	09/01/2019	08/31/2023	Acquired	Reauthorization	G10
25-5	125.00	09/01/2019	08/31/2023	Acquired	Reauthorization	G10

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Course Description

The primary goal of ESL Introduction to Science 15, 25 is to provide English Language Learners (ELLs) with the opportunity to build communicative competence with the English language while attaining the scientific awareness needed to function as contributing members of society.

Communicative Competence

Communicative Competence is the ability to communicate successfully in any context, be it social, academic, oral, or written (Alberta Education). Communicative competence is required for success in life, work, and continued learning. Canale and Swain (1980) offer a model of language proficiency that outlines the four communicative areas that contribute to communicative competence: linguistic, strategic, sociolinguistic and discourse for each of the four language strands: listening, speaking, reading and writing.

Please note that the following descriptions and examples are not exhaustive. Visit LearnAlberta for a more detailed explanation and examples of communicative competence.

Linguistic Competency:

Understanding and using vocabulary, language conventions (grammar, punctuation, spelling) and syntax (sentence structure).

Strategic Competency:

Using techniques to overcome language gaps, plan and assess the effectiveness of communication, achieve conversational fluency and modify text for audience and purpose.

Socio-Linguistic Competency:

Having an awareness of social rules of language (e.g., formality, politeness, directness), nonverbal behaviours and cultural references (e.g., idioms, expressions, background

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knowledge)

Discourse:

Understanding how ideas are connected through patterns of organization and cohesive and transitional devices

Additionally, each language strand has a strand-specific competency. The strand-specific competencies are as follows:

Listening: auditory discrimination

Speaking: pronunciation

Reading: fluency

Writing: editing

The English Language Development Framework

Dutro & Moran's English Language Development (ELD) framework (2003) provides a pedagogical structure to support the development of communicative competence within content area learning. Explicit language instruction based on the function (or purpose) of language in the lesson or task forms the foundation of this instructional approach. Linguistic functions are often identified through the learning outcomes of the course (e.g., describe, analyze, persuade). Vocabulary (subject-specific and academic) and forms (grammar, sentence structures, and text organization) required to communicate these functions are explicitly taught and practiced in meaningful and authentic learning experiences to develop fluency in usage.

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The ELD framework is applied to intellectually engaging tasks that are situated within a broader instructional approach of personalized learning and cultural responsiveness. ELD is comprised of the following components:

1. Explicit language instruction

 targets the communicative competencies outlined in the Alberta K-12 ESL Proficiency Benchmarks

 focuses on the language function, vocabulary and forms necessary to access the content objective/task demands and provides practice and ongoing language-specific feedback to build fluency.

2. Frontloading challenging vocabulary and linguistic structures to render content understandable

3. Capitalizing on the teachable language learning moments.

4. Ongoing assessment based on the Alberta K-12 Proficiency Benchmarks that informs next steps in teaching and learning.

Note: Possible linguistic functions have been identified for the specific learning outcomes for this course.

Adjusting Scaffolds as Language Develops

As students gain autonomy in using academic language fluently and accurately, language instruction and learner scaffolds are adjusted accordingly. For example, a beginner ELL may rely strongly on visuals, realia, and first language translation when acquiring subject-specific vocabulary, whereas an intermediate ELL may be able to understand the meaning of the word through a description of the target word that uses familiar English synonyms.

Academic Language – The Language of Success for All

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Academic language is the language used to access and engage with Programs of Study. Proficiency in academic language requires students to comprehend and produce increasingly complex vocabulary, grammar, sentence structures and text organization. Students who acquire a high level of proficiency in academic language experience greater success in school and beyond. As such, explicit instruction in academic language benefits all learners, both ELLs and native English speakers.

This course requires the use of a high school science lab and high school science equipment. As with all Science courses, teachers should refer to Health and Safety in the Science Classroom: Kindergarten to Grade 12 (2019) from Alberta Education to inform their practice regarding the health and safety of themselves and their students.

Course Prerequisites

No prerequisite.

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Sequence Introduction (formerly: Philosophy)

ESL Introduction to Science 15, 25 develop students' academic English language proficiency through scientific concepts and processes. This goal is achieved through the implementation of the English Language Development (ELD) framework, an instructional approach to explicit language instruction within content area learning. Students will use their growing proficiency with language functions, forms, and vocabulary to explore and develop a range of scientific concepts and skills. Targeted language functions in this course are drawn from and connected to Alberta Science Program of Study.

The content for Science 15, 25 is organized around essential understandings and the following guiding questions:

 Receptive Language: How does development of receptive language skills (listening and reading) enable students to comprehend information and ideas related to course content?

 Expressive Language: How does development of expressive language skills (speaking and writing) enable students to communicate information and ideas related to course content?

 Scientific Inquiry: What are the characteristics of scientific understanding?

 Life Science: What are the characteristics of living things? How do living things adapt to changes over time?

 Chemistry: What is matter? How does matter react when combined?

 Physical Science: How does energy affect the movement of objects?

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Student Need (formerly: Rationale)

ELLs face language-related barriers to achievement in science due to the extensive use of subject-specific vocabulary, the complexity of discourse (e.g., text structures), grammatical structures (e.g., nominalization) and language functions in the discipline. ELLs may also face content-related barriers due to limited background knowledge in science and the scientific method. These courses support ELLs who are attempting to catch up to a moving target, namely, native-speakers of English whose academic language and literacy skills are increasing significantly from one grade level to the next.

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Scope and Sequence (formerly: Learner Outcomes)

Developing communicative competence supports students to grow their science-related knowledge, skills, attitudes, and literacy thereby enabling students to make informed decisions, solve problems and critically address science-related societal, economic, ethical and environmental issues.

The content for ESL Introduction to Science 15, 25 is organized around essential understandings and the following guiding questions:

 Receptive Language: How does development of receptive language skills (listening and reading) enable students to comprehend information and ideas related to course content?

 Expressive Language: How does development of expressive language skills (speaking and writing) enable students to communicate information and ideas related to course content?

 Scientific Inquiry: What are the characteristics of scientific understanding?

 Life Science: What are the characteristics of living things? How do living things adapt to changes over time?

 Chemistry: What is matter? How does matter react when combined?

 Physical Science: How does energy affect the movement of objects?

NOTE: Language outcomes are derived directly from the Alberta K-12 ESL Proficiency Benchmarks, Grades 10-12. (See Alberta K-12 ESL Proficiency Benchmarks Grades 10 – 12, LP 1, 2, and 3 for illustrative examples.)

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Key: “Comp” means “Competency” in the charts below. Strands: L=Listening, S=Speaking, R=Reading, W=Writing.

Guiding Questions (formerly: General Outcomes

1 Receptive Language: How does development of receptive language skills (listening and reading) enable students to comprehend information and ideas related to course content?

2 Expressive Language: How does development of expressive language skills (speaking and writing) enable students to communicate information and ideas related to course content?

3 Scientific Inquiry: What are the characteristics of scientific understanding?

4 Life Science: What are the characteristics of living things? How do living things adapt to changes over time?

5 Chemistry: What is matter? How does matter react when combined?

6 Physical Science: How does energy affect the movement of objects?

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Learning Outcomes (formerly: Specific Outcomes)

1 Receptive Language: How does development of receptive language skills (listening and reading) enable students to comprehend information and ideas related to course content?	**15-5 25-5**
1.1 LP1 - Linguistic Vocabulary | L - Understand some words, approximately 5000, including utility words, descriptive words, subject-specific words and academic words with visual support.	X
1.2 LP1 - Linguistic Vocabulary | R - Understand some words, approximately 5000, including utility words, descriptive words and subject-specific vocabulary.	X
1.3 LP2 - Linguistic Vocabulary | L - Understand more words, approximately 15,000, including utility words, descriptive words, subject-specific words and academic words.	X
1.4 LP2 - Linguistic Vocabulary | R - Understand more words, approximately 15,000, including utility words, descriptive words and subject-specific vocabulary.	X
1.5 LP3 - Linguistic Vocabulary | L - Understand a range of words, approximately 25,000, including utility words, descriptive words, subject-specific words, academic words and words with multiple meanings.	X
1.6 LP3 - Linguistic Vocabulary | R - Understand a range of words, approximately 25,000, through contextual cues.	X
1.7 LP1 - Linguistic Syntax | L - Understand subject-verb-object sentence structure in familiar contexts.	X
1.8 LP1 - Linguistic Syntax | R - Understand simple sentences.	X
1.9 LP2 - Linguistic Syntax | L - Understand compound sentences in familiar contexts.	X
1.10 LP2 - Linguistic Syntax | R - Understand compound sentences and simple detailed sentences.	X

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1.11 LP3 - Linguistic Syntax | L - Understand compound sentences and complex sentences in unfamiliar contexts	X
1.12 LP3 - Linguistic Syntax | R - Understand complex sentences containing subordinate clauses, relative clauses and conditional clauses.	X
1.13 LP1 - Strategic | L - Respond to literal questions with "what," "where," "when," "who" and "how many."	X
1.14 LP1 - Strategic | R - Decode familiar words and sight words.	X
1.15 LP1 - Strategic | L - Seek clarification by using familiar expressions.	X
1.16 LP1 - Strategic | R - Rely on pictures, familiar phrases, patterned sentences, context, shared experiences and first language and culture to comprehend simple texts on familiar topics.	X
1.17 LP2 - Strategic | L - Respond to open-ended questions.	X
1.18 LP2 - Strategic | R - Decode word families, consonant blends and long- and short-vowel sounds.	X
1.19 LP2 - Strategic | L - Seek clarification by restating, paraphrasing.	X
1.20 LP2 - Strategic | R - Use rereading, reading on, contextual cues and root-word recognition to comprehend texts on familiar topics.	X
1.21 LP3 - Strategic | L - Respond to hypothetical questions.	X
1.22 LP3 - Strategic | R - Decode root words, prefixes, suffixes and vowel digraphs.	X
1.23 LP3 - Strategic | L - Seek clarification by asking questions.	X
1.24 LP3 - Strategic | R - Use predicting, inferencing, contextual cues, and/or affix analysis to understand texts on unfamiliar topics.	X
1.25 LP1 - Socio-Linguistic | L - Respond appropriately to common social expressions in formal and informal contexts.	X

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1.26 LP1 - Socio-Linguistic | R - Understand the literal meaning of simple texts on familiar topics.	X
1.27 LP2 - Socio-Linguistic | L - Respond appropriately to common social expressions, intonation, idiomatic expressions in formal and informal contexts.	X
1.28 LP2 - Socio-Linguistic | R - Understand common social expressions and figurative language in texts on familiar topics.	X
1.29 LP3 - Socio-Linguistic | L - Respond appropriately to slang, humour, common idioms and common social expressions. Recognize register, intonation in a variety of contexts.	X
1.30 LP3 - Socio-Linguistic | R - Understand explicit social references, explicit cultural references and figurative language in a variety of texts.	X
1.31 LP1 - Discourse | L - Understand familiar commands, two-step instructions, the gist of discussions and presentations containing phrases and simple related sentences connected with "and" and "then" on familiar topics with visual support.	X
1.32 LP1 - Discourse | R - Understand simple narratives and descriptive texts containing common conjunctions.	X
1.33 LP2 - Discourse | L - Understand the gist of discussions and presentations containing simple related sentences connected with common conjunctions, time markers, and sequence markers on familiar topics.	X
1.34 LP2 - Discourse | R - Understand ideas in simple explanations and procedural texts connected with conjunctions, time markers and sequence markers.	X
1.35 LP3 - Discourse | L - Understand main ideas, examples, clauses in detailed paragraphs connected with common cohesive devices in academic explanations.	X
1.36 LP3 - Discourse | R - Understand ideas in related paragraphs connected with cohesive devices indicating comparison and contrast; transition words.	X
1.37 LP1 - Auditory Discrimination | L - Recognize common contractions and distinguish minimal pairs in speech spoken at a slower rate.	X
1.38 LP2 - Auditory Discrimination | L - Understand contractions and familiar reduced speech.	X

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1.39 LP3 - Auditory Discrimination | L - Understand rapid speech on familiar topics.	X
1.40 LP1 - Fluency | R - Read word-by-word with some phrasing.	X
1.41 LP2 - Fluency | R - Read with some phrasing, rereading, sounding out of words, pausing to refer to visuals; substitution of unknown words with familiar words.	X
1.42 LP3 - Fluency | R - Read increasingly with expression and attention to common punctuation; meaningful word substitutions.	X

2 Expressive Language: How does development of expressive language skills (speaking and writing) enable students to communicate information and ideas related to course content?	**15-5 25-5**
2.1 LP1 - Linguistic Vocabulary | S - Use some words, approximately 5000, including utility words, descriptive words, and subject-specific words to express needs, express feelings, express preferences and respond to questions.	X
2.2 LP1 - Linguistic Vocabulary | W - Use some words, approximately 5000, including utility words, descriptive words and subject-specific words.	X
2.3 LP2 - Linguistic Vocabulary | S - Use more words, approximately 15,000, including utility words, descriptive words, subject-specific words to express ideas, ask and answers questions and make statements.	X
2.4 LP2 - Linguistic Vocabulary | W - Use more words, approximately 15,000, including utility words, descriptive words and subject-specific words.	X
2.5 LP3 - Linguistic Vocabulary | S - Use a range of words, approximately 25,000, including utility words, descriptive words, subject-specific words, and academic words to comment, state opinions, clarify and express agreement or disagreement.	X
2.6 LP3 - Linguistic Vocabulary | W - Use a range of words, approximately 25,000, including utility words, descriptive words, subject-specific words and academic words.	X

