Regular Board Meeting Agenda – 1:00 p.m.

Tuesday, August 18th, 2020

A – Action Items

A.1 Agenda	
A.2 Minutes of Regular Board Meeting held Monday, June 22, 2020	**ENCLOSURE 1**
A.3 Minutes from Special Board Meeting held Friday, June 24th, 2020	**ENCLOSURE 2**
A.4 Minutes from Special Board Meeting held Saturday, July 4th, 2020	**ENCLOSURE 3**
A.5 Minutes from Special Board Meeting held Monday, July 13th, 2020	**ENCLOSURE 4**
A.6 August 2020 Payment of Accounts Summary	**ENCLOSURE 5**
A.7 LDC: American Sign Language 15/25/35	**ENCLOSURE 6**
A.8 LDC: Audio 15/25/35	**ENCLOSURE 7**
A.9 LDC: Autobody Repair 15/25/35	**ENCLOSURE 8**
A.10 LDC: Aviation – Flight 15/25/35	**ENCLOSURE 9**
A.11 LDC: Aviation Navigation Aids 15	**ENCLOSURE 10**
A.12 LDC: Aviation Structure 25/35	**ENCLOSURE 11**
A.13 LDC: Building Communities of Hope 15/25	**ENCLOSURE 12**
A.14 LDC: Cake Decorating 15/25	**ENCLOSURE 13**
A.15 LDC: Chamber Ensemble 15/25/35	**ENCLOSURE 14**
A.16 LDC: Choir 15/25/35	**ENCLOSURE 15**
A.17 LDC: ESL Expository English 15/25	**ENCLOSURE 16**
A.18 LDC: ELS Introduction to Math 15	**ENCLOSURE 17**
A.19 LDC: Forensic Science Studies 25/35	**ENCLOSURE 18**
A.20 LDC: Forensic Studies 25/35	**ENCLOSURE 19**
A.21 LDC: History Through Film 25	**ENCLOSURE 20**
A.22 LDC: Instrumental Jazz 15/25/35	**ENCLOSURE 21**
A.23 LDC: Leadership, Character and Social Responsibility 15/25/35	**ENCLOSURE 22**
A.24 LDC: Positive Psychology 15	**ENCLOSURE 23**
A.25 LDC: Reading 15/25	**ENCLOSURE 24**
A.26 LDC: Religions of the World 35	**ENCLOSURE 25**
A.27 LDC: Religious Studies New Testament 35	**ENCLOSURE 26**
A.28 LDC: Stained Glass 15/25/35	**ENCLOSURE 27**
A.29 LDC: Understanding Video Games 15	**ENCLOSURE 28**
A.30 LDC: Video 25/35	**ENCLOSURE 29**
A.31 Second and Final Reading of Policy GB: Occupational Health and Safety	**ENCLOSURE 30**

D – Discussion Items

D.1 COVID	
D.1.1 Transportation Guidelines	
D.1.2 Additional Cleaning	
D.1.3 Home Learning (staffing implications)	
D.1.4 International Travel	
D.1.5 Community Use of Facilities	

D.2 Electoral Wards D.3 Years of Service Awards	**ENCLOSURE 31**

I - Information Items

I.1 Superintendent's Report – Wilco Tymensen
 	
      I.1.1 *Re-entry plans (health guidelines, continuity of learning, inclusion)*
 	
I.2 Trustee/Committee Report
      I.2.1 Facilities Meeting Report - Bruce Francis
      I.2.2 Administrator's Report - Wilco Tymensen
I.3 Associate Superintendent of Finance and Operations Report – Phil Johansen
I.4 Associate Superintendent of Learner Services Report – Amber Darroch	

C-Correspondence

C.1 News Release: Levelling the playing field in local elections C.2 Holy Spirit Busing https://www.mylethbridgenow.com/11187/holy-spirit-catholic-school-division-makes-busing-change-for-fall/ C.3 News Release: Students returning to school for 2020-21 school year C.4 EDC Minister: 2020/21 Minister's Youth Council C.5 News Release: Improving student learning in Alberta	**ENCLOSURE 32**

Dates to Remember

• August 20-21 – Horizon Induction Program
• August 24 – Division Wide PD Day
• August 31 – First Day of School
• September 7 – Labour Day – no school
• September 8 – Administrator's Meeting
• September 24 – School Based PD Day – no students
• September 25 – ISP Day – no students
• September 28 – Board Meeting
• October 1 – CUPE Barraging Meeting
• October 5 – World Teacher Day
• October 12 - Thanksgiving
• October 13 – Administrator's Meeting
• October 23 – School Based PD Day – no students
• October 26 – Board meeting
• November 9 – Administrator's Meeting
• November 11 – Remembrance Day
• November 12 – Joint ATA PD Day - no students
• November 13 - School Based PD Day – no students
• November 15-17 – ASBA AGM
• November 23 – Board Meeting

Horizon School Division

The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Monday, June 22, 2020 beginning at 10:30 a.m. in the Eric Johnson Room.

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

ALSO IN ATTENDANCE: Dr. Wilco Tymensen, Superintendent of Schools
Phil Johansen, Associate Superintendent of Finance & Operations
Amber Darroch, Associate Superintendent of Learner Services
Sheila Laqua, Recording Secretary
Cole Parkinson, Taber Times

ACTION ITEMS

A.1   Moved by Blair Lowry that the Board approve the agenda.   AGENDA
                                                                               APPROVED
                                                  Carried Unanimously   51/20

A.2   Moved by Jennifer Crowson that the Board approve the *Minutes of the*   BOARD MEETING
      Regular Board Meeting, held Wednesday, May 27th, 2020 as provided   MINUTES APPROVED
      by Enclosure #1 of the agenda.
                                                  Carried Unanimously   52/20

A.3   Moved by Christa Runka that the Board approve the *June 2020*   PAYMENT OF
      Payment of Accounts in the amount of as provided in Enclosure #2 of   ACCOUNT APPROVED
      the agenda.
                                                  Carried Unanimously   53/20

A.4   Moved by Bruce Francis that the Board approve the first reading of   FIRST READING OF
      Policy: GB – Occupational Health and Safety as provided, see   POLICY GB APPROVED
      Enclosure #3 of the agenda for the policy.
                                                  Carried Unanimously   54/20

DISCUSSION ITEMS

D.1   BOARD MEETING DATES

Board of Trustees discussed Board Meeting dates for the upcoming 2020-2021 School Year. Tentative dates are as follows:

Tuesday, August 18, 2020	Monday, February 22, 2020
Monday, September 28, 2020	Monday, March 22, 2020
Monday, October 26, 2020	Monday, April 26, 2020
Monday, November 23, 2020	Monday, May 31, 2020
Monday, December 14, 2020	Monday, June 28, 2020
Monday, January 25, 2020	

D.2 2021 BOARD WARDS

The Board engaged in a discussion regarding Ward boundaries and rationale for determining/changing boundary structures. The Board will be bringing forward an updated bylaw in the fall of 2020 that describes the current ward boundaries. The Board will also be creating a policy as per the Education Act that describes the process and rationale for creating and altering ward boundaries.

D.3 COVID

Superintendent, Wilco Tymensen, shared the *Horizon Re-Entry Plan COVID-19* (summary) with the Board.

A.5	Moved by Blair Lowry that the Board cease transporting students who reside less than 2.4 km from their designated school or school of attendance for the 2020-2021 school year as a way to enhance social distancing on school buses and achieve provincial health guidelines related to COVID-19.	TRANSPORTATION OF STUDENTS RESIDING 2.4 KM AWAY FROM DESIGNATED SCHOOL
	Carried Unanimously	55/20

Amber Darroch, Associate Superintendent of Learner Services, reviewed highlights of the Continuity Plan, as per enclosure #7 in the agenda. Noting that Diploma exams will continue in the upcoming school year and the Provincial Achievement Testing will be optional.

INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

Wilco Tymensen, Superintendent shared the following June 2020 Report with the Board:
Click Here for June Report

I.2 TRUSTEE/COMMITTEE REPORT

I.2.1 Facilities Report

Bruce Francis, Facilities Committee Chair, provided a summary to the Board on the work undertaken by the Maintenance Department for the month of June 2020:

- Capital Project – WR Myers/DA Ferguson
  - o The final phase of the DA Ferguson / WR Myers partial modernization managed by Alberta Infrastructure has been substantially completed.   The remaining deficiency work remains in progress with completion expected over the summer.
- DA Ferguson Gymnasium Floor Replacement
  - o Flooring replacement was awarded to Caliber sports flooring based out of Calgary Alberta. Demolition of the existing flooring to begin June 22 with the replacement flooring to be placed on site to allow for further acclimatization
- WR Myers water service upgrade
  - o The design / build grant funded sprinkler feed project tender was approved by Alberta Infrastructure is underway with demolition of the South entry way in progress including flooring, the doorway, exterior concrete and minor landscaping. Demolition in interior ceiling space will begin when school concludes for the year.

- o No significant changes are anticipated for the project with completion expected mid-August.
- Enhanced cleaning practices & what that would look like
- IMR
    - o With the cancellation of classes, an opportunity to move ahead with projects normally reserved for summer months presented itself.
    - o Facilities staff together with contracting crews have been hard at work with day to day maintenance requests as well as working on board approved IMR projects. We are pleased to report that all 21 IMR projects are either complete or nearing completion with the exception of two projects that were unable to start since they would disrupt school activities or facility entrance points. These two are slated to begin at the end of the month.
- Playground signage
    - o Playgrounds re-opened this month with additional signage added to remind users of recommended guidelines and practices. Signage was purchased locally to match the town of Taber signage

I.2.2 Administrator's Meeting Report

The June 2020 Administrator's Meeting summary was provided by Wilco Tymensen:
- o Administrator's Meeting held on a weekly basis
- o Re-entry plan shared and reviewed
- o Continuity plan shared and reviewed

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS REPORT

Phil Johansen, Associate Superintendent of Finance and Operations shared the following June 2020 summary to the Board:
- Sent out audit tender (closing in July)
- Year-end wrap up with principals
- Evaluation of photocopier fleet
    - o Xerox will continue to replace (as needed) and maintain copiers

I.4 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

Amber Darroch, Associate Superintendent of Learner Services, shared the following June 2020 report with the Board:
Click here for June Report

CORRESPONDENCE
No Discussion Items came forward from the Correspondence.

COMMITTEE ITEMS

Moved by Rick Anderson that the Board meet in Committee.   COMMITTEE
                     Carried Unanimously   56/20

Moved by Derek Baron that the meeting reconvene.   RECONVENE
                     Carried Unanimously   57/20

Moved by Christa Runka that the meeting adjourn.   MEETING ADJOURNED
                     Carried Unanimously   58/20

_____   _____
Marie Logan, Chair   Sheila Laqua, Executive Secretary

HORIZON SCHOOL DIVISION

6302 – 56 Street   Taber, Alberta   T1G 1Z9
Phone: (403) 223-3547   1-800-215-2398   FAX: (403) 223-2999

The Board of Trustees of Horizon School Division held a Special Board Meeting on Friday, June 24th, 2020 beginning at 8:00 a.m. and concluding at 10:00 a.m.

PRESENT VIA PHONE: Marie Logan, Board Chair
                         Bruce Francis, Board Vice Chair
                         Rick Anderson, Jennifer Crowson, Blair Lowry, Derek Baron, Christa Runka
                         Sheila Laqua, Recording Secretary

Waiver of Notice of Special Meeting and Special Meeting Agenda Attached

Moved by Christa Runka that the Board approve the Special Meeting Agenda as contained in the Waiver of Notice of Special meeting.

AGENDA APPROVED
59/20

Carried Unanimously

Moved by Bruce Francis that the Board accept the bid by DMT Mechanical Ltd for the Building Controls Management System (BMS) and Boiler Replacement at Dr. Hamman Elementary School.

W.R. MYERS TENDER APPROVED
60/20

Carried Unanimously

Moved by Blair Lowry that the meeting Adjourn.

MEETING ADJOURNED
61/20

Carried Unanimously

WAIVER OF NOTICE OF SPECIAL MEETING

In accordance with the provision of policy BD: Board Meetings, we, the undersigned hereby waive notice of a Special Meeting held on Friday, June 24th 2020 commencing at 8:00 a.m.

AGENDA

1. Dr. Hamman Building Controls Management System and Boiler Replacement

HORIZON SCHOOL DIVISION

The Board of Trustees of Horizon School Division held a Special Board Meeting on Saturday, July 4th, 2020 beginning at 8:00 a.m. and concluding at 10:00 a.m.

PRESENT VIA PHONE: Marie Logan, Board Chair
                         Bruce Francis, Board Vice Chair
                         Rick Anderson, Jennifer Crowson, Blair Lowry, Derek Baron, Christa Runka
                         Sheila Laqua, Recording Secretary

<u>Waiver of Notice of Special Meeting and Special Meeting Agenda Attached</u>

Moved by Derek Baron that the Board approve the Special Meeting Agenda as contained in the Waiver of Notice of Special meeting.	AGENDA APPROVED 62/20

Carried Unanimously

Moved by Bruce Francis that the Board accept the bid from Lethbridge Elevator for the modernization of the elevators at W.R. Myers High School, to be completed as part of the Capital Maintenance and Renewal Projects.	W.R. MYERS TENDER APPROVED 63/20

Carried Unanimously

Moved by Jennifer Crowson that the meeting Adjourn.		MEETING
	Carried Unanimously	ADJOURNED 64/20

WAIVER OF NOTICE OF SPECIAL MEETING

In accordance with the provision of policy BD: Board Meetings, we, the undersigned hereby waive notice of a Special Meeting held on Saturday, July 4th, 2020 commencing at 8:00 a.m.

AGENDA

1. W.R. Myers elevator modernization.

HORIZON SCHOOL DIVISION

6302 – 56 Street   Taber, Alberta   T1G 1Z9
Phone: (403) 223-3547   1-800-215-2398   FAX: (403) 223-2999

The Board of Trustees of Horizon School Division held a Special Board Meeting on Monday, July 13th, 2020 beginning at 8:00 a.m. and concluding at 10:00a.m.

PRESENT VIA PHONE: Marie Logan, Board Chair
                        Bruce Francis, Board Vice Chair
                        Rick Anderson, Jennifer Crowson, Blair Lowry, Derek Baron, Christa Runka
                        Sheila Laqua, Recording Secretary

Waiver of Notice of Special Meeting and Special Meeting Agenda Attached

Moved by Blair Lowry that the Board approve the Special Meeting Agenda as contained in the Waiver of Notice of Special meeting.

AGENDA APPROVED
65/20

Carried Unanimously

Moved by Christa Runka that the Board award the audit contract to BDO for a term of three years with the option to extend up to two additional years.

W.R. MYERS TENDER APPROVED
66/20

Carried Unanimously

Moved by Derek Baron that the meeting Adjourn.

Carried Unanimously   MEETING ADJOURNED
67/20

WAIVER OF NOTICE OF SPECIAL MEETING

In accordance with the provision of policy BD: Board Meetings, we, the undersigned hereby waive notice of a Special Meeting held on Monday, July 13th, 2020 commencing at 8:00 a.m.

AGENDA

1. Audit Contract

PAYMENT OF ACCOUNTS REPORT
Board Meeting - August 18, 2020

General	June 24/20		450155.72
U.S.	June 24/20		33396.72
General	June 29/20		1067846.14
U.S.	June 29/20		675.94
General	July 8/20		262719.41
General	July 14/20		83714.12
General	July 21/20		205,989.42
General	July 21/20		155,719.41
General	July 28/20		1,123,137.13
General	August 5/20		261,854.24
"A" Payroll	June 2020	Teachers	1,781,774.77
		Support	309,710.36
	July 2020	Teachers	1,518,466.85
		Support	301,721.34
"B" Payroll	June 2020	Casual	11,788.77
		Subs	
	July 2020	Casual	8,406.23
		Subs	
Total Accounts			**7,577,076.57**

Board Chair _____

PJ:dd
August 13/2020

Horizon School Division June 2020 U.S. Accounts

	U.S. Funds	Canadian Funds
Hapara	24163.75	33396.72
Total U.S. Accounts	24163.75	33396.72

JM:dd
June 24, 2020

Horizon School Division June 2020 U.S. Accounts

	U.S. Funds	Canadian Funds
KAPPA Map Group	485.17	675.94
Total U.S. Accounts	485.17	675.94

JM:dd
June 29, 2020

LOCALLY DEVELOPED COURSE OUTLINE

American Sign Language and Deaf (

American Sign Language and Deaf (

American Sign Language and Deaf (

Submitted By:

The Horizon School Division

Submitted On:

May. 22, 2020

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-5	125.00	09/01/2020	08/31/2022	Acquired	Authorization	G10
25-5	125.00	09/01/2020	08/31/2022	Acquired	Authorization	G10
35-5	125.00	09/01/2020	08/31/2022	Acquired	Authorization	G10

Course Description

See attached course based on the Framework for International Language and Culture courses. (*The Common Curriculum Framework for International Languages, Three-year Program (Grade 10 to Grade 12): Western Canadian Protocol for Collaboration in Basic Education*. Alberta Version, 2001.)

Course Prerequisites

No prerequisite for American Sign Language and Deaf Culture 3Y 15
American Sign Language and Deaf Culture 3Y 25 prerequisite: American Sign Language and Deaf Culture 3Y 15
American Sign Language and Deaf Culture 3Y 35 prerequisite: American Sign Language and Deaf Culture 3Y 25

Sequence Introduction (formerly: Philosophy)

See attached course based on the Framework for International Language and Culture courses. (*The Common Curriculum Framework for International Languages, Three-year Program (Grade 10 to Grade 12): Western Canadian Protocol for Collaboration in Basic Education*. Alberta Version, 2001.)

Student Need (formerly: Rationale)

See attached course based on the Framework for International Language and Culture courses. (*The Common Curriculum Framework for International Languages, Three-year Program (Grade 10 to Grade 12): Western Canadian Protocol for Collaboration in Basic Education*. Alberta Version, 2001.)

Scope and Sequence (formerly: Learner Outcomes)

See attached course based on the Framework for International Language and Culture courses. (*The Common Curriculum Framework for International Languages, Three-year Program (Grade 10 to Grade 12): Western Canadian Protocol for Collaboration in Basic Education*. Alberta Version, 2001.)

Guiding Questions (formerly: General Outcomes

1   Applications - Students will use the international language in a variety of situations and for a variety of purposes.

2   Language Competence - Students will use the international language effectively and competently

3   Global Citizenship - Students will acquire the knowledge, skills and attitudes to be effective global citizens.

4   Strategies - Students will know and use strategies to maximize the effectiveness of learning and communication.

Learning Outcomes (formerly: Specific Outcomes)

1 Applications - Students will use the international language in a variety of situations and for a variety of purposes.	15-5	25-5	35-5
1.1 To impart and receive information.	X	X	X
1.1.1 Share factual information	X	X	X
1.1.1.1 1	X	X	X
1.2 To express emotions and personal perspectives	X	X	X
1.2.1 Share ideas, thoughts, preferences	X	X	X
1.2.1.1 1	X	X	X
1.2.2 Share emotions, feelings	X	X	X
1.2.2.1 1	X	X	X
1.3 To get things done	X	X	X
1.3.1 Guide actions of others	X	X	X
1.3.1.1 1	X	X	X
1.3.2 State personal actions	X	X	X
1.3.2.1 1	X	X	X
1.3.3 Manage group actions	X	X	X
1.3.3.1 1	X	X	X
1.4 To form, maintain and change interpersonal relationships	X	X	X
1.4.1 Maintain personal relationships	X	X	X
1.4.1.1 1	X	X	X
1.5 To extend their knowledge of the world	X	X	X
1.5.1 Discover and explore	X	X	X
1.5.1.1 1	X	X	X
1.5.2 Gather and organize information	X	X	X
1.5.2.1 1	X	X	X
1.5.3 Solve problems	X	X	X

	15-5 25-5 35-5
1.5.3.1　1	X　X　X
1.5.4　Explore perspectives and values	X　X　X
1.5.4.1　1	X　X　X
1.6　For imaginative purposes and personal enjoyment	X　X　X
1.6.1　Humour/fun	X　X　X
1.6.1.1　1	X　X　X
1.6.2　Creative/aesthetic purposes	X　X　X
1.6.2.1　1	X　X　X
1.6.3　Personal enjoyment	X　X　X
1.6.3.1　1	X　X　X