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2.7 LP1 - Linguistic Grammar | S - Use common pronouns, adjectives, nouns, and verbs in present tense with errors and omissions.	X
2.8 LP1 - Linguistic Grammar | W - Use familiar nouns, pronouns, adjectives, adverbs, prepositions, articles and verbs with tense errors and omissions.	X
2.9 LP2 - Linguistic Grammar | S - Use regular plurals, possessives, prepositions, verbs in continuous and simple past tenses with agreement and tense errors.	X
2.10 LP2 - Linguistic Grammar | W - Use regular plurals, possessive pronouns, prepositional phrases, regular verbs in continuous and simple past tenses, irregular verbs in continuous and simple past tenses with tense and usage errors.	X
2.11 LP3 - Linguistic Grammar | S - Use negatives, noun phrases, adjective phrases, irregular plurals, possessives, prepositions, verbs in future continuous and irregular past tenses with some usage errors.	X
2.12 LP3 - Linguistic Grammar | W - Use negatives, irregular plurals, object pronouns, prepositions, regular verbs in past and future continuous tenses, and irregular verbs in past and future continuous tenses with occasional errors.	X
2.13 LP1 - Linguistic Syntax | S - Follow patterned sentences, phrases, and subject-verb-object sentences.	X
2.14 LP1 - Linguistic Syntax | W - Write simple declarative sentences, negative sentences and question sentences using sentence frames.	X
2.15 LP2 - Linguistic Syntax | S - Use patterned and predictable affirmative and negative statements, questions and commands.	X
2.16 LP2 - Linguistic Syntax | W - Write simple compound sentences and simple detailed sentences.	X
2.17 LP3 - Linguistic Syntax | S - Add detail to affirmative and negative statements, questions and commands.	X
2.18 LP3 - Linguistic Syntax | W - Write a variety of compound sentences and complex sentences.	X
2.19 LP1 - Strategic | S - Use known phrases, simple questions and first-language translation.	X

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2.20 LP1 - Strategic | W - Use copying, spelling from memory, words with similar sounds, sentence frames to spell familiar words, write ideas, complete patterned sentences and use basic punctuation.	X
2.21 LP2 - Strategic | S - Use message replacement, everyday expressions and everyday questions.	X
2.22 LP2 - Strategic | W - Use familiar vocabulary, known phrases, common expressions, cognates, word lists, templates and models, personal dictionary to find appropriate words, spell irregularly spelled words, distinguish homophones and homonyms and increase use of punctuation.	X
2.23 LP3 - Strategic | S - Use circumlocution and clarifying questions.	X
2.24 LP3 - Strategic | W - Use circumlocution, word substitution, format samples, visual dictionary, bilingual dictionary, and punctuation modelled in books to add descriptions to writing, make better word choices, confirm spelling and improve accuracy of punctuation.	X
2.25 LP1 - Socio-Linguistic | S - Use greetings, common courtesy expressions, familiar social expressions to participate in social and classroom situations.	X
2.26 LP1 - Socio-Linguistic | W - Produce texts using familiar words, familiar phrases, sentence frames to complete forms, create graphic organizers and label diagrams.	X
2.27 LP2 - Socio-Linguistic | S - Use common expressions, slang, idioms and gestures to communicate with peers.	X
2.28 LP2 - Socio-Linguistic | W - Produce texts for specific purposes using templates, samples, story plans or graphic organizers.	X
2.29 LP3 - Socio-Linguistic | S - Use expressions, idioms, and common social references in appropriate contexts.	X
2.30 LP3 - Socio-Linguistic | W - Produce expository texts and narrative texts using knowledge of culturally appropriate forms and styles.	X
2.31 LP1 - Discourse | S - Connect familiar phrases and simple sentences with "and" to express needs, feelings, and opinions.	X

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2.32 LP1 - Discourse | W - Connect ideas in simple sentences using common conjunctions, common time markers and common sequence markers.	X
2.33 LP2 - Discourse | S - Connect ideas using common conjunctions, time markers, and sequence markers to share ideas, ask questions, describe and explain.	X
2.34 LP2 - Discourse | W - Connect ideas in a basic paragraph using common conjunctions, time markers and sequence markers.	X
2.35 LP3 - Discourse | S - Connect ideas using conjunctions and prepositional phrases to elaborate, describe, sequence and explain.	X
2.36 LP3 - Discourse | W - Connect ideas in a three-paragraph narrative and a three-paragraph descriptive composition using transition words and subordinate conjunctions.	X
2.37 LP1 - Pronunciation | S - Approximate English rhythm and intonation in familiar and rehearsed activities, although pronunciation errors may interfere with meaning.	X
2.38 LP2 - Pronunciation | S - Demonstrate comprehensible pronunciation and appropriate intonation in familiar and rehearsed activities, although pronunciation errors may still occur.	X
2.39 LP3 - Pronunciation | S - Demonstrate comprehensible pronunciation and appropriate intonation in unfamiliar and unrehearsed activities, with occasional errors.	X
2.40 LP1 - Editing | W - Edit sentences for capitalization of names and words at the beginning of sentences, periods and regular spelling of familiar words.	X
2.41 LP2 - Editing | W - Edit and revise paragraphs for regular spelling, end punctuation, commas in lists and addition of detail.	X
2.42 LP3 - Editing | W - Edit and revise expository and narrative texts for capitalization of proper nouns, apostrophes, quotation marks, hyphens, dashes and commas, regular and irregular spelling, spelling of homophones and homonyms and subject-verb agreement appropriate word choice addition of supporting details.	X

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3 Scientific Inquiry: What are the characteristics of scientific understanding?	**15-5 25-5**
3.1 Engage in collaborative scientific inquiry to explain and apply scientific concepts. Possible linguistic functions: summarize and inform, justify and explain.	X X
3.2 Identify and demonstrate science safety rules including Workplace Hazardous Materials Information System WHMIS for school laboratories. Possible linguistic functions: summarize and inform.	X X
3.3 Ask questions. Possible linguistic functions: inquiry/seek information.	X X
3.4 Formulate a hypothesis. Possible linguistic functions: hypothesize.	X X
3.5 Identify controlled, manipulated and responding variables. Possible linguistic functions: seek information, summarize and inform, compare and contrast, classify.	X
3.6 Design an experiment and determine controlled, manipulated and responding variables. Possible linguistic functions: inquiry/seek information, analyze.	X
3.7 Investigate and test scientific principles and their applications, using models or appropriate tools, for example a microscope. Possible linguistic functions: inquiry, evaluate.	X X
3.8 Gather, organize and present experimental data, graphically, if applicable. Possible linguistic functions: seek information, summarize and inform.	X X
3.9 Analyze and assess experimental data and evaluate model design when appropriate. Possible linguistic functions: analyze, synthesize, evaluate.	X X
3.10 Draw conclusions based on experimental data and explain how evidence gathered support or refutes the initial hypothesis. Possible linguistic functions: summarize, synthesize, justify and persuade, infer.	X X
3.11 Reflect on scientific method and pose further questions. Possible linguistic functions: inquire, evaluate.	X X
3.12 Identify and debate multiple-perspectives on scientific issues using evidence. Possible linguistic functions: seek information, justify and persuade.	X

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4 Life Science: What are the characteristics of living things? How do living things adapt to changes over time?	**15-5 25-5**
4.1 Describe the characteristics of living things. Possible linguistic functions: inform, classify.	X
4.2 Describe the basic structure and function of systems in animals, including human nervous, circulatory, respiratory, digestive systems. Possible linguistic functions: inform, compare and contrast, classify.	X
4.3 Describe lifestyle factors that contribute to good health. Possible linguistic functions: inform, compare and contrast.	X
4.4 Classify common plants and animals. Possible linguistic functions: summarize and inform, classify.	X
4.5 Investigate and describe the history of the cell theory. Possible linguistic functions: inquiry and seek information, sequence / order, summarize and inform.	X
4.6 Using a diagram, identify and describe the function of cell organelles. Possible linguistic functions: summarize and inform.	X
4.7 Compare and contrast plant and animal cells. Possible linguistic functions: compare and contrast.	X
4.8 Using the appropriate tool, apply laboratory skills to observe and record scientific observations (microscope, hand lens). Possible linguistic functions: summarize and inform.	X X
4.9 Using a microscope, identify visible cell organelles. Possible linguistic functions: summarize and inform, classify.	X
4.10 Compare and contrast passive transport, including osmosis and diffusion, and active transport, including carrier and channel proteins, in relation to semi-permeable membranes. Possible linguistic functions: compare and contrast.	X
4.11 Identify and describe the interactions of organisms, including humans, in an ecosystem, including food web, habitat characteristics, needs, adaptations. Possible linguistic functions: summarize and inform.	X
4.12 Explain seasonal change and animal and human adaptations to seasonal change. Possible linguistic functions: inform, compare and contrast, cause and effect.	X

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4.13 Investigate and interpret diversity within species and among species with a focus on adaptations. Possible linguistic functions: inquiry, classify, analyze, synthesize, evaluate, cause and effect.	X

5 Chemistry: What is matter? How does matter react when combined?	**15-5 25-5**
5.1 Investigate and describe the history of the particle model of matter. Possible linguistic functions: inquire, inform.	X
5.2 Investigate and describe the properties of states of matter, including water, methanol, ethanol as solids, liquids and gases and associated changes of state. Possible linguistic functions: inquire, inform.	X
5.3 Describe the heating curve of water. Possible linguistic functions: seek info and inform.	X
5.4 Estimate and accurately measure, such as volume, mass, density, pH, temperature using the appropriate tool, including beakers, graduated cylinders, scales, litmus paper, thermometers. Possible linguistic functions: inform, predict.	X X
5.5 Explain concepts related to heat and heat transfer, including temperature scales Celsius and Kelvin, conduction, convection, radiation. Possible linguistic functions: inform, compare and contrast.	X
5.6 Explain physical and chemical properties in everyday materials. Possible linguistic functions: inform, compare and contrast.	X
5.7 Investigate and describe subatomic particles, including electrons, protons, neutrons. Possible linguistic functions: seek information, inform, compare and contrast.	X
5.8 Examine and evaluate patterns in the first 18 elements of the periodic table including nomenclature, atomic symbol, atomic mass, atomic number, ionic charge, chemical properties of groups and families. Possible linguistic functions: summarize and inform, classify.	X
5.9 Investigate nomenclature of elements and compounds and apply to classification of pure substances or mixtures. Possible linguistic functions: classify, analyze.	X

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5.10 Investigate chemical nomenclature of compounds, both molecular and ionic. Possible linguistic functions: inform, compare and contrast, classify, analyze.	X
5.11 Investigate and describe the properties of acids and bases. Possible linguistic functions: inquire and seek info, inform, compare and contrast.	X
5.12 Investigate and describe chemical reactions to identify reactants and products in chemical or physical changes. Possible linguistic functions: inquire and seek information, inform, compare and contrast, cause and effect.	X
5.13 Investigate different types of chemical reactions, such as acid, base, endothermic, exothermic. Possible linguistic functions: inquire, inform, classify.	X
5.14 Represent chemical reactions with word equations and chemical formulas. Possible linguistic functions: sequence/order, problem solve.	X
5.15 Balance chemical reactions. Possible linguistic functions: sequence/order, problem solve.	X
5.16 Using the appropriate tool, apply laboratory skills to observe and record scientific observations, including beakers, graduated cylinders, spot plates. Possible linguistic functions: summarize and inform.	X X

6 Physical Science: How does energy affect the movement of objects?	**15-5 25-5**
6.1 Use appropriate scientific, SI, notation. Possible linguistic functions: classify, analyze.	X X
6.2 Identify, describe and interpret examples of mechanical, chemical, thermal, electrical and light energy. Possible linguistic functions: inform, classify, compare and contrast, analyze.	X
6.3 Describe the use, production and impact of common sources of renewable and non-renewable energy. Possible linguistic functions: summarize and inform, compare and contrast, analyze and evaluate, cause and effect.	X
6.4 Investigate and explain kinetic and potential energy. Possible linguistic functions: inquire and seek information, summarize and inform.	X X

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6.5 Investigate and explain the electromagnetic radiation spectrum. Possible linguistic functions: inquire and seek information, summarize and inform.	X	X
6.6 Investigate and describe evidence of energy transfer and transformation. Possible linguistic functions: inquire and seek information, summarize and inform, compare and contrast.		X
6.7 Evaluate the efficiency of energy conversions. Possible linguistic functions: analyze, evaluate.		X
6.8 Explain common movement and forces, including friction, magnetism, structural stresses, gravity. Possible linguistic functions: inform, compare and contrast.		X
6.9 Compile and display evidence and information in a variety of formats, such as diagrams, flow charts, tables, graphs, scatterplots. Possible linguistic functions: analyze, synthesize.	X	X
6.10 Interpret patterns and trends in data. Possible linguistic functions: analyze, infer.	X	X

Facilities or Equipment

Facility

Access to high school science laboratory space is required for this course.