2　Language Competence –　Students will use the international language effectively and competently	**15-5　25-5　35-5**
2.1　attend to the form of the language	X　X　X
2.1.1　phonology *(pronunciation, stress, intonation)*	X　X　X
2.1.1.1　1	X　X　X
2.1.2　orthography *(spelling, mechanical features)*	X　X　X
2.1.2.1　1	X　X　X
2.1.3　lexicon *(vocabulary words and phrases)*	X　X　X
2.1.3.1　1	X　X　X
2.1.4　Grammatical elements	X　X　X
2.1.4.1　Use in modeled situations	X　X　X
2.1.4.1.1　1	X　X　X
2.1.4.2　Use in structured situation	X　X　X
2.1.4.2.1　1	X　X　X
2.1.4.3　Use in independently and consistently	X　X　X
2.1.4.3.1　1	X　X　X
2.2　interpret and produce oral texts	X　X　X
2.2.1　Aural interpretation	X　X　X
2.2.1.1　1	X　X　X

2.2.2 Oral production	X	X	X
2.2.2.1 1	X	X	X
2.2.3 Interactive fluency	X	X	X
2.2.3.1 1	X	X	X
2.3 interpret and produce written and visual texts	X	X	X
2.3.1 Written interpretation Reading	X	X	X
2.3.1.1 1	X	X	X
2.3.2 Writing production	X	X	X
2.3.2.1 1	X	X	X
2.3.3 Viewing	X	X	X
2.3.3.1 1	X	X	X
2.3.4 Representing	X	X	X
2.3.4.1 1	X	X	X
2.4 apply knowledge of the socio-cultural context	X	X	X
2.4.1 Register	X	X	X
2.4.1.1 1	X	X	X
2.4.2 Idiomatic expressions	X	X	X
2.4.2.1 1	X	X	X
2.4.3 Variations in language	X	X	X
2.4.3.1 1	X	X	X
2.4.4 Social conventions	X	X	X
2.4.4.1 1	X	X	X
2.4.5 Nonverbal communications	X	X	X
2.4.5.1 1	X	X	X
2.5 apply knowledge of how the language is organized, structured and sequenced	X	X	X
2.5.1 Cohesion/coherence	X	X	X
2.5.1.1 1	X	X	X
2.5.2 Text forms	X	X	X
2.5.2.1 1	X	X	X

	15-5 25-5 35-5
2.5.3 Patterns of social interactions	X X X
2.5.3.1 1	X X X

3 Global Citizenship - Students will acquire the knowledge, skills and attitudes to be effective global citizens.	15-5 25-5 35-5
3.1 historical and contemporary elements of the culture	X X X
3.1.1 accessing/analyzing cultural knowledge	X X X
3.1.1.1 1	X X X
3.1.2 knowledge of the culture	X X X
3.1.2.1 1	X X X
3.1.3 applying cultural knowledge	X X X
3.1.3.1 1	X X X
3.1.4 diversity within the culture	X X X
3.1.4.1 1	X X X
3.1.5 valuing the culture	X X X
3.1.5.1 1	X X X
3.2 affirming diversity	X X X
3.2.1 awareness of first language	X X X
3.2.1.1 1	X X X
3.2.2 general language knowledge	X X X
3.2.2.1 1	X X X
3.2.3 awareness of own culture	X X X
3.2.3.1 1	X X X
3.2.4 general cultural knowledge	X X X
3.2.4.1 1	X X X
3.2.5 Valuing diversity	X X X
3.2.5.1 1	X X X
3.2.6 Intercultural skills	X X X
3.2.6.1 1	X X X
3.3 personal and career opportunities	X X X

	15-5	25-5	35-5
3.3.1 the specific international culture and language	X	X	X
3.3.1.1 1	X	X	X
3.3.2 cultural and linguistic diversity	X	X	X
3.3.2.1 1	X	X	X

4 Strategies - Students will know and use strategies to maximize the effectiveness of learning and communication.	15-5	25-5	35-5
4.1 language learning	X	X	X
4.1.1 cognitive	X	X	X
4.1.1.1 1	X	X	X
4.1.2 Meta cognitive	X	X	X
4.1.2.1 1	X	X	X
4.1.3 social/affective	X	X	X
4.1.3.1 1	X	X	X
4.2 language use	X	X	X
4.2.1 interactive	X	X	X
4.2.1.1 1	X	X	X
4.2.2 interpretive	X	X	X
4.2.2.1 1	X	X	X
4.2.3 productive	X	X	X
4.2.3.1 1	X	X	X
4.3 general learning	X	X	X
4.3.1 cognitive	X	X	X
4.3.1.1 1	X	X	X
4.3.1.2 1	X	X	X
4.3.1.3 1	X	X	X
4.3.2 Meta cognitive	X	X	X
4.3.2.1 1	X	X	X
4.3.2.2 1	X	X	X
4.3.2.3 1	X	X	X

4.3.3 social/affective	X X X	
4.3.3.1 1	X X X	
4.3.3.2 1	X X X	
4.3.3.3 1	X X X	

Facilities or Equipment

Facility

No unique facilities are required for this course.

<u>Facilities:</u>

Equipment

No specific equipment identified for this course.

Learning and Teaching Resources

See attached course based on the Framework for International Language and Cultur
(*The Common Curriculum Framework for International Languages, Three-year Prog
10 to Grade 12): Western Canadian Protocol for Collaboration in Basic Education*. A
Version, 2001.)

Sensitive or Controversial Content

No specific sensitive or controversial issues identified for this course.

Issue Management Strategy

Health and Safety

No specific health and safety risks identified for this course.

Risk Management Strategy

Statement of Overlap with Existing Programs

There is no significant overlap with authorized provincial courses.

This 3-year second language sequence is similar to other second language sequences in the same language, but differs in length.

Student Assessment

See attached course based on the Framework for International Language and Culture courses. (*The Common Curriculum Framework for International Languages, Three-year Program (Grade 10 to Grade 12): Western Canadian Protocol for Collaboration in Basic Education*. Alberta Version, 2001.)

Assessment practices will align with The Horizon School Division Policy HK: Student Assessment, Evaluation and Reporting.

Course Approval Implementation and Evaluation

LOCALLY DEVELOPED COURSE OUTLINE

Audio (2019)15-3
Audio (2019)15-5
Audio (2019)25-3
Audio (2019)25-5
Audio (2019)35-3
Audio (2019)35-5

Submitted By:

The Horizon School Division

Submitted On:

May. 15, 2020

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	09/01/2020	08/31/2023	Acquired	Authorization	G10
15-5	125.00	09/01/2020	08/31/2023	Acquired	Authorization	G10
25-3	62.50	09/01/2020	08/31/2023	Acquired	Authorization	G10
25-5	125.00	09/01/2020	08/31/2023	Acquired	Authorization	G10
35-3	62.50	09/01/2020	08/31/2023	Acquired	Authorization	G10
35-5	125.00	09/01/2020	08/31/2023	Acquired	Authorization	G10

Course Description

Audio 15-25-35 provides students with opportunities to create and collaborate in the expression of ideas, thoughts and feelings through audio production and to develop a repertoire of skills that they can apply into real life situations. Students use various technologies and develop understandings of the audio production industry. Students in this course sequence develop audio recording techniques, post-production mixing skills and the ability to connect these techniques and skills to milestones in the history of popular music. Audio 15-25-35 provides opportunities for students to explore possible career interests and pathways that could capitalize on their knowledge, skills and abilities in artistic expression.

The facility should provide the physical resources to accommodate all the goals of the curriculum. There is a need for an audio lab, which is a computer lab configured with specialized audio software and multimedia headsets.

The minimum equipment requirements are:

 • Sound board and speakers for live sound applications

 • Microphones for recording and live sound - preferably a selection of dynamic and condensor mics

 • XLR mic cables

 • Computer workstation (DAW) areas with recording and arranging software installed

 • MIDI keyboard for each workstation set-up

 • Recording interface for microphone input OR USB mics

 • Headphones

There is risk of unhygienic usage of shared headphones that can lead to microbial imbalances and ear infections. Risk Management Strategies include the following:

• Students can be required to purchase their own headphones for personal use.

• Teachers can develop a process for completely sanitizing headphones prior to/immediately after usage (e.g. wiping with hydrogen peroxide).

Course Prerequisites

No prerequisites for Audio 15 (3 and 5 credit)
Audio 25 prerequisite: Audio 15 (3 or 5 credit)
Audio 35 prerequisite: Audio 25 (3 or 5 credit)

Sequence Introduction (formerly: Philosophy)

Audio 15-25-35 provides students with an opportunity to develop a theoretical and practical understanding of the fundamentals of sound engineering theory and its practice in the audio production industry. In Audio 15-25-35, students examine how audio production is the cornerstone of an important art form and industry. This course sequence uniquely engages students interested in music and technology.

This course sequence 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, students develop the competencies of creativity and innovation, critical thinking and communication through the exploration of music and sound technology. As well, students' problem solving skills are enhanced as they engage in the artistic and technical control of sound in the field of music.

Student Need (formerly: Rationale)

Audio 15-25-35 provides students with an opportunity to create and collaborate in the expression of ideas, thoughts and feelings through audio production. In this course sequence, students use various technologies and develop an understanding of the audio production industry. The emphasis of Audio 15-25-35 is on the development of a repertoire of skills that students can apply into real life situations. Students in this course sequence acquire audio recording techniques, post-production mixing skills and the ability to connect these techniques and skills to milestones in the history of popular music.

Audio 15-25-35 provides opportunities for students to explore possible career interests and pathways that could capitalize on their knowledge, skills and abilities in artistic expression. Even students who are not ultimately looking to pursue careers directly related to audio production will benefit, as they acquire a deeper understanding of how their habits as consumers connect with this important cultural industry.

Scope and Sequence (formerly: Learner Outcomes)

Audio 15-3
Essential Understanding 1: Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways. (Guiding Questions 1, 4, and 7)
Essential Understanding 2: Investigating the roles, economic practices, and ethics within the audio production industry will enable us to develop professionalism to guide our choices. (Guiding Questions 13, 16 and 19)

Audio 15-5
Essential Understanding 1: Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways. (Guiding Questions 1, 4, 7 and 10)
Essential Understanding 2: Investigating the roles, economic practices, and ethics within the audio production industry will enable us to develop professionalism to guide our choices. (Guiding Questions 13, 16 and 19)
Essential Understanding 3: Exploring connections strengthens our understandings of relationships to help us make meaning of the world. (Guiding Question 22)

Audio 25-3
Essential Understanding 1: Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways. (Guiding Questions 2, 5, and 8)
Essential Understanding 2: Investigating the roles, economic practices, and ethics within the audio production industry will enable us to develop professionalism to guide our choices. (Guiding Questions 14, 17 and 20)

Audio 25-5
Essential Understanding 1: Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways. (Guiding Questions 2, 5, 8 and 11)
Essential Understanding 2: Investigating the roles, economic practices, and ethics within the audio production industry will enable us to develop professionalism to guide our choices. (Guiding Questions 14, 17 and 20)
Essential Understanding 3: Exploring connections strengthens our understandings of relationships to help us make meaning of the world. (Guiding Question 23)

Audio 35-3
Essential Understanding 1: Engaging with various forms of communication and expression

allows us to represent and interpret our understandings of the world in multiple ways.
(Guiding Questions 3, 6, and 9)
Essential Understanding 2: Investigating the roles, economic practices, and ethics within the audio production industry will enable us to develop professionalism to guide our choices.
(Guiding Questions 15, 18 and 21)

Audio 35-5
Essential Understanding 1: Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.
(Guiding Questions 3, 6, 9 and 12)
Essential Understanding 2: Investigating the roles, economic practices, and ethics within the audio production industry will enable us to develop professionalism to guide our choices.
(Guiding Questions 15, 18 and 21)
Essential Understanding 3: Exploring connections strengthens our understandings of relationships to help us make meaning of the world. (Guiding Question 24)

Guiding Questions (formerly: General Outcomes)

1   How can sound engineering tools and processes be used to support production quality and artistic vision?

2   How can production quality be improved to better support artistic vision?

3   How can production quality be maximized to support artistic vision?

4   How can audio production techniques be used in the creation of musical compositions?

5   How can the various audio production techniques work together in musical compositions?

6   How can audio production techniques enhance the complexity of musical compositions?

7   How can an understanding of the elements of sound aid in the development of musical literacy?

8   How can an exploration of the elements of sound aid in understanding their role in audio productions?

9   How can the elements of sound be utilized in audio productions to support an artistic vision?

10   How can audio production equipment relate to the physical properties of sound?

11   How can the relationship between the physical properties of sound and audio production equipment be explored for effect?

12   How can an artistic vision be achieved through the use of audio production equipment?

13   How is the audio production industry organized in terms of roles and practices?

14   How do audio production roles relate to industry practices?

15   How can our current interests translate to potential avenues to explore in audio production?

16   What relationship does economics have with the audio production industry?

17   How can economics impact audio industry practices?

18   How can our understanding of audio industry economics help us in our career planning?

19   What relationship does ethics have with audio production?

20   How can ethical practices be employed in audio production?

21   How can a personal code of ethics be applied in audio production?

22   How can audio production shape contemporary popular music?

23   How can technology influence the music industry?

24   How has audio production and the music industry influenced each other?

Learning Outcomes (formerly: Specific Outcomes)

1 How can sound engineering tools and processes be used to support production quality and artistic vision?	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Students identify how basic sound engineering tools and processes can support production quality.	X					
1.2 Students apply basic engineering tools and processes to support an emergent artistic vision.	X					
1.3 Students describe and apply basic sound engineering tools and processes to support production quality.		X				
1.4 Students apply basic sound engineering tools and processes to support an emergent artistic vision.		X				

2 How can production quality be improved to better support artistic vision?	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Students examine how sound engineering tools and processes can improve production quality.			X			
2.2 Students apply a variety of sound engineering tools and processes to develop an artistic vision.			X			
2.3 Students apply sound engineering tools and processes to enhance production quality.				X		
2.4 Students apply a variety of sound engineering tools and processes that support an artistic vision.				X		

3 How can production quality be maximized to support artistic vision?	15-3	15-5	25-3	25-5	35-3	35-5
3.1 Students apply a variety of sound engineering tools and processes to achieve production quality.					X	
3.2 Students apply a variety of sound engineering tools and processes to achieve an overall artistic vision.					X	
3.3 Students apply a range of sound engineering tools and processes to achieve production quality.						X

3.4 Students utilize a range of sound engineering tools and processes to achieve an overall artistic vision.	X

4 How can audio production techniques be used in the creation of musical compositions?	15-3 15-5 25-3 25-5 35-3 35-5					
4.1 Students use basic audio production techniques to create simple musical compositions.	X					
4.2 Students use basic audio production techniques to create simple musical compositions.		X				

5 How can the various audio production techniques work together in musical compositions?	15-3 15-5 25-3 25-5 35-3 35-5					
5.1 Students use a variety of audio production techniques to create musical compositions.			X			
5.2 Students use a variety of audio production techniques to create musical compositions.				X		

6 How can audio production techniques enhance the complexity of musical compositions?	15-3 15-5 25-3 25-5 35-3 35-5					
6.1 Students apply a range of audio production techniques to create complex musical compositions.					X	
6.2 Students apply a range of audio production techniques to create complex musical compositions.						X

7 How can an understanding of the elements of sound aid in the development of musical literacy?	15-3 15-5 25-3 25-5 35-3 35-5					
7.1 Students describe terminology related to elements of sound.	X					
7.2 Students identify elements of sound in simple audio productions.	X					
7.3 Students describe terminology related to elements of sound.		X				
7.4 Students identify elements of sound in simple audio productions.		X				

8 How can an exploration of the elements of sound aid in understanding their role in audio productions?	15-3 15-5 25-3 25-5 35-3 35-5
8.1 Students examine the use of sound elements for effect.	15-5: X
8.2 Students describe the elements of sound in simple and complex audio productions.	15-5: X
8.3 Students experiment with elements of sound for effect.	25-3: X
8.4 Students describe the elements of sound in simple and complex audio productions.	25-3: X

9 How can the elements of sound be utilized in audio productions to support an artistic vision?	15-3 15-5 25-3 25-5 35-3 35-5
9.1 Students apply elements of sound to develop an artistic vision.	25-5: X
9.2 Students examine production quality through the interpretation of sound elements.	25-5: X
9.3 Students manipulate and combine elements of sound to achieve an artistic vision.	35-3: X
9.4 Students assess production quality through the interpretation of sound elements.	35-3: X

10 How can audio production equipment relate to the physical properties of sound?	15-3 15-5 25-3 25-5 35-3 35-5
10.1 Students describe the relationship between physical properties of sound and audio production equipment.	15-3: X

11 How can the relationship between the physical properties of sound and audio production equipment be explored for effect?	15-3 15-5 25-3 25-5 35-3 35-5
11.1 Students experiment with the relationship between physical properties of sound and audio production equipment.	25-3: X

12 How can an artistic vision be achieved through the use of audio production equipment?	15-3 15-5 25-3 25-5 35-3 35-5

	15-3	15-5	25-3	25-5	35-3	35-5
12.1 Students apply the relationship between the physical properties of sound and audio production equipment to achieve an artistic vision.						X

13 How is the audio production industry organized in terms of roles and practices?	15-3	15-5	25-3	25-5	35-3	35-5
13.1 Students identify various professional audio production roles and professional industry practices.	X					
13.2 Students identify various professional audio production roles and professional industry practices.		X				

14 How do audio production roles relate to industry practices?	15-3	15-5	25-3	25-5	35-3	35-5
14.1 Students examine a variety of professional audio production roles and professional industry practices.			X			
14.2 Students examine a variety of professional audio production roles and professional industry practices.				X		

15 How can our current interests translate to potential avenues to explore in audio production?	15-3	15-5	25-3	25-5	35-3	35-5
15.1 Students explain personal connections to various audio production roles and demonstrate professional industry behaviours.					X	
15.2 Students explain personal connections to various audio production roles and use professional industry behaviours.						X

16 What relationship does economics have with the audio production industry?	15-3	15-5	25-3	25-5	35-3	35-5
16.1 Students describe the types of revenues and expenditures in the audio production industry.	X					
16.2 Students describe the types of revenues and expenditures in the audio production industry.		X				

17 How can economics impact audio industry practices?	15-3	15-5	25-3	25-5	35-3	35-5

17.1 Students describe the impact of a variety of economic practices on the audio production industry.	X
17.2 Students analyze the impact of a range of economic practices on the audio production industry.	X

18 How can our understanding of audio industry economics help us in our career planning?	15-3 15-5 25-3 25-5 35-3 35-5
18.1 Students develop a personal action plan based on an understanding of the economic practices of the audio production industry.	X
18.2 Students develop a personal action plan based on an understanding of the economic practices of the audio production industry.	X

19 What relationship does ethics have with audio production?	15-3 15-5 25-3 25-5 35-3 35-5
19.1 Students describe ethical industry practices in audio production.	X
19.2 Students describe ethical industry practices in audio production.	X

20 How can ethical practices be employed in audio production?	15-3 15-5 25-3 25-5 35-3 35-5
20.1 Students apply ethical industry practices in audio production.	X
20.2 Students apply ethical industry practices in audio production.	X

21 How can a personal code of ethics be applied in audio production?	15-3 15-5 25-3 25-5 35-3 35-5
21.1 Students describe and apply a personal ethic of audio industry practice.	X
21.2 Students describe and apply a personal ethic of audio industry practice.	X

22 How can audio production shape contemporary popular music?	15-3 15-5 25-3 25-5 35-3 35-5
22.1 Students describe types of audio production in contemporary popular music.	X
22.2 Students explain the influence of audio production on the music industry in contemporary contexts.	X

23 How can technology influence the music industry?	15-3 15-5 25-3 25-5 35-3 35-5
23.1 Students describe how trends in contemporary popular music have been influenced by audio production technology.	X
23.2 Students analyze the relationship between audio production and the music industry in historical contexts.	X

24 How has audio production and the music industry influenced each other?	15-3 15-5 25-3 25-5 35-3 35-5
24.1 Students analyze the role of the audio production industry in the development of musical genres.	X
24.2 Students relate contemporary and historical contexts of the audio production industry to contemporary and/or future audio production.	X

Facilities or Equipment

Facility

The facility should provide the physical resources to accommodate all the goals of the curriculum. There is a need for an audio lab, which is a computer lab configured with specialized audio software and multimedia headsets.

Facilities:

Equipment

The minimum equipment requirements are:

• Sound board and speakers for live sound applications

• Microphones for recording and live sound - preferably a selection of dynamic and condensor mics

• XLR mic cables

• Computer workstation (DAW) areas with recording and arranging software installed

• MIDI keyboard for each workstation set-up

• Recording interface for microphone input OR USB mics

• Headphones

Learning and Teaching Resources

No required resources are specified.

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

There is risk of unhygienic usage of shared headphones that can lead to microbial imbalances and ear infections.