Facilities:

Equipment

Access to high school science laboratory equipment is required for this course.

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Learning and Teaching Resources

No required resources

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

As with all Science courses, teachers should refer to Health and Safety in the Science Classroom: Kindergarten to Grade 12 (2019) from Alberta Education to inform their practice regarding the health and safety of themselves and their students

Risk Management Strategy

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Statement of Overlap with Existing Programs

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Provincial Courses with Overlap and/or Similarity

Science 14

Science 10

Identified Overlap/Similarity

Some of the science-related learning outcomes in this course overlap slightly with Science 14 or Science 10 learning outcomes.

Reasoning as to Why LDC Is Necessary

Science 10 and Science 14 emphasize the study of concepts from a very specific scientific perspective mainly to native English speakers or LP4 or LP5 ELLs in order to focus on science education. The ESL Introduction to Science 15, 25 courses are necessary to allow LP1, LP2 and LP3 ELLs to learn foundational scientific concepts and skills while simultaneously learning English, in order to be successful in further high school science courses.

Locally Developed Courses with Overlap and/or Similarity

ESL Introduction to Canadian Studies 15, 25.

Identified Overlap/Similarity

The language learning outcomes in this course overlap with ESL Introduction to Canadian Studies 15, 25 because the language learning outcomes are based on the Alberta K-12 ESL Proficiency Benchmarks, which apply to both courses.

Reasoning as to Why LDC Is Necessary

The language skills, conceptual understandings and procedural knowledge acquired in ESL Introduction to Science 15, 25 bridge the gap for ELLs and form the foundation for success in future science courses. Once knowledge of scientific language, concepts and procedures have been established through these courses, students will be able to enter into Alberta Education Science programming. Students will continue to require differentiated instruction focused on academic language development in future science courses.

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Student Assessment

Ongoing language assessment in relation to the Alberta K-12 ESL Proficiency Benchmarks informs teaching and learning throughout this course.

Assessment practice shall be in accordance with Horizon School Division Policy HK: Student Assessment, Reporting and Evaluation.

Course Approval Implementation and Evaluation

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LOCALLY DEVELOPED COURSE OUTLINE

Fire Rescue Services (2019)15-3

Submitted By:

Horizon School Division No. 67

Submitted On:

Jul. 22, 2019

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Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	09/01/2019	08/31/2023	Acquired	Authorization	G10

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Course Description

Fire Rescue Services 15 provides students with an opportunity to develop an awareness of and experience the role of a firefighter. This course allows students to investigate potential careers in fire rescue services and qualifications for entry. Fire Rescue Services 15 also encourages students to develop general employability skills that will serve them well in any chosen profession. This course may help to prepare students interested in pursuing a fire rescue services career.

The facility should provide the physical resources to accommodate all the goals of the curriculum. These would include:

- Access to fire training facility

- Access to a facility with workout equipment

Specialized equipment is required for the delivery of this course, including but not limited to:

Personal Protection Equipment

- Safety glasses

- Fire resistant coveralls

- Bunker gear

- Breathing apparatus

- Ventilation equipment

Fire Suppression Equipment

- Portable fire extinguishers

- Hose, valves and nozzle components

Simulation Props

Rescue and Extraction Equipment

- Ladders

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· Ropes

· Forcible entry tools There will be an optional field trip to a fire training facility run by Edmonton Fire Rescue to participate in a simulated fire situation, which may present some safety risks. A professional instructor with experience in training of fire cadets will be in charge of the activities at the fire training facility and will ensure that the simulations and activities are conducted in a safe manner. A teacher will also be on-hand to support the professional instructor.

Course Prerequisites

No prerequisite for Fire Rescue Services 15

Sequence Introduction (formerly: Philosophy)

Fire Rescue Services 15 provides students with the opportunity to develop many of the competencies and qualities outlined in the Ministerial Order on Student Learning (#001/2013). In particular, this locally developed course fosters communication, innovation, problem-solving and critical thinking through the examination of fire rescue techniques and equipment. Fire Rescue Services 15 encourages students to take risks in exploring how to learn through experience and collaborate with others to achieve success. This course is intended to build students' confidence and growth and to support their long-term goals and career aspirations.

Student Need (formerly: Rationale)

Fire Rescue Services 15 provides students with an opportunity to learn about and experience the role of a firefighter. The emphasis of Fire Rescue Services 15 is on the development of fire rescue service skills. Through the outcomes of Fire Rescue Services 15, students are introduced to the dynamics of teamwork and collaboration. As well, students in this course are encouraged to explore their own identity and develop community-mindedness. This locally developed course also provides opportunities for students to investigate potential careers related to fire rescue services and develop general employability skills.

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Scope and Sequence (formerly: Learner Outcomes)

Essential Understanding 1: Investigating key competencies required of fire rescue personnel develops our personal skill set. (Guiding Questions 1, 2 and 3)
Essential Understanding 2: Developing movement competence, motivation, and confidence through purposeful engagement in physical activity fosters the development of physically literate citizens across a lifespan. (Guiding Question 4)
Essential Understanding 3: Investigating careers and examining employability skills helps to identify the steps necessary to achieve career goals. (Guiding Question 5)

Guiding Questions (formerly: General Outcomes

1 How can examining fire-related variables aid in understanding fire behaviour and combustion traits?

2 How can examining fire rescue equipment help us to recognize some of the considerations in fire rescue situations?

3 What are some important hazards to consider in emergency fire situations?

4 How can fitness training improve performance in fire rescue situations?

5 How can we make meaningful connections between our skill set and career opportunities?

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Learning Outcomes (formerly: Specific Outcomes)

1 How can examining fire-related variables aid in understanding fire behaviour and combustion traits?	**15-3**
1.1 Students describe heat sources and heat transfer.	X
1.2 Students describe the principles of fire behaviour.	X
1.3 Students explain thermal layering of gases and identify products of combustion.	X
1.4 Students describe extinguishment theory.	X
1.5 Students describe classification of fires and identify appropriate extinguishment methods.	X

2 How can examining fire rescue equipment help us to recognize some of the considerations in fire rescue situations?	**15-3**
2.1 Students describe the portable extinguisher rating system, model selection and use.	X
2.2 Students model the use of a breathing apparatus, safety glasses and bunker gear.	X
2.3 Students compare rope materials, rope construction and rope uses.	X
2.4 Students compare line safety and utility rope.	X
2.5 Students tie knots for a variety of applications.	X
2.6 Students describe care, maintenance and proper storage of ropes.	X
2.7 Students apply rescue and extrication tools and equipment and solve problems.	X
2.8 Students describe water supply main valves and relay pumping.	X
2.9 Students describe and model the use of forcible entry tools.	X

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2.10 Students explain ladder types, perform ladder raises and model ladder safety.	X
2.11 Students examine an aerial apparatus and describe the general procedures for its use.	X
2.12 Students describe hose construction and hose couplings.	X
2.13 Students explain causes and prevention of hose damage.	X

3 What are some important hazards to consider in emergency fire situations?	**15-3**
3.1 Students identify types of building construction and describe potential associated hazards.	X
3.2 Students describe firefighter hazards related to building construction.	X
3.3 Students analyze ventilation considerations.	X

4 How can fitness training improve performance in fire rescue situations?	**15-3**
4.1 Students practice a variety of strength and endurance activities.	X
4.2 Students perform a variety of fire rescue service simulation activities.	X

5 How can we make meaningful connections between our skill set and career opportunities?	**15-3**
5.1 Students describe fire rescue service career-specific skills that transfer into general employability skills.	X
5.2 Students examine specific fire rescue service careers and the qualifications necessary for them.	X
5.3 Students explain next steps in their own personal career pathway.	X
5.4 Students summarize evidence of skills for personal portfolio.	X

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Facilities or Equipment

Facility

The facility should provide the physical resources to accommodate all the goals of the curriculum. These would include:

- Access to fire training facility
- Access to a facility with workout equipment

Facilities:

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Equipment

Specialized equipment is required for the delivery of this course, including but not limited to:

Personal Protection Equipment

- Safety glasses
- Fire resistant coveralls
- Bunker gear
- Breathing apparatus
- Ventilation equipment

Fire Suppression Equipment

- Portable fire extinguishers
- Hose, valves and nozzle components

Simulation Props

Rescue and Extraction Equipment

- Ladders
- Ropes
- Forcible entry tools

Learning and Teaching Resources

No required resources are specified.

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

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Health and Safety

There will be an optional field trip to a fire training facility run by Edmonton Fire Rescue to participate in a simulated fire situation, which may present some safety risks.

Risk Management Strategy

Statement of Overlap with Existing Programs

Course Name: Fire Department Course 25
Overlap Identified: Learning Outcomes 1.1 through 1.5 deal with fire behavior, fire extinguishers use and apparatus, which does overlap with learning outcomes in Fire Rescue Services 15.

Reasoning why LDC is necessary: The Fire Department Course 25 is an intensive course being offered through the Lakeland College Emergency Training Centre and is intended to provide students with modules to complete in order to become a member of a volunteer rural fire department. Students in Fire Department Course 25 are also preparing for international certification for the NFPA 472 Dangerous Goods Awareness Level. This is beyond the intended scope of Fire Rescue Services 15 which provides students with an opportunity to get an overview of the role of the firefighter to determine if it may be a career which students would like to pursue.

Course Name: CALM
Overlap Identified: Learning Outcome 5.4 of Fire Rescue Services 15 does overlap with Outcome C2 of CALM.

Reasoning why LDC is necessary: Students in CALM are looking in general at skills; however, Outcome 5.4 in Fire Rescue Services 15 is focused on the evidence of skills that were developed through the Fire Rescue Services 15 course.

Course Name: Physical Education 10-20-30
Overlap Identified: Learning Outcome 4.1 of Fire Rescue Services 15 does overlap with A10-13/A20-13/A30-13 in the Physical Education program of studies.

Reasoning why LDC is necessary: The strength and endurance activities which are undertaken in Fire Rescue Services 15 are focused on training which would aid in fire rescue situations.

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Student Assessment

Assessment practice shall be in accordance with Horizon School Division Policy HK: Student Assessment, Reporting and Evaluation.

Course Approval Implementation and Evaluation

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LOCALLY DEVELOPED COURSE OUTLINE

Journalism (2019)15-5
Journalism (2019)25-5
Journalism (2019)35-5

Submitted By:

Horizon School Division No. 67

Submitted On:

Jul. 22, 2019

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Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-5	125.00	09/01/2019	08/31/2023	Acquired	Reauthorization	G10
25-5	125.00	09/01/2019	08/31/2023	Acquired	Reauthorization	G10
35-5	125.00	09/01/2019	08/31/2023	Acquired	Reauthorization	G10

Course Description

The Journalism courses provide students with the opportunity to explore, create, and reflect through journalistic media. In this course students evaluate the impact, responsibility and ethics of media in society, develop skills in creating texts for diverse audiences, collaborate to contribute and problem solve in the context of creating media texts, and learn by setting goals and reflecting throughout the production process.

Course Prerequisites

15: prerequisite | none

25: prerequisite | 15

35: prerequisite | 25

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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, our perceptions are shaped by access to information and the various mediums that enable public interaction through media. The landscape of contemporary journalism includes news, magazines, radio, television, and various Internet applications including social media.

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. Students uphold the principles of a democratic society through their journalistic contributions and support the growth of local and global communities. 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.

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Scope and Sequence (formerly: Learner Outcomes)

This course provides students with opportunities to develop projects of interest to them that are challenging, engaging, and relevant to the larger community and societal context. Students will develop and refine their abilities to use technology effectively to communicate with diverse public audiences through multiple media channels.

This locally developed course provides rich opportunities for students to develop and refine the learner competencies of being engaged thinkers and ethical citizens as outlined in the Ministerial Order on Student Learning (Alberta Education).

Guiding Questions (formerly: General Outcomes

1 How can the evaluation of the impact, responsibility and ethics of media in society support students in communicating their ideas?

2 How can the creation of media texts for various audiences develop an understanding and appreciation for the publishing process?

3 How can collaborating, problem solving and contributing develop the skills needed to contribute to the creation of effective media texts?

4 How can analyzing, reflecting and setting goals during the production and post-production process develop a strong final product and build communication skills?

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Learning Outcomes (formerly: Specific Outcomes)

1 How can the evaluation of the impact, responsibility and ethics of media in society support students in communicating their ideas?	**15-5 25-5 35-5**
1.1 Locate and explore bias in all media sources	X
1.2 Analyze their 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 Analyze and assess how advertising influences 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 responsibly and ethically in regards to diverse audiences and contexts	X X X

2 How can the creation of media texts for various audiences develop an understanding and appreciation for the publishing process?	**15-5 25-5 35-5**
2.1 Explore interview techniques to collect primary data	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 Demonstrate effective interview skills	X X X

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2.5 Interpret various sources, information, angles and ideas to narrow a pitch for a particular audience	X X X
2.6 Locate and explore qualities of news in journalistic texts such as timeliness, proximity, consequence or impact, prominence, drama, oddity, conflict, and strong emotion	X X
2.7 Evaluate qualities of news in journalistic texts such as timeliness, proximity, consequence or impact, prominence, drama, oddity, conflict and strong emotion	X X
2.8 Create texts for publication in various mediums	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 How can collaborating, problem solving and contributing develop the skills needed to contribute to the creation of effective 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 planning and production processes	X X X
3.3 Contribute as a member of a team to support decision making	X X X

4 How can analyzing, reflecting and setting goals during the production and post-production process develop a strong final product and build communication skills?	**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 by describing what has been done effectively and giving suggestions for improvement	X
4.3 Communicate increasingly specific feedback to others by describing what has been done effectively and giving suggestions for improvement	X X
4.4 Apply constructive suggestions for improvement	X X X

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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

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

No required equipment.