Risk Management Strategy

Statement of Overlap with Existing Programs

Course Name: COM1105

Identified Overlap:

• Outcome 2.6 in this CTS course mentions "investigating new audio/video technology", which does overlap with Audio 15-25-35 (5 credit) in a broad way

• Outcome 5 in this CTS course has to do with copyright restrictions, which overlaps with 7.1 of Audio 15-25-35 (5 credit)

• Outcome 9 in this CTS course has to do with exploring career avenues, which overlaps with 5.1 of Audio 15-25-35 (5 credit)

Course Name: COM 2105, COM2115, COM3105, COM3115

Identified Overlap:

• All these CTS courses reference copyright restrictions

Reasoning why LDC is necessary:

Some minor aspects of audio production are covered in these CTS audio/Video courses, but the emphasis of Audio 15-25-35 is on integrating digital audio recording with production for broadcast and other media formats, which goes well beyond the scope in the CTS courses. Importantly, this is not a course sequence focused on the workings of audio technology. Rather, it explores the application of audio technology to allow for creative expression through a variety of media.

Course Name: Audio 15-25-35

Identified Overlap:

• There is overlap between the 3 and 5 credit versions of Audio 15-25-35

Reasoning why LDC is necessary:

The 5-credit version of Audio 15-25-35 allows for a more intensive study of audio production and the music than does the 3 credit version.

Student Assessment

Assessment practices in this course will follow The Horizon School Division Policy HK: Student Assessment, Evaluation and Reporting

Course Approval Implementation and Evaluation

Autobody Repair K&E (2019)15-5

Autobody Repair K&E (2019)25-5

Autobody Repair K&E (2019)35-5

Submitted By:

The Horizon School Division

Submitted On:

May. 15, 2020

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-5	125.00	09/01/2020	08/31/2023	Acquired	Authorization	G10
25-5	125.00	09/01/2020	08/31/2023	Acquired	Authorization	G10
35-5	125.00	09/01/2020	08/31/2023	Acquired	Authorization	G10

Course Description

The Autobody Repair (K&E) 15, 25, 35 courses are intended to meet individual student learning needs while developing flexible workplace skills. Through Knowledge and Employability courses, students become active and responsible citizens, achieve their educational and career goals, improve quality of life for themselves and their families and positively impact their communities. K&E courses provide students with opportunities to experience success and become well prepared for employment, further studies, citizenship and lifelong learning (Alberta Education Knowledge and Employability Courses Policy 1.4.2). This course aims to meet the educational needs of students who learn best through experiential learning activities and when meaningful connections are made between schooling and personal experiences.

The main topics of the Autobody Repair (K&E) course sequence include three competencies:

1 | Employability Competencies, such as managing transitions, personal management and working with others.

2 | Occupational Competencies, such as ensuring quality, achieving results, workplace health and safety, products and service, performing basic welding cutting, painting, masking, collision repair and plastics repair.

3 | Academic Competencies, such as effective English language skills, research, creative thinking and problem solving, mathematical skills and technological skills.

Required facilities for Autobody Repair (K&E) 15, 25, 35 include: a paint booth; infrastructure for appropriate venting and air flow; appropriate storage facilities for oxyacetylene and oxygen; and appropriate storage facilities for hand tools and electrical tools. Required equipment includes: various hand tools as standard and appropriate for an autobody repair shop; infrastructure for appropriate venting and air flow; and appropriate Personal Protective Devices required in an autobody repair shop. Health and safety risks and hazards of an autobody repair shop need to be considered in this course. The Risk Management Strategy for Autobody Repair (K&E) 15, 25, 35 includes adherence to Alberta Education's Guide to Health and Safety in Career and Technology Studies (CTS).

Course Prerequisites

15: prerequisite | none

25: prerequisite | Autobody Repair (K&E) 15

35: prerequisite | Autobody Repair (K&E) 25

Sequence Introduction (formerly: Philosophy)

All major aspects of the autobody trade are presented through the learning outcomes in the Autobody Repair (K&E) courses in order to provide students with the opportunity to understand the theoretical, as well as the practical aspects of the many skills and competencies that are relevant to their learning and to many workplace settings.

The main objectives of the three courses in the Autobody (K&E) sequence are:

1 | To gain general knowledge of the autobody trade

2 | To learn the basic skills required in order to pursue autobody as a career

3 | To acquire employability competencies

Students apply communication, computational and critical thinking skills as they learn all aspects of the autobody trade.

☐ Communication skills are developed in a variety of ways which include interaction with classmates, teachers, and customers.

☐ Interpersonal skills addressing teamwork, respect for, and cooperation with others, are addressed on a daily basis with interaction among peers, teachers and employer/employee relationships.

☐ Mathematical literacy and computational skills are enhanced through calculation of customer accounts, ordering of supplies and inventory control.

☐ Strategies to promote critical thinking, problem solving processes, and decision-making processes comprise part of each of the courses. Skills and strategies in these areas promote analysis and application of the information learned in order for the student to identify or pose problems and determines the causes, dimensions and solutions to the problems.

Student Need (formerly: Rationale)

The Autobody Repair courses are intended to meet unique student learning needs while developing flexible workplace skills. This course helps students achieve their educational and career goals, improve their quality of life and positively impact their communities. This course reflects the purpose of K&E courses in the Alberta Education Knowledge and Employability Courses Handbook, 2013.

Knowledge and Employability courses assist students in:

☐ transitioning from school to the workplace and community

☐ preparing for responsible citizenship

☐ gaining recognition, respect and value from employers and further education providers.

Knowledge and Employability courses promote student skills, abilities and work ethics, including:

☐ academic and occupational skills of a standard determined by the workplace to be necessary for success

☐ practical applications through on- and off-campus experiences and/or community partnerships

☐ career development skills to explore careers, develop a career-focused portfolio and assess career skills

☐ interpersonal skills to ensure respect, support and cooperation with others.

Knowledge and Employability courses provide students with practical and applied opportunities to develop the competencies necessary to meet or exceed the following goals:

☐ earn a senior high school credential

☐ enter the workplace upon leaving school with employability and occupational skills that meet industry standards

☐ make successful transitions to other courses or to further education and training

☐ become responsible and contributing members of society.

Scope and Sequence (formerly: Learner Outcomes)

Upon successful completion of all three levels of the Autobody Repair (K&E) courses, students will demonstrate:

1 | Employability Competencies,

2 | Occupational Competencies, and

3 | Academic Competencies

Other skills will become progressively more proficient throughout the course sequence, including:

☐ Introductory skills required for entry into the autobody industry

☐ Organizational skills required for employment in the autobody industry

☐ The ability to use metric and imperial units, as well as calculate mathematical problems which relate to the autobody industry

☐ The ability to recognize and understand signs and symbols related to the autobody industry

☐ An awareness of the entrepreneurial skills required to start an autobody business

☐ The mastery of the work skills required to ensure success in the autobody industry

Employability Competencies (EC): These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects and activities.

Occupational Competencies (OC): Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

 Academic Competencies (AC): These are the minimum academic competencies that provide a foundation for further learning. The following outcomes are provided as a reminder to address these academic competencies within the occupational context and to reinforce cross-curricular connections.

 NOTE: Where the symbol √ appears at more than one level, it indicates an increased sophistication and independence in demonstrating the outcome. Overall, guiding questions and learning outcomes can be achieved and assessed concurrently rather than sequentially.

Guiding Questions (formerly: General Outcomes

1 EC - Managing transitions: How can students set and pursue their learning and workplace goals?

2 EC - Personal management: How can students prepare for employment?

3 EC - Working with others: What are effective communication skills for accountability in an occupational context?

4 EC - Personal management: How can students achieve group and community goals?

5 OC - Ensuring quality: What is effective task management?

6 OC - Achieving Results: What are workplace protocols, procedures and standards of conduct in a variety of autobody-related occupations?

7 OC - Workplace Health and Safety: What are entry-level autobody shop standards of safe workplace practices and procedures?

8 OC - Products and Service: How can tools, equipment, materials and parts be used safely in an autobody shop in service of the customer?

9 OC - Perform Basic Welding Cutting Operations: What are safe basic welding cutting operations?

10 OC - Masking and Painting: What are safe masking and painting techniques?

11 OC - Collision Repair and Plastics Repair: What are safe collision repair and plastics repair techniques?

12 AC - What are the necessary English language skills in an autobody repair shop?

13 AC - What are the necessary mathematical skills in an autobody repair shop?

14 AC - What are the necessary technological skills in an autobody repair shop?

15 AC - What are the necessary research, creative thinking and problem-solving strategies in an autobody repair shop?

Learning Outcomes (formerly: Specific Outcomes)

1 EC - Managing transitions: How can students set and pursue their learning and workplace goals?	15-5 25-5 35-5
1.1 Explore and identify personal learning preferences and styles	X
1.2 Apply personal learning preferences and styles	X
1.3 Create a plan for post-secondary by researching high school graduation requirements and post-secondary opportunities based on personal learning preferences and styles	X
1.4 Explore how learning contributes to personal success by exploring educational possibilities, such as Career and Technology Studies, or CTS courses, work experience, the Registered Apprenticeship Program, RAP, Green Certificate and Career Internship	X X
1.5 Apply how learning contributes to personal success by taking advantage of the educational possibilities, such as Career and Technology Studies, or CTS courses, work experience, the Registered Apprenticeship Program, RAP, Green Certificate and Career Internship	X
1.6 Explore and identify potential personal and financial barriers to post-secondary opportunities	X
1.7 Explore and identify personal, community and financial support resources to support post-secondary opportunities	X
1.8 Apply personal, community and financial support resources to support post-secondary opportunities	X
1.9 Explore and identify personal life goals, responsibilities and commitments	X
1.10 Prioritize and apply personal life goals, responsibilities and commitments to achieve a balanced lifestyle	X
1.11 Model responsibility and commitment by taking advantage of opportunities for improvement, innovation and entrepreneurship	X

2 EC - Personal management: How can students prepare for employment?	15-5 25-5 35-5
2.1 Explore and identify personal interests related to occupational opportunities	X
2.2 Apply personal interests to a few potential occupations by exploring a variety of roles and responsibilities	X
2.3 Prepare for entry-level employment in an occupation that reflects personal interests by building support networks, including Alberta Learning Information Service, ALIS	X
2.4 Explore and identify how work contributes to individual goals	X
2.5 Measure and celebrate personal contributions to workplace goals	X
2.6 Analyze elements of job satisfaction; including recognition, environment, pay, benefits, prestige	X
2.7 Explore and identify employer and employee expectations, rights and responsibilities	X
2.8 Assess personal performance in terms of workplace expectations	X
2.9 Prepare for entry-level employment through community partnership activities by organizing and completing specific job tasks effectively and efficiently	X

3 EC - Working with others: What are effective communication skills for accountability in an occupational context?	15-5 25-5 35-5
3.1 Develop communication skills in an occupational context	X
3.2 Practice and assess the effectiveness of communication skills in an occupational context	X
3.3 Model effective communication skills in an occupational context	X
3.4 Develop strategies to accept praise and/or criticism and to deal constructively with conflict	X
3.5 Practice strategies to accept praise and/or criticism and to deal constructively with conflict	X

3.6 Model effective communication with others to achieve personal and workplace goals, specifically regarding praise, criticism and conflict	X
3.7 Follow health and safety procedures at home, at school, in the community and in the workplace	X X X
3.8 Identify risks associated with occupational activities, such as: current health and safety procedures at home, at school, in the community and in the workplace chemical, physical, biological and ergonomic; potential emergency situations and strategies for emergency responses; in personal lives and in the workplace in relationship to entrepreneurship	X
3.9 Assess risks and be accountable for actions, such as: action plans to ensure safety regarding potential hazards; emergency responses; in personal lives and in the workplace; in relationship to comfort level with and potential consequences of entrepreneurship	X
3.10 Manage risks to achieve both personal and workplace goals, such as: reducing the impact of hazards on self and others; working with others to respond to emergencies; taking planned risks to contribute to personal growth; in relationship to entrepreneurship	X

4 EC - Personal management: How can students achieve group and community goals?	15-5 25-5 35-5
4.1 Demonstrate respect for the thoughts and opinions of others	X
4.2 Work effectively within a group	X
4.3 Promote equity in work and community endeavours	X
4.4 Identify short-term and long-term group goals	X
4.5 Plan and make decisions with others	X
4.6 Assess the effectiveness of group and personal contributions, including leadership roles, once group tasks are completed	X

5 OC - Ensuring quality: What is effective task management?	15-5 25-5 35-5

5.1 Identify and analyze the parameters of the task	X
5.2 Ask questions to clarify expected outcomes, procedures and timelines for task requirements	X
5.3 Generate and review alternative ideas and their consequences	X
5.4 Explore knowledge and skills to simulated and actual work situations to meet task requirements	X
5.5 Apply knowledge and skills to simulated and actual work situations to meet task requirements	X
5.6 Model knowledge and skills to simulated and actual work situations to meet task requirements	X
5.7 Explore a project plan, including steps, budget, timeline, tools, equipment, materials, standards and specifications	X
5.8 Execute a project plan, including steps, budget, timeline, tools, equipment, materials, standards and specifications	X
5.9 Improve a project plan, including steps, budget, timeline, tools, equipment, materials, standards and specifications	X
5.10 Create evidence to support task management for inclusion in a portfolio	X X X

6 OC - Achieving Results: What are workplace protocols, procedures and standards of conduct in a variety of autobody-related occupations?	15-5 25-5 35-5
6.1 Explore a variety of autobody-related occupations: working conditions; required education; duties; salary	X
6.2 Orient toward an autobody-related occupation: matching personal interests to their job search; entry-level competencies and requirements; potential career pathways and networks; sources of support	X

6.3 Prepare for entry-level employment within an autobody-related occupation by: assessing entry-level competencies; recognizing opportunities for further education/training; selecting post-secondary opportunities; establishing contacts with local businesses/industries present marketable skills and strengths; preparing a résumé; writing a letter of application; completing application forms; identifying contacts and references; collecting evidence of competencies in a portfolio	X
6.4 Identify workplace protocols, procedures and standards of conduct	X
6.5 Develop workplace protocols, procedures and standards of conduct	X
6.6 Demonstrate workplace protocols, procedures and standards of conduct	X

7 OC - Workplace Health and Safety: What are entry-level autobody shop standards of safe workplace practices and procedures?	15-5	25-5	35-5
7.1 Demonstrate knowledge of and adherence to safety rules specific to tools, equipment and materials	X	X	X
7.2 Maintain a safe and clean work area	X	X	X
7.3 Use appropriate Personal Protective Equipment, PPE, including eye protection, protective clothing, protective footwear	X	X	X
7.4 Demonstrate the correct procedures for addressing injuries	X	X	X
7.5 Demonstrate an understanding of the Workplace Hazardous Materials Information System, WHMIS, including symbols, classes, labeling requirements, disposal requirements and Safety Data Sheets, SDS	X	X	X
7.6 Identify important standards/codes and governing bodies in the autobody industry	X	X	X
7.7 Demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety, OHS and the Workers' Compensation Board, WCB	X	X	X
7.8 Demonstrate the importance of safety while using hand tools, power tools, equipment, materials and parts	X	X	X

7.9 Implement new developments into the autobody repair shop		X

8 OC - Products and Service: How can tools, equipment, materials and parts be used safely in an autobody shop in service of the customer?	15-5	25-5	35-5
8.1 Identify, select, safely operate, maintain and store appropriate tools and equipment for the task, including: layout and measurement tools; autobody equipment, such as clamps and vices, floor jacks, sprayers, roll forming machine, bending brakes; hand tools, such as chisel, hacksaw, bolt cutter, tin snips, shears, hammers, dollies, spoons; power tools, such as grinders, sanders, drills, die grinders, air chisels, shears; power tools, such as sandblaster and grinder; hand and power sanding; materials for repair of tools and equipment	X	X	X
8.2 Identify materials used on autobody-related job sites, including: hardware items, such as nuts, bolts, washers, clips, snap rings, screws; fluids, such as fillers, thinners, paints, reducers; minimizing waste of materials through proper use; comparing ferrous and non-ferrous metals; body panels, frame, trim, interior hardware, moldings, glass	X	X	X
8.3 Adhere to proper disposal methods for different materials	X	X	X
8.4 Identify: various types of fasteners and their uses; metric and imperial threaded fasteners; the appropriate methods of replacing automobile external trim; the importance of correct alignment of automobile body parts and chart vehicle parts		X	X
8.5 Identify and demonstrate the proper use of: wash primers; high solid primers; spot putties; abrasives in panel preparation; block sanding with guide coating; painted surface assessments to determine appropriate restoration procedures	X	X	X
8.6 Demonstrate the proper use of: power sanders; spot putties; abrasive materials; block sanding and guide coating; unit-welder in pulling out inaccessible dents; pick and file techniques; removal and replacement of automobile body panels; palm of hand as gauge to find low and high spots on surface		X	X

	15-5	25-5	35-5
8.7 Demonstrate the proper use of: hand and power sanding techniques; feather edging; wet and dry sanding primers; spot putties; jacks, jack stands, impact wrenches, torches, plasma arc and abrasive cutters to remove or replace parts; hand tools; mixing and application of fibreglass resins; application of plastic resins			X
8.8 Identify effective autobody repair client relationships and customer service	X		
8.9 Apply effective autobody repair client relationships and customer service		X	
8.10 Model effective autobody repair client relationships and customer service			X
8.11 Explore services needed, required or provided, including purchase and work orders	X		
8.12 Identify services needed, required or provided, including purchase and work orders		X	
8.13 Apply services needed, required or provided, including purchase and work orders			X

	15-5	25-5	35-5
9 OC - Perform Basic Welding Cutting Operations: What are safe basic welding cutting operations?			
9.1 Identify and describe safe work practices when metal forming and finishing in relation to: basic components of oxyacetylene welding stations; use, start-up and shut down of oxyacetylene welding equipment; basic competence in welding 18-20-gauge steel sheet metal in flat position; techniques for using welding rods; handling procedures for oxygen and acetylene; handling procedures for regulators and hoses; purge and leak test; tip installation; regulator and torch flame balancing and adjustment; metal heating; impact tools, drills, grinders, cutters, sheet metal brake and shear; hazards of body fillers; dent pullers, hammer and dolly	X		
9.2 Apply safe work practices when metal forming and finishing in relation to specifics in Learning Outcome 9.1		X	
9.3 Model safe work practices when metal forming and finishing in relation to specifics in Learning Outcome 9.1			X

9.4 Describe and demonstrate safe work practices and technique when Gas Metal Arc Welding, GMAW, in relation to: basic components of a GMAW station and equipment; wire type, size and feed rate; current; shielding gas type and flow rate; prepare all surfaces to be welded; properly position metal for welding; identify precautions to take against electric shock, toxic fumes and radiant energy associated with GMAW; tack and weld components to gain competency; weld on light gauge tubing; basic skills of Metal Inert Gas, MIG, welder	X X X
9.5 Describe and demonstrate safe work practices and technique when welding in relation to: balancing the torch; weld beads across the plate; make light gauge fillet welds in the flat and horizontal positions; make a butt weld and lap weld in flat position using both welding techniques; metal shrinking and metal cutting techniques; applications of plasma cutters; applications of GMAW welders; use, care and maintenance of torches and tips; assemble, light and adjust cutting torch; maintain cutting torch and tips; select correct tip for planned activity to cut holes in metal plate, to cut and remove rivets and bolts; shut down cutting torch	X
9.6 Perfect safe work practices and technique when welding in relation to: use of oxyacetylene welding equipment; weld in flat, horizontal and vertical positions; metal shrinking and metal cutting; advanced application of MIG welder safe handling procedures; basic skills of plasma cutters; use of GMAW equipment; corrective measures for malfunctioning GMAW equipment; maintenance required for wire drive systems and gun assemblies; advanced application of MIG welder	X

10 OC - Masking and Painting: What are safe masking and painting techniques?	15-5 25-5 35-5
10.1 Masking: Demonstrate basic techniques of masking and taping using appropriate materials	X
10.2 Masking: Demonstrate intermediate techniques of masking and taping using appropriate materials	X
10.3 Masking: Demonstrate advanced techniques of masking and taping using appropriate materials	X
10.4 Painting: When painting, explore: health hazards and environmental impacts of products used; PPE; WHMIS; refinishing materials and equipment	X