Learning and Teaching Resources

No required resources.

Sensitive or Controversial Content

No sensitive or controversial content.

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Issue Management Strategy

Health and Safety

No directly related health and safety risks.

Risk Management Strategy

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Statement of Overlap with Existing Programs

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Provincial Courses with Overlap and/or Similarity

ELA 10-20-30

Identified Overlap/Similarity

Both courses focus on the appreciation of a variety of texts, and using language to communicate for different purposes, audiences, and contexts.

Reasoning as to Why LDC is Necessary

The Journalism course provides students with the opportunity to develop texts specific to journalistic media and audiences.

Locally Developed Courses with Overlap and/or Similarity

Creative Writing 15-25-35

Identified Overlap/Similarity

Both courses provide students with the opportunity to explore and create original texts for a variety of audiences.

Reasoning as to Why LDC is Necessary

The Journalism course focuses on developing texts specifically for audiences of journalistic media and news, and to engage in the journalism production process. The processes of creating and publishing journalistic texts are different from those used in other creative writing genres

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Student Assessment

This course has no unique assessment requirements.

Course Approval Implementation and Evaluation

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LOCALLY DEVELOPED COURSE OUTLINE

Portfolio Art35-3

Portfolio Art35-5

Submitted By:

Horizon School Division No. 67

Submitted On:

Jan. 4, 2017

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Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
35-3	62.50	01/05/2017	08/31/2019	Acquired	Authorization	G12
35-5	125.00	01/05/2017	08/31/2019	Acquired	Authorization	G12

Course Description

Portfolio Art 35 is for students who are serious about their intentions to continue their studies of Art at a post-secondary level. There are three major areas on which students need to focus in the Portfolio Art 35 course. These areas reflect the expectations placed upon students for the evaluation and acceptance of a portfolio used for admittance into a post-secondary art institution. Portfolio Art 35 will address the following three major areas: investigative skills, technical skills, and the demonstration of creative skills.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

Through their Art students will increase their competencies in skill and knowledge of Art and develop the personal resources to think critically and creatively about their artistic process and products. Art is a reflection of the artist and the society within which the artist lives. All instruction, concepts covered, and art works produced will be done with an understanding of dignity and respect, honesty, loyalty, fairness, personal and communal growth. Through the development of their personal portfolio students will learn the value of their skills as well as research various field of artistic enterprise to determine their own future as an artist.

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Student Need (formerly: Rationale)

A part of the qualifications necessary for students to gain acceptance into most post-secondary programs is the submission of a portfolio of their personal artwork. Portfolio Art 35 offers students the opportunity to create such a portfolio under the individual guidance of their Art teacher. Within the usual Art 30 program, there is not the freedom to explore the personal artistic direction required of a successful portfolio submission. Portfolio pieces may also be used for course credit through the Advanced Placement Program and Internatinal Baccalaureate Programme.

Scope and Sequence (formerly: Learner Outcomes)

Portfolio Art students will develop their artistic style and submission portfolio through a variety of themes including:

・Investigative Skills: Investigation and research into their personal artistic goals and requirements for post-secondary institutions

・Technical Skills: the selection, mounting, framing, assembling and displaying of their art portfolios

・Creative Skills: the demonstration of artistic maturity in three key areas: Quality of the total work; Focus of intent; Scope of work presented

・
Literacy Skills: the construction and communication of meaning through their art

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Guiding Questions (formerly: General Outcomes

1 Students will investigate and research post-secondary institutions offering art related careers that will advance their personal and career goals.

2 Students will learn to think critically and creatively as they physically select, assemble and prepare their portfolio for submission.

3 Students will develop artistic maturity in the quality, focus, and scope of their art pieces in order to communicate their artistic vision through their portfolio submission.

4 Students will develop an understanding and application of critical assessment of their artistic work in order to achieve excellence and build confidence while they mature in their artistic style.

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Learning Outcomes (formerly: Specific Outcomes)

1 Students will investigate and research post-secondary institutions offering art related careers that will advance their personal and career goals.	**35-3 35-5**
1.1 The student will develop the ability to critically choose and investigate the academic and portfolio requirements for one or more post-secondary institutions.	X X
1.2 The student will develop the ability to identify career opportunities available to them after successful completion of a post-secondary art program.	X X

2 Students will learn to think critically and creatively as they physically select, assemble and prepare their portfolio for submission.	**35-3 35-5**
2.1 The student will learn the technology tools and skills necessary to electronically scan and archive personal art work	X X
2.2 The student will develop the technological ability to manipulate electronically scanned images in order to maintain the integrity of the original.	X X
2.3 The students will demonstrate experimentation in approach with various media and not simply a variety of media used to create visual imagery	X X

3 Students will develop artistic maturity in the quality, focus, and scope of their art pieces in order to communicate their artistic vision through their portfolio submission.	**35-3 35-5**
3.1 The student will focus their artistic style by developing the skills and understanding to explore a single element of artistic concern by producing a series of related works of art depicting an idea, theme or artistic concept visually.	X X

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3.2 The student will explore the scope of their artistic style through understanding that a single visual image can give a totally different visual impression when depicted with different media, artistic styles or movements.	X X
3.3 The student will demonstrate understanding of the quality of the total work of art that comprises a portfolio to demonstrate the positive creative aspects of each piece	X X

4 Students will develop an understanding and application of critical assessment of their artistic work in order to achieve excellence and build confidence while they mature in their artistic style.	**35-3 35-5**
4.1 The student will demonstrate understanding of the quality of the total work of art that comprises a portfolio to demonstrate the realization of the artist's intentions .	X X
4.2 The student will identify personal strengths in their artistic style and evaluate these strengths to best demonstrate their maturity and technical skill in creating their portfolio.	X X

Facilities or Equipment

Facility

Portfolio Art 35 can be taught in any senior high Art classroom/facility.

Facilities:

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Equipment

The equipment provided for a standard senior high Art class will meet the needs for Portfolio Art 35. It is understood that if the areas of technical investigation of a particular student involve materials not available to the student through the school, the student will be responsible for supplying such materials.

Learning and Teaching Resources

An Appendix for Portfolio Art 35, with content and assessment suggestions, is attach

Sensitive or Controversial Content

No controversial or sensitive issues are anticipated for Portfolio Art 35. The teacher will select sources culturally appropriate to a Low German Mennonite context as applicable.

Issue Management Strategy

Health and Safety

Materials used in Portfolio Art 35 and the working environment of the student will comply with classroom standards set by WHMIS and required for all senior high Art courses. Edmonton Catholic School District's Safety policy and regulations are attached in the Assessments section.

Risk Management Strategy

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Statement of Overlap with Existing Programs

Although many of the skills taught in the Art 10, 20 and 30 programs can be used by the student in Portfolio Art 35 to complete works used for the course, it is the focus on the investigation of goals, execution and refinement of skills, development of style and concentration of application of theory that make this course different. Continuation of studies in Art and the standards, requirements and skills that are necessary to facilitate this are not part of the provincial programs. Skills necessary for the student to develop in order to gain acceptance into post-secondary studies of art is the prime focus of Portfolio Art 35.

Student Assessment

Portfolio Art is a project-based course and not a written-examination based course. Students will complete projects as required for the post-secondary institution(s) they choose and/or as suggested in the Appendix.

The performance of the student and the evaluation of a student's work is in no way an indicator of the success a student may receive on a portfolio being submitted to a post-secondary institution.

Course Approval Implementation and Evaluation

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LOCALLY DEVELOPED COURSE OUTLINE

RS Christian Studies (2019)15-3
RS Christian Studies (2019)25-3
RS Christian Studies (2019)35-3

Submitted By:

Horizon School Division No. 67

Submitted On:

Jul. 22, 2019

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Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	09/01/2019	08/31/2023	Acquired	Authorization	G10
25-3	62.50	09/01/2019	08/31/2023	Acquired	Authorization	G10
35-3	62.50	09/01/2019	08/31/2023	Acquired	Authorization	G10

Course Description

Christian Studies 15, 25, 35 is designed for both Christian and non-Christian students. It provides students with opportunities to explore various aspects of Christianity in a way that encourages them to be critical thinkers about religion and the development of their own personal faith. These courses also provide students with opportunities to study Christianity and other religious perspectives including theology, ethics and lifestyle. Christian Studies 15, 25, 35 meets the required 20 per cent course content addressing a comparative study of other major religions.

Notification must be provided to parents, as per Section 50.1 of the School Act. As outlined in the *Guide to Education*, page 93, "Section 50.1 of the School Act requires boards (including charter schools) and private schools to provide parents with notice where courses of study, educational programs or instructional materials, or instruction exercises, include subject matter that deals primarily and explicitly with religion..."

Course Prerequisites

No prerequisites. Courses contain discrete content at each level.

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Sequence Introduction (formerly: Philosophy)

Christian Studies 15, 25, 35 is designed for both Christian and non-Christian students. The premise of Christian Studies 15, 25, 35 is that personal faith impacts every aspect of life. Christian Studies 15, 25, 35 encourages the expression of differing views and interpretations based on faith, and is intended to foster sensitivity toward and valuing of different faiths. As required by Alberta Education, Christian Studies 15, 25, 35 includes 20 percent course content addressing a comparative study of other major world religions such as Islam, Judaism or Buddhism.

Christian Studies 15, 25, 35 provides students with the opportunity to develop many of the competencies and qualities outlined in the *Ministerial Order on Student Learning (#001/2013)*. In particular, the competencies of critical thinking, collaboration, communication, and personal growth are fostered as students examine social issues and community needs, express their own beliefs and values, and gain an understanding and appreciation of the beliefs and values of others. In Christian Studies 15, 25, 35, students are encouraged to respect and have compassion for all people, which fosters global and cultural understanding and emphasizes the importance of personal spiritual wellness.

Student Need (formerly: Rationale)

Christian Studies 15, 25, 35 provides students with opportunities to explore Christianity in an academic setting. In Christian Studies 15, 25, 35, students explore various aspects of Christianity in a way that encourages them to be critical thinkers about religion and the development of their own personal faith. Learning outcomes in this course enable students to identify key themes of Christianity and a number of other world religions, and consider how these themes impact decision-making for people of those faiths. Christian Studies 15, 25, 35 is intended to provide students with opportunities to develop an understanding and appreciation for the role of faith in shaping moral values and ethical decision-making. Throughout Christian Studies 15, 25, 35, students consider various viewpoints on social issues and faith-based value systems, and by doing so, develop their own worldview and gain a better understanding of what it means to live in a pluralistic, multi-faith society.

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Scope and Sequence (formerly: Learner Outcomes)

Christian Studies 15
Essential Understanding 1: Exploring the foundations of Christianity allows us to develop an understanding and appreciation of the importance of personal faith. (Guiding Questions 1 and 2)
Essential Understanding 2: Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together. (Guiding Questions 3 and 4)
Essential Understanding 3: Exploring faith-based servant leadership fosters an understanding of the integral role of service to others in leading a Christian life. (Guiding Question 5)

Christian Studies 25
Essential Understanding 1: Exploring the foundations of Christianity allows us to develop an understanding and appreciation of the importance of personal faith. (Guiding Questions 6 and 7)
Essential Understanding 2: Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together. (Guiding Questions 8 and 9)
Essential Understanding 3: Exploring faith-based servant leadership fosters an understanding of the integral role of service to others in leading a Christian life. (Guiding Question 10)

Christian Studies 35
Essential Understanding 1: Exploring the foundations of Christianity allows us to develop an understanding and appreciation of the importance of personal faith. (Guiding Questions 11 and 12)
Essential Understanding 2: Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together. (Guiding Questions 13 and 14)
Essential Understanding 3: Exploring faith-based servant leadership fosters an understanding of the integral role of service to others in leading a Christian life. (Guiding Question 15)

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Guiding Questions (formerly: General Outcomes

1 How can exploring the origins of the Bible provide an understanding of the advent of Christianity?

2 How can Christian values help to guide our decision-making?

3 How can various factors contribute to the development of a worldview?

4 How can exploring the sacred writings of major world religions provide an appreciation of common understandings?

5 Why is it important for a Christian to undertake servant leadership?

6 How can examining the central teachings of the Bible deepen our understanding of the development of Christianity?

7 How can Christian values guide our ethical decision-making?

8 How can one's worldview contribute to the development of personal faith?

9 How have religious principles of major world religions evolved?

10 Why is it important for Christians to actively contribute to meeting the needs of the local community through servant leadership?

11 How can analyzing the central teachings of the Bible provide insight into the Christian faith?

12 How can Christian values help us to strengthen our effectiveness in approaching social issues in an ethical manner?

13 How can a variety of faiths with varying religious worldviews create diversity within a multicultural society that is both challenging and enriching?