Outcome	15-5	25-5	35-5
10.5 Painting: When painting, apply: understanding of health hazards and environmental impacts of products used; PPE; WHMIS; refinishing materials and equipment	X		
10.6 Painting: When painting, model: understanding of health hazards and environmental impacts of products used; PPE; WHMIS; refinishing materials and equipment		X	
10.7 Painting with Spray Guns: Identify parts of spray gun; Clean spray gun; Correctly apply spray finishes	X		
10.8 Painting: Apply (25-level) or model (35-level) an understanding of: top coats, solvents and additives; refinishing equipment accessories; spray gun types; paint selection; proper paint preparation procedure; spray finish and top coat preparation and graphic and air application techniques; troubleshoot basic application and spray gun problems; deficiency determination; final detailing	X	X	
10.9 Painting: Apply: two or more of the following finishes: metallic, two-tone, base/clear coat, acrylic, enamel; a vehicle re-coat; knowledge of plates and code books; refinishing equipment		X	

	15-5	25-5	35-5
11 OC - Collision Repair and Plastics Repair: What are safe collision repair and plastics repair techniques?			
11.1 Collision Repair: Explore and identify: legal obligations; materials used in automobile fabrication; locations of paint codes on various models of automobiles; damaged parts and transmitted damage; tools used in frame alignment measurements; basic upper frame measurements; steps in preparing a repair estimate; preliminary repair procedures	X		
11.2 Collision Repair: Apply knowledge of: safety concerns with automobile frame alignment; automobile frames and wheel alignment; upper and lower measurements to determine frame damage; measurement charts to determine misalignment; computer programs to identify and assess damage; detailed repair estimates; body frame repair procedure		X	
11.3 Plastics Repair: Apply knowledge of: plastics-specific hazards and safety precautions; various types of plastics; materials and method for repairing and/or refinishing plastic parts		X	

12 AC - What are the necessary English language skills in an autobody repair shop?	15-5	25-5	35-5
12.1 Reading: Interpret and follow written instructions	X		
12.2 Reading: Apply occupation-related information, such as text, graphs, charts, diagrams, manuals, terms of employment documents		X	
12.3 Reading: Analyze occupation-related information, such as text, graphs, charts, diagrams, manuals, terms of employment documents			X
12.4 Writing: Present main ideas in a clear, concise manner	X		
12.5 Writing: Create a text formatted to suit a purpose and audience: forms, reports, memos		X	
12.6 Writing: Create text for a specific purpose that clearly communicates information: résumé; cover letter; job description; job application forms			X
12.7 Listening: Follow oral instructions	X		
12.8 Listening: Listen attentively to organize and classify information and ideas of others		X	
12.9 Listening: Listen to the thoughts and ideas of others to effectively complete a task			X
12.10 Speaking: Rephrase main ideas in a clear, concise manner	X		
12.11 Speaking: Communicate original thoughts and ideas		X	
12.12 Speaking: Give effective oral instructions when necessary			X

13 AC - What are the necessary mathematical skills in an autobody repair shop?	15-5	25-5	35-5
13.1 Apply arithmetic operations: addition, subtraction, multiplication and division	X	X	X
13.2 Apply concepts of rate, ratio, percentage and proportion	X	X	X
13.3 Estimate, measure and compare, using standard units of measure as whole numbers, decimals or fractions: mass, length, volume, time, perimeter, surface area	X	X	X

13.4 Apply metric and imperial units of measure	X X X

14 AC - What are the necessary technological skills in an autobody repair shop?	**15-5 25-5 35-5**
14.1 Explore and identify the most appropriate technology tool and proper etiquette for the task such as e-mail, telephone, Internet, etc.	X
14.2 Apply the most appropriate technology tool and proper etiquette for the task such as e-mail, telephone, Internet, etc.	X
14.3 Model the most appropriate technology tool and proper etiquette for the task such as e-mail, telephone, Internet, etc.	X
14.4 Explore and identify personal responsibility for the ethical use of technology	X
14.5 Apply personal responsibility for the ethical use of technology	X
14.6 Model and assume personal responsibility for the ethical use of technology	X
14.7 Explore and identify basic technological skills to complete a task, including information location, selection, storage, organization and retrieval	X
14.8 Apply basic technological skills to complete a task, including information location, selection, storage, organization and retrieval	X
14.9 Model basic technological skills to complete a task, including information location, selection, storage, organization and retrieval	X

15 AC - What are the necessary research, creative thinking and problem-solving strategies in an autobody repair shop?	**15-5 25-5 35-5**
15.1 Identify and explore the problem	X
15.2 Apply a problem-solving model to creatively address the issue	X

15.3 Model an effective problem-solving model to creatively address the issue	X
15.4 Identify and explore the results in terms of expected outcomes	X
15.5 Evaluate the results in terms of expected outcomes related to the initial problem and evaluate personal satisfaction with the outcome of the idea	X
15.6 Evaluate the results in terms of expected outcomes and assess the impact of the results on their purpose and audience	X

Facilities or Equipment

Facility

Unique facilities required for the delivery of the Autobody Repair (K&E) courses include:

☐ Paint booth

☐ Infrastructure for appropriate venting and air flow

☐ Appropriate storage facilities for oxyacetylene and oxygen

☐ Appropriate storage facilities for hand tools and electrical tools

Facilities:

Equipment

Specialized equipment required for the delivery of the Autobody Repair (K&E) courses include:

☐ Various hand tools as standard and appropriate for an autobody repair shop

☐ Infrastructure for appropriate venting and air flow

☐ Appropriate Personal Protective Devices required in an autobody repair shop

Learning and Teaching Resources

No required resources.

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

Health and safety risks and hazards of an autobody repair shop need to be considered in this course. The Risk Management Strategy for Autobody Repair (K&E) 15, 25, 35 includes adherence to Alberta Education's Guide to Health and Safety in Career and Technology Studies (CTS). Autobody (K&E) teachers are expected to model safe practices and behaviours that contribute to a culture of health and safety awareness. Appropriate equipment, facilities and instructional qualifications need to be in place to support safe learning. Learning outcomes in each CTS course, including this Locally Developed Course, require safety awareness and the demonstration of safe practices related to the autobody trade and autobody repair shopsHealth and safety risks and hazards of an autobody repair shop need to be considered in this course. The Risk Management Strategy for Autobody Repair (K&E) 15, 25, 35 includes adherence to Alberta Education's Guide to Health and Safety in Career and Technology Studies (CTS). Autobody (K&E) teachers are expected to model safe practices and behaviours that contribute to a culture of health and safety awareness. Appropriate equipment, facilities and instructional qualifications need to be in place to support safe learning. Learning outcomes in each CTS course, including this Locally Developed Course, require safety awareness and the demonstration of safe practices related to the autobody trade and autobody repair shops

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity
Alberta Education CTS Course Similarity with:

Autobody Repair (K&E) 15:
MEC1015: Mechanics Tools & Materials
MEC1160: Structures & Materials
MEC1165:Mechanics Welding Fundamentals
MEC1170: Metal Forming & Finishing
MEC1190: Surface Preparation 1

Autobody Repair (K&E) 25:
MEC2010: Vehicle Detailing
MEC2170: Metal Repair & Finishing
MEC2190: Surface Preparation 2
MEC2200: Refinishing 1
MEC2210: Touch-Up & Finishing

Autobody Repair (K&E) 35:
MEC3160: Body Repair & Estimation
MEC3180: Damage Repair 1
MEC3200: Refinishing 2
MEC3210: Plastics & Fiberglass
MEC3230: Refinishing 3

Identified Overlap/Similarity
The competencies listed in the Program of Studies for Autobody Repair (K & E) 15, 25, 35 cover the content required for all three levels of this course. In an integrated setting, these Autobody Repair (K&E) courses may align with the learning outcomes contained in the CTS courses as listed above to address the learning needs of all students. Personalization is required to meet each student's learning needs in relation to the learning outcomes for Autobody Repair (K & E) 15, 25, 35.

Reasoning as to Why LDC Is Necessary
This LDC is necessary to serve the learning needs of students taking Knowledge & Employability courses. See "Student Need" section of this document.

Student Assessment

Assessment practices in this course follow board policies. This course has no unique assessment requirements.

Course Approval Implementation and Evaluation

Aviation-Flight (2019)15-3

Aviation-Flight (2019)25-3

Aviation-Flight (2019)35-3

Submitted By:

The Horizon School Division

Submitted On:

May. 15, 2020

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	09/01/2020	08/31/2023	Acquired	Authorization	G10
25-3	62.50	09/01/2020	08/31/2023	Acquired	Authorization	G10
35-3	62.50	09/01/2020	08/31/2023	Acquired	Authorization	G10

Course Description

The Aviation - Flight 15, 25, 35 courses aim to expose students to the relevant skills, training, and knowledge in order to explore the world of airplane operation. The Aviation - Flight courses' focal points are:

☐ Transport Canada standards of pilot knowledge

☐ A practical element where students will operate an aircraft in a simulated environment such as a flight simulator or a computer outfitted with flight peripherals such as pedals, a flight yoke, and simulation software.

The Aviation - Flight courses will also expose students to the lifestyle and requirements of a career pilot, this will include mapping the post-secondary pathway to achieving that goal. The navigation portion of the course will require specialized navigation tools such as E6B flight computer or a similar tool, Canadian navigational charts, navigation rulers, and a Douglas protractor.

The Aviation - Flight courses seek to inspire and motivate students toward a career in aviation with a focus relevant to course materials to support educational goals by applying skills from Math, Physics, and Earth Sciences.

The Aviation - Flight courses will provide the opportunity to develop the skills necessary to succeed in aviation. Students will be prepared for future careers in the aviation field by developing a transitional plan to post-secondary programs that includes entrance requirements. Students may access Transport Canada exams and upon successful completion will have met the criteria for the "ground school" portion of pilot training.

Course Prerequisites

15: pre-requisite | none

25: pre-requisite | Aviation - Flight 15

35: pre-requisite | Aviation - Flight 25

Sequence Introduction (formerly: Philosophy)

Calgary and Edmonton are both major metropolitan centers and have become international transportation hubs with international airports. Additionally, there are many regional and municipal airports and hangars across the province that serve smaller cities, industry and hobby pilots. These airports provide a variety of employment opportunities in the aerospace sector, including aircraft operation.

The *Aviation - Flight* course (and aerospace education) is designed with the understanding that students should:

  · Be exposed to the aircraft operations sector as a possible career path;

  · Be trained in the theoretical background of aircraft operations and be exposed to Transport Canada standards to best prepare themselves for a potential career as a pilot;

  · Experience an environment that is reflective of the on-the-ground reality of people working in the aircraft operations industry;

  · Explore possible post-secondary options for further training and career development in this industry;

  · Recognize and appreciate the enormous impact that aviation and space have on our lives;

  · Research and be aware of vocational and career possibilities related to the aviation and space industry;

  · Recognize and appreciate the potential of aviation and aerospace to serve humankind and to improve both our daily lives and our growing society.