14 How can worldviews of major world religions impact responses to contemporary issues?

15 Why is it important for Christians to actively contribute to meeting the needs of the global community through servant leadership?

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Learning Outcomes (formerly: Specific Outcomes)

1 How can exploring the origins of the Bible provide an understanding of the advent of Christianity?	**15-3 25-3 35-3**
1.1 Students describe the origins, structure and authors of the Bible and explain its role in Christianity.	X
1.2 Students describe key themes in the teachings of Jesus Christ.	X

2 How can Christian values help to guide our decision-making?	**15-3 25-3 35-3**
2.1 Students explain how the teachings of Jesus Christ can serve as an example for individual decision-making.	X

3 How can various factors contribute to the development of a worldview?	**15-3 25-3 35-3**
3.1 Students describe multiple factors that contribute to the development of one's own worldview.	X

4 How can exploring the sacred writings of major world religions provide an appreciation of common understandings?	**15-3 25-3 35-3**
4.1 Students describe the origins and themes in the sacred writings of major world religions.	X
4.2 Students compare how major world religions view the authority and role of sacred writings.	X

5 Why is it important for a Christian to undertake servant leadership?	**15-3 25-3 35-3**
5.1 Students identify a community need and strategies to address it through faith-based servant leadership.	X

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5.2 Students describe attributes of servant leadership and relate the attributes to examples in the Bible.	X

6 How can examining the central teachings of the Bible deepen our understanding of the development of Christianity?	**15-3 25-3 35-3**
6.1 Students describe major themes in the Bible and explain how they play a role in Christianity.	X
6.2 Students relate the importance of the teachings of key biblical leaders to the development of the early church and the spread of Christianity.	X

7 How can Christian values guide our ethical decision-making?	**15-3 25-3 35-3**
7.1 Students explain how Jesus Christ's life illustrates ethical decision-making.	X

8 How can one's worldview contribute to the development of personal faith?	**15-3 25-3 35-3**
8.1 Students explain ways in which one's own worldview can contribute to the development of a meaningful personal faith.	X

9 How have religious principles of major world religions evolved?	**15-3 25-3 35-3**
9.1 Students compare the teachings of the leaders of major world religions and describe their influence upon modern society.	X
9.2 Students analyze how major world religions view the authority and role of their founding religious leaders.	X

10 Why is it important for Christians to actively contribute to meeting the needs of the local community through servant leadership?	**15-3 25-3 35-3**
10.1 Students develop and implement a plan that employs faith-based servant leadership to meet community needs.	X

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10.2 Students describe connections between faith and practice and relate them to impacts on the local community.	X

11 How can analyzing the central teachings of the Bible provide insight into the Christian faith?	**15-3 25-3 35-3**
11.1 Students analyze major themes found in the Bible and make correlations between the Old and New Testaments.	X
11.2 Students explain the importance of the lives and teachings of key biblical leaders as they relate to modern Christianity.	X

12 How can Christian values help us to strengthen our effectiveness in approaching social issues in an ethical manner?	**15-3 25-3 35-3**
12.1 Students describe the relevance of Christian values to ethical decision-making in relation to contemporary issues and events.	X

13 How can a variety of faiths with varying religious worldviews create diversity within a multicultural society that is both challenging and enriching?	**15-3 25-3 35-3**
13.1 Students analyze how different faiths can address the diversity that come from living in a multicultural society with a variety of worldviews.	X

14 How can worldviews of major world religions impact responses to contemporary issues?	**15-3 25-3 35-3**
14.1 Students examine the response of major world religions to contemporary social issues.	X
14.2 Students describe the impact that differing religious worldviews have on moral choices.	X

15 Why is it important for Christians to actively contribute to meeting the needs of the global community through servant leadership?	**15-3 25-3 35-3**

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15.1 Students implement and evaluate a plan that employs faith-based servant leadership to meet community needs.	X
15.2 Students describe connections between faith and practice and analyze the impacts on the global community.	X

Facilities or Equipment

Facility

No required facilities specified.

Facilities:

Equipment

No required equipment specified.

Learning and Teaching Resources

No required resources are specified.

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Sensitive or Controversial Content

Notification must be provided to parents, as per Section 50.1 of the School Act. As outlined in the Guide to Education, "Section 50.1 of the School Act requires boards (including charter schools) and private schools to provide parents with notice where courses of study, educational programs or instructional materials, or instruction exercises, include subject matter that deals primarily and explicitly with religion..."

Occasionally issues of a sensitive or controversial nature may be encountered or explored. 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 directly related health and safety risks.

Risk Management Strategy

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Statement of Overlap with Existing Programs

Course Name: Introduction to Christian Faith and Living 15
Identified Overlap: Introduction to Christian Faith and Living 15 contains outcomes focused on a comparative study of other world religions, as does Christian Studies 15-25-35. As well, both of these courses do have a Christian focus.
Reasoning why LDC is necessary: Introduction to Christian Faith and Living 15 focuses on Baptist doctrines and is a denominational curriculum, which Christian Studies 15-25-35 is not.

Course Name: Religions of the World 35
Identified Overlap: Religions of the World 35 contains outcomes focused on a comparative study of other world religions, as does Christian Studies 15-25-35.
Reasoning why LDC is necessary: Religions of the World 35 approaches the practices of other religions from the perspective of "one who is a faithful member of the Catholic Church" which is not the intent of Christian Studies 15-25-35.

Course Name: Religious Meanings 20
Identified Overlap: Religions of the World 35 contains the outcome "Faith must manifest itself through action." This does overlap with Learning Outcomes 5.1 and 5.2 in Christian Studies 15-25-35.
Reasoning why LDC is necessary: Outcomes 5.1 and 5.2 in Christian Studies 15-25-35 is focused on the issue of faith-based servant leadership, which is not focus of Religious Meanings 20.

Course Name: World Religions 30
Identified Overlap: World Religions 30 contains outcomes focused on examining other major world religions, as does Christian Studies 15-25-35.
Reasoning why LDC is necessary: All LDCs must contain 20 percent course content focused on a comparative study of other world religions. In Christian Studies 15-25-35, world religions are studied in comparison to Christianity, which is not the case for World Religions 30.

Student Assessment

No identified student assessments.

Course Approval Implementation and Evaluation

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LOCALLY DEVELOPED COURSE OUTLINE

Religious Studies (Koinonia) 15-3

Submitted By:
Horizon School Division No. 67

Submitted On:
Jun. 16, 2015

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Board Motion

Motion Conclusion

Motion Date

Motion Number

Motions

Course Basic Information

Course Name	Religious Studies (Koinonia) 15
Credit Number	3
Hours of Instruction	75.00 hrs
Implementation Dates	9/1/2015 - 8/31/2019
Proposal Type	Reauthorization
Development Type	Acquired
Designed Grade Level	Grade 10
Acknowledgment	Developed in collaboration with Koinonia Christian Education Society
Course Description	The 3 courses will overview the Bible. Religious Studies 15 will examine the Old Testament. Religious Studies 25 will examine the New Testament. Religious Studies 35 will compare Major world religions.
Course Prerequisite	

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Philosophy

The Christian faith is built on the Holy Bible. These Holy Scriptures provide guidelines for living a full Christ□centered life which includes building relationships based on humility, fairness, and open□mindedness. Christians are therefore obliged to study the Holy Bible in order to get a firm foundation of their faith. Christian schools should provide opportunities for students to learn about their Scriptures.

In addition to a strong faith, students should be encouraged to develop critical thinking skills, create new opportunitiesand develop desirable personal characteristics.

An individual's worldview affects his or her thoughts, decisions and actions. Certain basic assumptions are made about the origin of life, purpose of life, and future of life after death.

A comprehensive knowledge of the Christian worldview and that of other major religions will provide a strong basis for students to live and practise their Christian faith.
At the same time, it is important for students to be respectful of other faiths including their beliefs, customs and practices, literature and traditions.

Rationale

Students in Christian schools need to have a good foundation in their faith and be able to compare that understanding to other religions.
These courses will encourage in□depth critical thinking throughout the various lessons.
The content of the course will be addressed in such a way that students show desirable personal characteristics consistent with Christian teaching.

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Learner Outcomes

Religious Studies 15: Old Testament Survey, seeks to develop a general knowledge of the 39 books of the Old Testament with a focus on understanding how the Old Testament relates to the coming of the Messiah. This course will seek to build respect and tolerance for other faiths by a detailed study of Jewish faith and culture. This course will improve student's literacy skills in that it teaches the tools to properly decode various sacred genre's (Narrative, Poetic, Prophetic, Apocalyptic, Historical). Students will improve numeracy skills by timelining historical events in Israel's history.

General Outcomes

1 After completing Religious Studies 15, students will demonstrate a good understanding of the history within the Old Testament and demonstrate a general knowledge of the 39 books of the Old Testament. Religious Studies 15 will seek to build respect and tolerance for other faiths by a detailed study of Jewish faith and culture.

2 After completing Religious Studies 25, students will demonstrate a good understanding of the teachings within the New Testament and demonstrate a general knowledge of the 27 books of the New Testament. Religious Studies 25 will seek to build respect and tolerance for other faiths by a detailed study of Hindu faith and culture.

3 After completing Religious Studies 35, students will demonstrate a comprehensive understanding of the Christian worldview as it compares to other religious worldviews. They will be able to compare and contrast the Christian worldview with that of Islam, Judaism, and Hinduism.

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Specific Learner Outcomes

1 After completing Religious Studies 15, students will demonstrate a good understanding of the history within the Old Testament and demonstrate a general knowledge of the 39 books of the Old Testament. Religious Studies 15 will seek to build respect and tolerance for other faiths by a detailed study of Jewish faith and culture.	**15-3 15-5 25-3 25-5**
1.1 Demonstrate a basic understanding of how the Holy Bible came into existence	X X
1.2 Demonstrate a broad understanding of the 39 books of the Old Testament	X X
1.3 The Student will explain how the prophecies of the Old Testament relate to the arrival of the Messiah	X X
1.4 Demonstrate a basic understanding of the beliefs of Judaism	X X
1.5 Demonstrate a basic ability to accurately interpret sacred writing based on understanding and context	X X
1.6 Demonstrate a basic ability to accurately interpret sacred writing based on understanding and context	X X
1.7 Understand the general teachings of the Christian worldview.	X X
1.8 Communicate the worldview of Jewish religious denominations (Orthodox, Reform and Modern Judaism)	X X
1.9 Communicate an understanding of how the student's worldview is similar and/or different from the world view of one Jewish denomination.	X X
1.10 Explain how people's beliefs affect people's behaviors	X X

2 After completing Religious Studies 25, students will demonstrate a good understanding of the teachings within the New Testament and demonstrate a general knowledge of the 27 books of the New Testament. Religious Studies 25 will seek to build respect and tolerance for other faiths by a detailed study of Hindu faith and culture.	**15-3 15-5 25-3 25-5**

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2.1 Demonstrate an understanding of how the New Testament came into existence	X X
2.2 Explain the basic elements of each of the 27 books of the New Testament	X X
2.3 Explain how the prophecies of the Old Testament relate to the arrival of the Messiah	X X
2.4 Demonstrate a basic understanding of the beliefs of Hinduism	X X
2.5 Demonstrate an understanding of the historical validity of the New Testament	X X
2.6 Demonstrate a basic ability to accurately interpret sacred writing based on understanding and context	X X
2.7 Demonstrate an ability to apply sacred text to everyday life	X X
2.8 Demonstrate an understanding of their Christian worldview in relation to New Testament writings	X X
2.9 Demonstrate an understanding of a general worldview of Hinduism	X X
2.10 Demonstrate an understanding of how the student's worldview is similar and/or different from a general worldview of Hinduism	X X
2.11 Explain how people's beliefs affect people's behaviors	X X

3 After completing Religious Studies 35, students will demonstrate a comprehensive understanding of the Christian worldview as it compares to other religious worldviews. They will be able to compare and contrast the Christian worldview with that of Islam, Judaism, and Hinduism.	**15-3 15-5 25-3 25-5**
3.1 Demonstrate an understanding of the Christian worldview.	
3.2 Compare and contrast Christianity with Judaism, Hinduism, and Islam	
3.3 Demonstrate an ability to apply sacred text to everyday life	
3.4 Compare and contrast Creation stories from a variety of World Religions	

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3.5 Compare and contrast End of Life beliefs from a variety of World Religions	
3.6 Demonstrate an understanding of Salvation teachings in a variety of World Religions	
3.7 Explore major doctrinal variations within Judaism, Christianity, Hinduism and Islam	

Facilities or Equipment

Facility

Schools offering this course will provide the instructor with a classroom and student desks and/or tables.

Equipment

Schools offering this course will provide the instructor with a classroom that is equipped with a Smart Board, projector, and computer. Resources in the recommended resource list will be made available to the teacher.

Learning Resources

The Holy Bible
Sacred writings of Judaism (Tanakh, Torah,Talmud and Mishna).
"Understanding the Times", by David A. Noebel
Sacred writings of Hinduism(The Rig Veda, Sama Veda, Yajur Veda and Atharva Ve
Sacred writings of Islam (The Qur'an, The Hadith)
Other resources will include information from the Internet and other classroom resou

Others

Identification of Controversial or Sensitive Course Com

The content of this course may be controversial in nature. The instructor will approach all topics in a sensitive manner and will encourage critical thinking and questioning by students. Students will be taught to listen and respond to one another in a respectful and open manner.

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Identification of Safety Components

The course will take place within a classroom in the offering school, so off-campus safety measures are not necessary. The instructor will follow the safety measures outlined in the offering school and Horizon School Division policy manual.

Significant Overlap with Provincial Curriculum

The current provincially approved religious studies courses do not teach worldviews. There are no other provincially approved courses that meet the above general and specific learner expectations.

Assessment

Knowledge: Students will be required to compare Christian philosophy with other worldviews.
· Skills: Students will be asked to demonstrate skills in analyzing the connections between the various worldviews; critical thinking in assignments and the final report; good communication through written assignments and class discussions.
· Attitudes: Students will be required to demonstrate Christ□like attitudes in their relationship with God's creation, including their interaction with people of other faiths.

The final mark for the course will be based on:
· Assignments on the various worldviews
· Quizzes to determine knowledge of the Christian worldview
· Discussions with other students on topics regarding worldviews
· Report on a comparison of the Christian worldview with other worldviews: Islam.
· At least 20% of the course will examine other worldviews: Islam.
· Mid□term and final exams

Course Evaluation and Monitoring

The teacher delivering the course will be responsible for assessment and evaluation of the content. The school principal will oversee teacher delivery and evaluation reporting, and the Associate Superintendent of Curriculum and Instruction will monitor the appropriate implementation of the course.

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LOCALLY DEVELOPED COURSE OUTLINE

RS Doctrine and Covenants Part A3

Submitted By:

Horizon School Division No. 67

Submitted On:

Jul. 22, 2019

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Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
35-3	62.50	09/01/2019	08/31/2023	Acquired	Authorization	G10 G11 G12

Course Description

Religious Studies DC35A: 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 to be taken over the course of a calendar year. 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 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 will study The Doctrine and Covenants by completing two three-credit courses to be be offered in a calendar year, starting in the spring semester with this course, Doctrine and Covenants: Part A (DC35A: Early Church History and Sections 1-87) and then continuing in the fall semester of the next school year with Part B (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).

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Course Prerequisites

No prerequisites due to discrete content for each Religious Studies course.

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.

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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.

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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 **DC35A: 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.

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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.

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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 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.	**35-3**
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.	**35-3**
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.	**35-3**

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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.	**35-3**
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.	**35-3**
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

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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

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.	**35-3**
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
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
7.3 Students will make decisions and defend their choices, explaining application of doctrines and principles based on their mastery of scripture passages.	X

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.	**35-3**
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
8.2 Students will collaboratively develop topics for classroom presentation and lead the discussion.	X
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

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.	**35-3**

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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.	**35-3**
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.	**35-3**
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:

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Equipment

None

Learning and Teaching Resources

Resources to be used in teaching Religious Studies DC35A: 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.

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Risk Management Strategy

Statement of Overlap with Existing Programs

The content of the “Religious Studies DC35A: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. Assessment shall be in alignment with Horizon School Division Policy HK: Student Assessment, Evaluation and Reporting.

Course Approval Implementation and Evaluation

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LOCALLY DEVELOPED COURSE OUTLINE

RS The New Testament Part B25-3

Submitted By:

Westwind School Division No. 74

Submitted On:

Dec. 15, 2017

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Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
25-3	62.50	09/01/2018	08/31/2022	Developed	Authorization	G10 G11 G12

Course Description

Religious Studies NT25B: The New Testamentis a "faith-based" locally developed course for the study of the King James Version of the New 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 (New 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 New Testament (NT25A and NT25B) as well as three other faith-based religious studies series are structured to examine the complete scriptural canon of The Church of Jesus Christ of Latter-day Saints over the course of four years. Students will have the opportunity to study "**The New Testament**" as follows: (NT25A: Matthew through Acts) and (NT25B: Romans through Revelations). 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. (Section 50.1 of the School Act)

Course Prerequisites

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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, developing attitudes of acceptance, tolerance, understanding and ensuing behaviors of their children. 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.

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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 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 successful completion the "seminary" program administered through the church educational system. Our locally developed courses are 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 other provincial programs of study that provide students with this admission requirement for 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 **NT25B: The New Testament** including the book of Romans to the book of Revelations. The teachings and accounts of Jesus are the foundation upon which the course is built.

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.

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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 New Testament text.

3 Students will compare and contrast selected New Testament teachings with teachings of modern-day prophets. Texts will be examined for evidence of a) Messages of peace and goodwill, and b) Teachings related to the ministry of Jesus Christ and His disciples/apostles.

4 Students will discuss the "nature of God" as articulated in the New Testament, providing evidence from the Biblical text.

5 Students will demonstrate an understanding of how time and culture enrich the meaning and interpretation of Biblical texts.

6 Students will examine teachings and cultural traditions of three of the major world religions: mainstream Christianity, Judaism, and Islam.

7 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 New Testament.

8 Students will demonstrate 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 demonstrate 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 demonstrate 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 personal determination to reach their 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.

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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.	**25-3**
1.1 Students will identify, interpret and analyze selected doctrines from the New Testament.	X
1.2 Students will identify and discuss the doctrines and principles found in the New 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 New Testament to the teachings and counsel of modern day prophets.	X

2 Students will identify and describe commandments and religious rites found in the New Testament text.	**25-3**
2.1 Students will identify, interpret and analyze selected doctrines from the New Testament.	X
2.2 Students will compare and contrast commandments and religious rites found in the New Testament to the teachings and practices of modern day religious observance.	X

3 Students will compare and contrast selected New Testament teachings with teachings of modern-day prophets. Texts will be examined for evidence of a) Messages of peace and goodwill, and b) Teachings related to the ministry of Jesus Christ and His disciples/apostles.	**25-3**
3.1 Students will compare and contrast commandments and religious rites found in the New Testament to the teachings and practices taught by modern day prophets and church leaders.	X

4 Students will discuss the "nature of God" as articulated in the New Testament, providing evidence from the Biblical text.	**25-3**

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4.1 Students will identify, interpret and analyze selected doctrines from the New Testament.	X
4.2 Students will identify and discuss the doctrines and principles found in the New Testament and articulate how these could be meaningfully applied to their lives.	X
4.3 Students will compare and contrast descriptions found in the New Testament to the teachings and practices of modern day prophets.	X

5 Students will demonstrate an understanding of how time and culture enrich the meaning and interpretation of Biblical texts.	**25-3**
5.1 Students will identify, interpret and analyze selected doctrines from the New Testament.	X
5.2 Students will identify and discuss the doctrines and principles found in the New Testament and articulate how these could be meaningfully applied to their lives.	X
5.3 Students will apply their understanding of New Testament cultures to make inferences about the meaning of the Biblical records.	X

6 Students will examine teachings and cultural traditions of three of the major world religions: mainstream Christianity, Judaism, and Islam.	**25-3**
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

7 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 New Testament.	**25-3**
7.1 Students will identify, interpret and analyze selected doctrines from the New Testament.	X

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7.2 Students will identify and discuss the doctrines and principles found in the New Testament and articulate how these could be meaningfully applied to their lives.	X
7.3 Students will compare and contrast teachings and cultural examples found in the New Testament with those found in other world religions.	X

8 Students will demonstrate process skills - skills that help one acquire, evaluate and use information and ideas. These skills include searching, organizing, interpreting, analyzing, synthesizing, evaluating and applying.	**25-3**
8.1 Students will 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 demonstrate communication skills - skills that help one express and present information, ideas and testimony. These skills include oral, visual, written and dramatic expression.	**25-3**
9.1 Students will work collaboratively with others, encouraging them to express ideas and feelings and respecting the opinions and feelings of all group members.	X
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

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10 Students will demonstrate participation skills - skills that help one interact with others. These skills include working effectively, individually and cooperatively in large and small group situations.	**25-3**
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 personal determination to reach their academic potential and commit to live a Christ-like life through service to individuals, their community and their country.	**25-3**
11.1 Students will demonstrate 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

12 Students will demonstrate attitudes of respect, tolerance, appreciation, and understanding toward the rights of others to their own religious affiliation.	**25-3**
12.1 Students will demonstrate attitudes of respect, tolerance and understanding as they work with peers.	X

Facilities or Equipment

Facility

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

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Facilities:

Equipment

None.

Learning and Teaching Resources

The resources to be used in teaching Religious Studies NT25B: The New Testamen
follows:

·The King James Version of the Holy Bible (Old and New Testaments)

·The teacher will use materials, from reliable print and digital/online sources, to prc
"authentic voice" of authors representing each particular 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 or 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 theme/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 the course.

Issue Management Strategy

None anticipated.

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Health and Safety

No safety or risk hazards are anticipated.

Risk Management Strategy

None anticipated.

Statement of Overlap with Existing Programs

The content of the “Religious Studies N25B:The New Testament” 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.

Course Approval Implementation and Evaluation

Plan for course evaluation and monitoring by the school authority.

· Each respective school principal is responsible for the supervision of teachers, and the monitoring of student attendance and academic progress including, regular class visits.

· All attendance and achievement data is entered into “PowerSchool” – our general student information system.

· Course outlines are submitted each year to the principal and are available for periodic review by district office – this is done prior to application for approval from Alberta Education (prior to the course being taught every four years).

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LOCALLY DEVELOPED COURSE OUTLINE

RS The New Testament Part A35-3

Submitted By:

Horizon School Division No. 67

Submitted On:

Jul. 22, 2019

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Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
35-3	62.50	09/01/2019	08/31/2023	Acquired	Authorization	G10 G11 G12

Course Description

Religious Studies NT35A: The New Testamentis a "faith-based" locally developed course for the study of the King James Version of The New 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 (New 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. There are two 3-credit courses for the study of The New Testament (NT35A and NT25B) as well as three other faith-based religious studies series structured to study the complete scriptural canon of The Church of Jesus Christ of Latter-day Saints over the course of four years. These courses will be offered in a calendar year with part A being offered in the Spring semester and then part B in the Fall semester of the next school year. Students will have the opportunity to study this course **The New Testament: Part A (NT35A: Matthew through Acts) in the spring semester and then have the opportunity to take Part B (NT25B: Romans through Revelations) in the fall semester of the following school year**.

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. (Section 50.1 of the School Act).

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Course Prerequisites

No prerequisites due to discrete content for each Religious Studies course.

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, developing attitudes of acceptance, tolerance, understanding and ensuing behaviors of their children. 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.

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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 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 successful completion the "seminary" program administered through the church educational system. Our locally developed courses are 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 other provincial programs of study that provide students with this admission requirement for 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 NT35A: The New Testament** including the **book of Matthew through the Acts of the Apostles**. The teachings and accounts of Jesus are the foundation upon which the course is built.

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.

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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 New Testament text.

3 Students will compare and contrast selected New Testament teachings with teachings of modern-day prophets. Texts will be examined for evidence of a) Messages of peace and goodwill, and b) Teachings related to the ministry of Jesus Christ and His disciples/apostles.

4 Students will discuss the "nature of God" as articulated in the New Testament, providing evidence from the Biblical text.

5 Students will demonstrate an understanding of how time and culture enrich the meaning and interpretation of Biblical texts.

6 Students will examine teachings and cultural traditions of three of the major world religions: mainstream Christianity, Judaism, and Islam.

7 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 New Testament.

8 Students will demonstrate 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 demonstrate 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 demonstrate 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 personal determination to reach their 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.

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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 New Testament.	X
1.2 Students will identify and discuss the doctrines and principles found in the New 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 New Testament to the teachings and counsel of modern day prophets.	X

2 Students will identify and describe commandments and religious rites found in the New Testament text.	**35-3**
2.1 Students will identify, interpret and analyze selected doctrines from the New Testament.	X
2.2 Students will compare and contrast commandments and religious rites found in the New Testament to the teachings and practices of modern day religious observance.	X

3 Students will compare and contrast selected New Testament teachings with teachings of modern-day prophets. Texts will be examined for evidence of a) Messages of peace and goodwill, and b) Teachings related to the ministry of Jesus Christ and His disciples/apostles.	**35-3**
3.1 Students will compare and contrast commandments and religious rites found in the New Testament to the teachings and practices taught by modern day prophets and church leaders.	X

4 Students will discuss the "nature of God" as articulated in the New Testament, providing evidence from the Biblical text.	**35-3**

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4.1 Students will identify, interpret and analyze selected doctrines from the New Testament.	X
4.2 Students will identify and discuss the doctrines and principles found in the New Testament and articulate how these could be meaningfully applied to their lives.	X
4.3 Students will compare and contrast descriptions found in the New Testament to the teachings and practices of modern day prophets.	X

5 Students will demonstrate an 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 New Testament.	X
5.2 Students will identify and discuss the doctrines and principles found in the New Testament and articulate how these could be meaningfully applied to their lives.	X
5.3 Students will apply their understanding of New Testament cultures to make inferences about the meaning of the Biblical records.	X

6 Students will examine teachings and cultural traditions of three of the major world religions: mainstream Christianity, 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 contract the Old Testament to present-day issues that stem from differences in culture and religion.	X

7 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 New Testament.	**35-3**
7.1 Students will identify, interpret and analyze selected doctrines from the New Testament.	X

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7.2 Students will identify and discuss the doctrines and principles found in the New Testament and articulate how these could be meaningfully applied to their lives.	X
7.3 Students will compare and contrast teachings and cultural examples found in the New Testament with those found in other world religions.	X

8 Students will demonstrate 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 Students will 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 demonstrate 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 Students will 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

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10 Students will demonstrate 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 personal determination to reach their 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 demonstrate 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

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 demonstrate attitudes of respect, tolerance and understanding as they work with peers.	X

Facilities or Equipment

Facility

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

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Facilities:

Equipment

None.

Learning and Teaching Resources

The resources to be used in teaching Religious Studies NT35A: The New Testamen
follows:

·The King James Version of the Holy Bible (Old and New Testaments)

·The teacher will use materials, from reliable print and digital/online sources, to prc
"authentic voice" of authors representing each particular 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 or 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 theme/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 the course.

Issue Management Strategy

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Health and Safety

No safety or risk hazards are anticipated.

Risk Management Strategy

Statement of Overlap with Existing Programs

The content of the “Religious Studies NT35A:The New Testament” 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.
Assessment shall be in alignment with Horizon School Division Policy HK: Student Assessment, Evaluation and Reporting.

Course Approval Implementation and Evaluation

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LOCALLY DEVELOPED COURSE OUTLINE

Religious Studies Book of Mormon F

Submitted By:

Horizon School Division No. 67

Submitted On:

Jul. 22, 2019

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Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
25-3	62.50	09/01/2019	08/31/2023	Acquired	Authorization	G10 G11 G12

Course Description

Religious Studies BM25A: The Book of Mormon is a "faith-based" locally developed course for the study of The Book of Mormon: Another Testament of Jesus Christ.

This course has been developed in cooperation with the Church Educational System (CES) of The Church of Jesus Christ of Latter-day Saints (LDS Church) based upon specific religious teachings and doctrines of The Church of Jesus Christ of Latter-day Saints as related to and found in The Book of Mormon: Another Testament of Jesus Christ. Students will learn basic principles underlying the basic doctrines of the LDS Church as well as doctrines and historical perspectives of other major world religions that will encourage attitudes of tolerance, understanding, appreciation and respect for the diversity of religious beliefs and values.

The Book of Mormon Part A and Part B will be offered in a given calendar year with part A being offered in the Spring Semester and then part B in the Fall semester of the next school year. This course (BM25A) will be offered in the Spring Semester and will focus on the first half of The Book of Mormon, beginning with The Book of First Nephi and ending with The Book of Mosiah. Students will then have the opportunity to complete their study of The Book of Mormon by taking Part B (BM35B) in the Fall Semester of the next school year.

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. (Section 50.1 of the School Act).

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Course Prerequisites

No prerequisites due to discrete content for each Religious Studies course.

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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.

This locally developed faith-based religious studies course 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, 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.

It is important that students take their training beyond high school. All students are strongly encouraged to vigorously pursue post secondary education or training in the trades.

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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 institutions of higher learning, located in the United States *(ie. Brigham Young University (BYU)-Provo, BYU-Idaho and BYU-Hawaii)*. One of the requirements for admission to one of these fully accredited private universities is the successful completion the "seminary" program administered through the church educational system. Our locally developed courses are 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 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 Book of Mormon: Another Testament of Jesus Christ from the book of First Nephi through the book of Mosiah. 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 objective is to help students understand that faith must manifest itself through personal attitudes of tolerance, understanding and love and actions that demonstrate these attitudes. 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) and the remaining twenty percent of instruction to focus upon other major world religions. These units will be taught in an objective, unbiased, non-judgmental manner, with the prime purpose being to promote understanding and tolerance allowing students to understand, value, appreciate, and respect the diversity of beliefs and values in our global community.

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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 Book of Mormon text.

3 Students will compare and contrast selected Book of Mormon 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 Book of Mormon, providing evidence from the Biblical text.

5 Students will demonstrate an understanding of how time and culture enrich the meaning and interpretation of Scriptural texts.

6 Students will discuss teachings and cultural traditions of three of the major world religions: mainstream Christianity, 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 Book of Mormon.

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 personal determination to reach their academic potential and commit to live a Christ-like life through service to individuals, community and country.

12 Students will demonstrate attitudes of respect, tolerance, appreciation, and understanding toward the rights of others to their own religious affiliation.

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13 Students will describe personal benefits of regular reading and studying of scripture.

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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.	**25-3**
1.1 Students will identify, interpret and analyze selected doctrines from the Book of Mormon.	X
1.2 Students will be able to identify and discuss the doctrines and principles found in the Book of Mormon 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 Book of Mormon to the teachings and counsel of modern day prophets.	X

2 Students will identify and describe commandments and religious rites found in the Book of Mormon text.	**25-3**
2.1 Students will identify, interpret and analyze selected doctrines from the Book of Mormon.	X
2.2 Students will compare and contrast commandments and religious rites found in the Book of Mormon to the teachings and practices of modern day religious observance.	X

3 Students will compare and contrast selected Book of Mormon 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.	**25-3**
3.1 Students will identify, interpret and analyze selected doctrines from the Book of Mormon.	X
3.2 Students will compare and contrast commandments and religious rites found in the Book of Mormon to the teachings and practices of modern day prophets.	X

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4 Students will discuss the "nature of God" as articulated in the Book of Mormon, providing evidence from the Biblical text.	**25-3**
4.1 Students will identify, interpret and analyze selected doctrines from the Book of Mormon.	X
4.2 Students will be able to identify and discuss the doctrines and principles found in the Book of Mormon and articulate how these could be meaningfully applied to their lives.	X
4.3 Students will compare and contrast descriptions found in the Book of Mormon to the teachings and practices of modern day prophets.	X

5 Students will demonstrate an understanding of how time and culture enrich the meaning and interpretation of Scriptural texts.	**25-3**
5.1 Students will identify, interpret and analyze selected doctrines from the Book of Mormon.	X
5.2 Students will be able to identify and discuss the doctrines and principles found in the Book of Mormon and articulate how these could be meaningfully applied to their lives.	X
5.3 Students will apply their understanding of Book of Mormon cultures to make inferences about the meaning of the Scriptural records.	X

6 Students will discuss teachings and cultural traditions of three of the major world religions: mainstream Christianity, Judaism, and Islam.	**25-3**
6.1 Students will compare and contrast teachings and cultural examples found in the Book of Mormon with those found in three of the major world religions: Buddhism, Judaism, and Islam.	X
6.2 Students will compare and contract the Book of Mormon to present-day issues that stem from differences in culture and religion.	X
6.3 Students will identify, interpret and analyze selected doctrines from the Book of Mormon.	X

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6.4 Students will be able to identify and discuss the doctrines and principles found in the Book of Mormon and articulate how these could be meaningfully applied to their lives.	X

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 Book of Mormon.	**25-3**
7.1 Students will identify, interpret and analyze selected doctrines from the Book of Mormon.	X
7.2 Students will be able to identify and discuss the doctrines and principles found in the Book of Mormon and articulate how these could be meaningfully applied to their lives.	X
7.3 Students will compare and contrast teachings and cultural examples found in the Book of Mormon with those found in major world religions.	X
7.4 Students will compare and contrast descriptions found in the Book of Mormon 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.	**25-3**
8.1 Students will 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

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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.	**25-3**
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.	**25-3**
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 personal determination to reach their academic potential and commit to live a Christ-like life through service to individuals, community and country.	**25-3**
11.1 Students will develop attitudes of respect, tolerance and understanding toward the religions of individuals, groups and cultures in their community and province.	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.	**25-3**

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12.1 Students will demonstrate tolerance and patience as they work collaboratively with peers.	X

13 Students will describe personal benefits of regular reading and studying of scripture.	**25-3**
13.1 Students will demonstrate positive attitudes about learning (specifically religion).	X

Facilities or Equipment

Facility

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

Facilities:

Equipment

None

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Learning and Teaching Resources

The Book of Mormon: Another Testament of Jesus Christ (1 copy for each student)
The following list of additional learning resources are recommended for use by the s
authority.

- ·The Doctrine and Covenants
- ·The King James Version of the Holy Bible (Old and New Testaments)
- ·The Pearl of Great Price

Supplementary Resources include:

- ·The Book of Mormon: Another Testament of Jesus Christ - Teacher Resource Ma
- ·The Book of Mormon: Another Testament of Jesus Christ - Student Study Guide
- ·The Book of Mormon: Another Testament of Jesus Christ Media Guide
- ·The Book of Mormon: Another Testament of Jesus Christ Media (24 VCR/DVD sh

presentations) and CD Soundtrack.
Please Note: The teacher will need to use materials, drawn from reliable digital, onlir
sources, to provide an “authentic voice” for each particular world religion studied.

Sensitive or Controversial Content

Westwind has in place board policy to address concerns related to sensitive or controversial issues -- 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

None Anticipated.

Risk Management Strategy

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Statement of Overlap with Existing Programs

The content of the “Religious Studies BM25A:The Book of Mormon: Another Testament of Jesus Christ” 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

With regard to student assessment, we echo the program of studies for high school Social Studies which states that within the curriculum materials, is the process of collecting, processing, interpreting and judging program objectives, teaching strategies, student achievement and instructional resources. Assessment is important during all phases of planning and learning. It should begin with an assessment of student needs, and include consideration of ways that basic resources and support materials can be used to maximize learning. Ongoing formative evaluation helps the teacher to determine how well students are achieving prescribed objectives and permits the planning of specific learning strategies and experiences. The teacher must assess the degree of overall success each student has in meeting learning outcomes for the course.

Basic expectations may include, but are not limited to the following:

1. Tests & Quizzes

2. Assignments and Projects

3. Portfolio/Journal /Reading Log

Assignments and assessment instruments will define the depth of work and thought expected, as reflected in the specific course outcomes. Teachers are encouraged to involve students in setting standards of expectation by co-creating fair grade-specific rubrics with them.

Assessment practice must align with Horizon School Division Policy HK: Student Assessment, Reporting and Evaluation.

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Course Approval Implementation and Evaluation

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LOCALLY DEVELOPED COURSE OUTLINE

RS The Old Testament Part A15-3

Submitted By:

Horizon School Division No. 67

Submitted On:

Jul. 22, 2019

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Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	09/01/2019	08/31/2023	Acquired	Authorization	G10 G11 G12

Course Description

Religious Studies - The Old Testament: Part A (OT15A: Genesis through 2 Samuel) 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 (New 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 (OT15A and OT35B), 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 will be offered to students over the course of a calendar year. Students will study **The Old Testament: Part A (OT15A: Genesis through 2 Samuel)** in the Spring Semester and then have the opportunity to take Part B (OT35B: 1 Kings through Malachi) in the Fall Semester of the following school year.

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. (Section 50.1 of the School Act).

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Course Prerequisites

No prerequisites due to discrete content for each Religious Studies course.

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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.

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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.

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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.

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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.

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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 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.	**15-3**
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.	**15-3**
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

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4 Students will discuss the "nature of God" as articulated in the Old Testament, providing evidence from the Biblical text.	**15-3**
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.	**15-3**
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.	**15-3**
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.	**15-3**
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.	**15-3**
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.	**15-3**
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

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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.	**15-3**
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.	**15-3**
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.	**15-3**
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).

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Facilities:

Equipment

None.

Learning and Teaching Resources

The Church of Jesus Christ of Latter-day Saints has a very large curriculum departm
creates and develops a variety of print and digital resources for use by both the teac
student. These will be accessed as needed.
The primary resources to be used in teaching The Old Testament Part A are as follo

- 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 Sounc

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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.

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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 largly co-created with students. Assessment shall be in alignment with Horizon School Division Policy HK: Student Assessment, Evaluation and Reporting.

Course Approval Implementation and Evaluation

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Horizon School Division No. 67

Off-Campus Annual Evaluation Report for 2018-2019 School Year

Submitted to Board as per policy HGADA, August 28, 2019

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:

	13/14 Stud/CEU	**14/15 Stud/CEU**	**15/16 Stud/CEU**	**16/17 Stud/CEU**	**17/18 Stud/CEU**	**18/19 Stud/CEU**
Work Experience	272/2427	186/1903	207/1897	176/1694	165/1527	
ACE	16/270	26/355	15/135	14/193	11/115	12/131
ATL	15/120	14/105	13/120	22/136	14/85	14/103
Colonies	20/205	24/248	24/249	24/249	24/249	29/301
ERHS	49/284	33/272	15/93	3/15	4/20	3/36
TMS HMAP	15/175	18/151	19/223	5/50 6/79	0/0 10/114	1/18 9/79
Lomond	0/0	1/1	5/25	4/ CEU's next year	9/36	5/21
VHS	39/266	4/38	38/248	30/235	32/213	37/212
Warner	10/89	1/2	5/55	0/0	2/10	4/10
W.R Myers	93/980	65/731	73/749	68/737	59/685	63/543
RAP (Registered Apprenticeship Program	18/430	20/510	19/340	11/145	9/180	7/60
Green Certificate	26/310	6/65	11/137	8/79	14/115	22/210
Special Projects	0/0	5/25	0/0	5/16	15/63	7/21
Total	316/3167	217/2503	237/2374	200/1934	203/1885	213/1745

Number of Off-Campus Sites:

13/14	**14/15**	**15/16**	**16/17**	**17/18**	**18/19**
170	108	125	81	84	101

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1. Program Innovations and Celebrations

When off-campus coordinators were asked for their program innovations and celebrations for the past school year, the following innovations were made. One school was able to take the division forms and find some efficiencies to streamline the process of supervision and visits by downloading and creating a google form that was available offline so that the coordinator could take it with them to the work place visits and share them with students. This approach was also shared with the Director of Learning at the end of the school year. The plan is to share it with all coordinators at the August 28, 2019 Off Campus Coordinators meeting.

Coordinators also wanted to celebrate the following:

"Taber MCC thrift store turned out to be a great placement for volunteers."
"I love the off-campus piece. Students feel engaged and working in an area of interest."
"We had an increase in the Green Certificate program in our school!"

2. Assessment Practices

As in the following years of practice, off-campus coordinators use a variety of methods for evaluation. They are using a rating scale found in the Draft Off-Campus handbook, student self-evaluations, completed student log books, assignments that students receive when they attend monthly meetings, reflections of their experiences, and conversations between the employer and the off-campus coordinator on job performance.

3. Business Feedback

Most of the feedback from employers was very positive, and many businesses felt that our coordinators are doing a great job keeping an eye on the students. However, there was some conflicting comments made by coordinators that some received comments from businesses that students were being observed too often while others had businesses ask to see the coordinators more often. As a committee we will try to set a consistent standard amongst the group so that businesses feel that we are being supportive and yet try not to make the business managers workload be unmanageable by visiting too often. Comments from businesses about students included that they appreciated having the students and that the work ethic of students was excellent. They also commented that Horizon students did very well representing their schools and communities.

4. Integration of Work and School Program

Our coordinators are using a variety of different programs and resources to integrate school and work together. Some of our schools are using English Language Arts 20-2, as it has several outcomes that are conducive to work and school such as; creating resumes, working on interview skills, and communication. One of our schools created a ELW class with grade 10 and 11 students and found it to be a huge success. Another school used their advisory period to meet with work experience students and found the discussions from the group to be invaluable. One coordinator mentioned that the students get a sense of how hard work can be and that working with a purpose helps them in the future.

5. Challenges

Schools identified the following challenges:

Time to follow up with students and employers, as well as site visits, continue to be challenge for off campus coordinators. Several coordinators have mentioned that they would like to see a position created for this role and this will be discussed with them on the August 28th meeting. (The viability of

a designated position generating enough CEU revenue to pay for itself would have to be determined." Travel time to site visits is also an issue for some. Many students are interested in the RAP placement program, but schools are having a difficult time finding placements. Some coordinators mentioned that having students follow through on the paperwork can also be challenging at times.

6. Supports Requested from Division Office

The following comments were made by off-campus coordinators:

"Interaction with employers to encourage them to talk on RAP students?"

"An off-campus liaison who takes care of off campus for small schools. Similar to other divisions. Too much to manage in a k-12 environment, effectively."

"Not at this time, I had lots of questions but Terri was able to answer them."

Website to report needless red tape launches

June 24, 2019 Media inquiries

A new website will crowdsource input from business, organizations and the public on which government regulations should be improved, kept or scrapped.

As part of the Red Tape Reduction Action Plan, the province has launched CutRedTape.alberta.ca with a submission form for Albertans to provide feedback on their encounters with costly and unnecessary red tape, and suggestions on how to get rid of it.

“The regulatory burden in our province is simply unnecessary. Albertans know this, job creators know this, and our government knows this. I look forward to hearing from Albertans on how we can reduce the burden, and to meeting with industry leaders to discuss how we can make it easier to do business and create jobs in the province. I encourage every Albertan to follow our progress online as we work together to cut red tape.”

Grant Hunter, Associate Minister of Red Tape Reduction

In addition to being an easy way for people to submit ideas, CutRedTape.alberta.ca will show where red tape has already been cut and keep people apprised on the commitment to reduce the regulatory burden by one-third and get Albertans back to work.

Panels are being established to hear from Alberta businesses and industry experts, and local MLAs are arranging roundtable discussions in their constituencies to determine how best to cut red tape, while ensuring the health and safety of Albertans and the environment is safeguarded.

The *Red Tape Reduction Act*, passed June 10, directs government to review and evaluate existing regulations, rules and processes to ensure they are as efficient as possible and provide value to Albertans. It focuses on reducing unnecessary demands on time and resources to make it easier for people and organizations to navigate government and comply with regulations.

Albertans are encouraged to share their red tape stories at CutRedTape.alberta.ca.

Related information

- CutRedTape.alberta.ca

Bill 4: Red Tape Reduction Act

Report on Alberta’s finances: Minister Toews

August 15, 2019 Media inquiries

President of Treasury Board and Minister of Finance Travis Toews issued the following statement to acknowledge the receipt of the report from the Blue Ribbon Panel on Alberta’s finances:

“Today, I was pleased to receive the report from the Blue Ribbon Panel on Alberta’s Finances.

“Our government committed to having a panel of experts conduct an independent review of Alberta’s finances and provide recommendations to government on balancing the budget by fiscal year 2022-23, while improving budget planning systems, processes and practices.

“I am confident the collective expertise this panel has brought to their report will help us to understand the fiscal realities in our province as we work to address spending, the deficit and growing debt in our province.

“I thank the members of this panel for their work and would like to specifically acknowledge the outstanding leadership of Dr. Janice MacKinnon.

“Albertans trust us to be responsible stewards of their tax dollars. The chronic deficits we face today are because previous governments spent far beyond their means.

“I will be reviewing the report and sharing it with my colleagues in government for their consideration as well. Upon our review, we will share the report with Albertans in early September.”

Related information

- Blue Ribbon Panel on Alberta's Finances

Expert panel to assess minimum wage

August 15, 2019 Media inquiries

The Alberta government has appointed a diverse expert panel that will use research, expertise and experience to assess Alberta's minimum wage.

Alberta has the highest minimum wage in the country, yet hard-working Albertans continue to struggle to find jobs. The panel will study and publish economic data related to minimum wage changes. It will also assess whether a wage differential for hospitality industry workers who serve alcohol could lead to higher net incomes. This work will be completed by mid-January 2020.

"By establishing this panel of experts, we are keeping another platform promise and making progress on our common-sense plan to restore jobs and prosperity to our province. I'd like to thank the panel members for agreeing to be part of this important work."

Jason Copping, Minister of Labour and Immigration

"The effects of Alberta's 47 per cent minimum wage increase over the past four years and the elimination of the liquor server differential deserve to be studied. I am pleased to be leading a panel of experts to address that need."

Joseph Marchand, chair, minimum wage expert panel

Minimum wage expert panel members

- Joseph Marchand, panel chair, associate professor of economics, University of Alberta
- Anindya Sen, professor of economics
- Mark von Schellwitz, vice-president (Western Canada), Restaurants Canada
- Richard Truscott, vice-president, British Columbia and Alberta, Canadian Federation of Independent Business
- Jason Stanton, owner, Running Room
- Branko Culo, owner of Express Employment and member of Alberta Enterprise Group
- Delphine Borger, server, Blink Restaurant, Calgary
- Rachel Donnelly, server, Chop Steakhouse
- Nicole Lyckama, server, Blink Restaurant, Calgary

Related information

- Minimum wage expert panel

Minimum wage

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Service Alberta minister touring to meet Albertans

Service Alberta Minister Nate Glubish is embarking on a provincewide tour to meet Albertans and discuss the path forward to reducing obstacles that affect their lives.

“I have heard about specific challenges that Alberta communities are facing, from broadband service in rural Alberta to local registries and mobile home tenancy issues in more urban settings. This is why it is important to go out and hear directly from Albertans who are in the best place to offer insight into the difficulties they face when accessing services.”

Nate Glubish, Minister of Service Alberta

The minister’s travel schedule includes both urban and rural communities, and will focus on a wide array of issues facing Albertans.

“This tour is the first of its kind in more than five years, and it demonstrates this government’s commitment to hear, first-hand, the unique concerns and proposals that Albertans have on the issues that affect them.”

Nate Glubish, Minister of Service Alberta

The minister’s tour begins Aug. 20 in Lloydminster and wraps up on Sept. 4 in Mayerthorpe.

Tour schedule

Tuesday, Aug. 20

- Lloydminster
- Provost
- Brooks
- Lethbridge

Wednesday, Aug. 21

- Lethbridge
- Crowsnest Pass
- High River
- Okotoks
- Bragg Creek

Thursday, Aug. 22

- Calgary Fish Creek
- Calgary East
- Airdrie East
- Innisfail
- Blackfalds
- Lacombe
- Nisku

Wednesday, Aug. 28

- Edson

- Hinton
- Whitecourt
- Valleyview

Thursday, Aug. 29

- Wembley
- Clairmont
- Fairview
- Peace River
- Falher

Friday, Aug. 30

- High Prairie
- Slave Lake
- Cold Lake
- Bonnyville

Saturday, Aug. 31

- St. Paul

Tuesday, Sept. 3

- Myrnam
- Gibbons
- Edmonton

Wednesday, Sept. 4

- Spruce Grove
- Parkland Village
- Onoway
- Mayerthorpe

New panel to advise on curriculum

August 22, 2019 Media inquiries

The Alberta government has appointed an independent panel to provide advice on the development of future curriculum.

Curriculum Advisory Panel chair, Angus McBeath and vice-chair, Jen Panteluk (left), along with Education Minister Adriana LaGrange (right) meet with students at St. Teresa of Calcutta Elementary School in Edmonton.

With an emphasis on the knowledge, skills and competencies students should have when they finish high school, panel members will draft an updated ministerial order on student learning. This work will be a starting point for public dialogue in early 2020, and will be informed by globally endorsed best practices, jurisdictional research and previous curriculum engagement feedback.

“I am proud to move forward on two important commitments this government made to Albertans to strengthen our education system. One is to broaden consultation on the curriculum review so that we are certain we get our future curriculum right. And the other is to replace the current ministerial order on student learning with one that ensures children have a strong foundation of essential skills and knowledge – something we heard loud and clear from parents.

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“We respect the hard work done thus far on Alberta’s K-12 curriculum, and we want to make sure we are taking the right approach for the right reasons for our children. Members of the curriculum advisory panel come to the table with diverse backgrounds and experiences that I believe will enhance the vision and direction for student learning in Alberta.”

Adriana LaGrange, Minister of Education

The curriculum advisory panel includes representatives from the kindergarten to Grade 12 education system, post-secondary education system, education advocates, and career and training organizations like Careers: Next Generation.

The panel will be chaired by Angus McBeath, a former superintendent for Edmonton Public Schools. The panel’s vice chair is Jen Panteluk, the former CEO of Junior Achievement of Northern Alberta and Northwest Territories.

“Minister LaGrange has assembled an outstanding group of people to sit on her curriculum advisory panel for Alberta’s K-12 curriculum. Members of the panel represent all walks of life, from university to technical schools, social services, industry and the volunteer community. As a former teacher and former superintendent, I am excited to get to work to fulfil the mandate afforded to us. Albertans are counting on us to get it right.”

Angus McBeath, chair, curriculum advisory panel

“Education is a critical success factor for our youth and Minister LaGrange has assembled a diverse and experienced panel to advise on the development of future K-12 curriculum. As someone who walked alongside the system for a number of years, as well as being a parent to a young girl soon entering the system, I am excited to work with panel members to ensure our youth have a strong foundation for their future.”

Jen Panteluk, vice-chair, curriculum advisory panel

“As a partner in Alberta’s education system, the Alberta School Councils’ Association is grateful the curriculum review is moving ahead. We are optimistic that the work of this panel will enhance what has been started. Parents on school councils, in collaboration with teachers, principals and trustees, look forward to the upcoming consultations that can ensure students are well prepared for the future.”

Allison Pike, president, Alberta School Councils’ Association

“The College of Alberta School Superintendents will welcome the opportunity to work with the curriculum advisory panel to ensure the voice of system education leaders is heard and understood throughout their review process.”

Bevan Daverne, president, College of Alberta School Superintendents

Curriculum advisory panel members

- Angus McBeath (chair), former superintendent, Edmonton Public Schools
- Jen Panteluk (vice-chair), former president and CEO, Junior Achievement of Northern Alberta and Northwest Territories
- Sharon Carry, former president & CEO, Bow Valley College
- Glenn Feltham, president & CEO, NAIT
- Paulette Hanna, associate vice-president academic, Red Deer College and former superintendent, Red Deer Catholic School Division
- Keray Henke, former deputy minister, Alberta Education
- Martin Mrazik, professor, Department of Educational Psychology, Faculty of Education, University of Alberta
- Andy Neigel, CEO, Careers: the Next Generation
- Miles Smit, co-founder, Petrarch Institute
- Amy von Heyking, associate professor, Faculty of Education, University of Lethbridge
- Nhung Tran-Davis, founder, Children of Vietnam Benevolent Foundation, family doctor
- Ashley Berner, deputy director, Institute for Education Policy John Hopkins School of Education

Related information

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