The *Aviation - Flight* courses are based on expectations equivalent to Transport Canada and as such, students will work with real-world curricula from which they may identify an apply career and life skills through their learning. Students

will gain knowledge, understanding and skills through their experiences in this course. Aviation and will be required to think critically, conceptualize and apply the knowledge they gain.

Student Need (formerly: Rationale)

According to the Government of Alberta, "Alberta has a strong foothold in aerospace and defence. The industry contributes $1.3 billion in revenue annually to the provincial economy, is home to 170 aerospace and aviation companies and employs over 6,000 highly skilled Albertans." (2017) Pilots account for 2400 of those Albertan jobs and as of 2019 are in high demand (ALIS). The aim of this program is to provide students with an exploratory option in high school where they can prepare for the requirements of an aircraft operation career path.

Scope and Sequence (formerly: Learner Outcomes)

In the Aviation-Flight 15, 25 and 35 courses, students will be introduced to key concepts, processes and models to foster greater depth toward analyzing, assessing and demonstrating governing connections in aviation. In the study of Aviation–Flight, students will explore the appropriate skills and competencies necessary for simulated flight operation and the relative benefits associated with career opportunities. Students will develop an analytical and reflective approach toward growth and development, particularly in the context of aviation safety. Throughout the course sequence, students will enhance their communicative, active observational and documentation skills of various aviation procedures. The Aviation - Flight courses promote the development of engaged and critical thinkers by allowing students to strive for an authentic personal experience augmented by a unique continuum of learning opportunities that responds to individual student needs.

Outcomes for Guiding Questions, 1-4 are drawn from the Transport Canada documentation for pilot training and are based on the progression of studying the standards and requirements to obtain a private pilot's licence at the 15-level, a commercial pilot's licence at the 25-level and an Instrument flying certification at the 35-level.

Guiding Questions (formerly: General Outcomes

1   What are the laws and procedures governing aviation?

2   How do concepts of navigation and radio aids influence operation of an aeroplane?

3   How does meteorology affect the operation of an aeroplane in flight?

4   How does General Aeronautical Knowledge inform the practice of operating an aircraft?

5   What are the skills and procedures required for the safe operation of an aeroplane in simulated flight?

6   What are post-secondary and career opportunities in aviation?

Learning Outcomes (formerly: Specific Outcomes)

1 What are the laws and procedures governing aviation?	15-3 25-3 35-3
1.1 List general provisions and requirements for a private pilot's licence including record keeping and documentation practices	X
1.2 Recognize identification and registration standards for aircraft	X
1.3 Identify and list aerodrome and airport standards including Markers and markings; Wind direction indicators; Lighting; Prohibitions; Fire prevention	X
1.4 Identify requirements for personnel licensing and training for a private pilot's license including medical requirements	X
1.5 Recognize general operation and flight rules including: Airspace structure, classification and use; General aircraft operating procedures; Emergency requirements; Flight preparation, plans and itineraries; Pre-flight fuel requirements; Operation at or in the vicinity of an aerodrome; Visual flight rules; Radio communications; Emergency communications and security; General aircraft documentation; Aircraft equipment requirements; Aircraft maintenance requirements; Keeping technical records	X
1.6 Define Transportation Safety Board of Canada reporting protocols	X
1.7 Demonstrate air traffic services and procedures.	X
1.8 Define commercial aircraft operational and emergency equipment requirements including Requirements for power driven aircraft; Survival equipment for flights over land and water including life preservers and flotation devices	X

1.9　Define the differences in regulations between a private and commercial pilot in General provisions required to document and operate a commercial aircraft; Defining the laws regarding registration and identification of commercial aircraft; Identifying requirements regarding licensing and training including requirements for a commercial pilot's license and differences between that and a private pilot's licence; Describing the difference in airspace classification and the differences in regulations for operating in that airspace; Identifying commercial pilot regulations around crew fitness, icing regulations, and procedures and regulations for cruising altitudes; Defining commercial aircraft operational and emergency equipment requirements including requirements for power driven aircraft and survival equipment for flights over land and water including life preservers and flotation devices; Requirements for filing a flight itinerary and arrival plan for a commercial aircraft; Regulations for operating a commercial aircraft in the vicinity of an aerodrome; Being able to describe Visual Flight Rules; ADIZ emergency communications	X
1.10　Describe and define special flight operations including Special aviation events; Parachuting; Private operator passenger operation; Aircraft requirements for commercial operation	X
1.11　Describe and define commercial air service regulations including Flight time limits and rest periods; Aerial work operations; Air taxi operations; Aircraft maintenance requirements	X
1.12　Define requirements for the Instrument Rating - Aeroplane IFR including licensing and training requirements	X
1.13　Describe and define general operating and flight rules for Instrument Rating - Aeroplane IFR including Airspace structures, classification and use; Operating and flight rules; Operational and emergency equipment regulations; Flight preparation, plans and itineraries; Operation in the vicinity of an aerodrome; Instrument flight rules; Radio communications; Aircraft requirements; Air traffic services; Canadian airspace; Route and flight planning; Departure procedures; En route procedures; Holding procedures; Approach procedures; Canadian air pilot definitions; Emergencies	X

2 How do concepts of navigation and radio aids influence operation of an aeroplane?	15-3 25-3 35-3
2.1 Define aviation specific vocabulary including Meridian; Prime Meridian; Longitude; Equator; Latitude; Rhumb Line/Great Circle; Variation; Isogonal; Agonic Line; Deviation; Track; Heading, Airspeed; Ground Speed; Air Position; Ground Position; Bearing; Wind Velocity; Drift	X
2.2 Interpret and use aviation maps and charts including Characteristics of projections; VTA; VNC; Topographical symbols; Elevation and contours; Aeronautical information; Scale and units of measurement; Locating position by latitude and longitude	X
2.3 Demonstrate how to use time and longitude including The 24-hour system; Time zones; Conversion of UTS to local and vice versa	X
2.4 Demonstrate pilot navigation techniques including Use of aeronautical charts; Measurement of track and distance; Map reading; Setting heading-visual angle of departure; Check points and pin-points; Ground speed checks and ETA revisions; Track made good; Determined drift by 10-degree lines; 1 in 60 rule; Visual alteration method of correcting to track; Diversion to alternate; Return to departure point; Low level navigation; Deduced reckoning; In-flight log and mental calculations; Procedures when lost; Air and ground position; Variation/deviation; True track/magnetic track; True/magnetic compass headings; Indicated/calibrated airspeed; True airspeed/groundspeed; Compass errors; Radio communications	X
2.5 Demonstrate the use of navigation computers to determine Heading and true airspeed; True track and ground speed; Magnetic heading and magnetic track	X
2.6 Demonstrate pre-flight preparation techniques including Factors affecting choice of route; Map preparation; Meteorological information; Selection of checkpoints; Flight log forms; Documents to be carried in aircraft	X
2.7 Demonstrate correct use of an aircraft radio	X
2.8 Demonstrate the basic use of VHF Omnidirection range VOR	X
2.9 Demonstrate the basic use of an automatic direction finder ADF	X

2.10 Demonstrate the use of global navigation satellite system GNSS/GPS	X	
2.11 Demonstrate the use of other radio aids including Transponders; Emergency Locator Transmitter ELT; VHF Direction Finding DF assistance; Airport Surveillance Radar ASR	X	
2.12 Interpret and use navigation maps and charts including Navigation aids; En route low altitude charts	X	
2.13 Demonstrate how to use time and longitude including Morning and evening twilight charts	X	
2.14 Demonstrate pilot navigation techniques including: Use of position lines to obtain a fix; Double track error method to regain track; Sum of opening and closing angles to destination	X	
2.15 Demonstrate the use of navigation computers to determine Applying the wind; Pressure/density of true altitudes; Indicated/calibrated /true airspeed; Time/ground speed/distance; Fuel consumption and conversions; Climbs/descents	X	
2.16 Demonstrate pre-flight preparation techniques including: NOTAM; Fuel requirements; Weight and balance; Use of Canada flight supplement; Flight plans/itineraries; Aircraft serviceability	X	
2.17 Identify the operational limitations of aircraft radios	X	
2.18 Demonstrate advanced understanding of VHF Omnidirection range VOR including: Serviceability check; Interpretation/orientation/homing; Intercepting predetermined radials and tracking; Position lines and fixes	X	
2.19 Demonstrate advanced understanding of an automatic direction finder ADF including Serviceability check; Intercepting predetermined tracks and tracking; Position lines and fixes; Relative bearings/conversion to magnetic/true bearings	X	
2.20 Demonstrate the use of other radio aids including Distance measuring equipment	X	
2.21 Demonstrate understanding of advanced instrumentation, navigation and radio aids as they pertain to IFR flying including Pitot static system; Pitot static instruments; Gyroscopic systems and instruments; Magnetic compass; VOR; ADF; ILS; GNSS; Transponder; Other systems		X

2.22 Describe and define advanced topics in human factors and airmanship as they pertain to IFR flying including Aviation physiology; Aviation psychology; Pilot-equipment/material relationship; Controlled flight into terrain; Threat and error management	X

3 How does meteorology affect the operation of an aeroplane in flight?	15-3 25-3 35-3
3.1 Describe the following meteorological concepts as they pertain to flying: The earth's atmosphere; Atmospheric pressure; Meteorological aspects of altimetry; Temperature; Moisture; Stability and instability; Clouds; Surface based layers; Turbulence; Wind; Air masses; Fronts; Aircraft icing; Thunderstorms; Hurricanes and tornadoes	X
3.2 Describe meteorological services available to pilots	X
3.3 Describe and use aviation weather reports and aviation forecasts	X
3.4 Describe and use weather maps and prognostic charts	X
3.5 Identify considerations when flying from high to low pressure and temperature areas and vice versa	X
3.6 Define Saturated/dry adiabatic lapse rate; Cloud associated precipitation and turbulence; Fog formation in surface-based layers; Orographic turbulence; Wind shear including types/causes; Wind veer/back; Air mass formation/classification; Front cross sections, cold fronts, warm fronts, TROWAL and upper fronts; Thunderstorm hazards including updrafts, downdrafts, gust fronts/downbursts/ microbursts/hail/lightning	X
3.7 Decode aviation weather reports, forecasts, weather maps, and prognostic charts	X
3.8 Define and describe Characteristics of stable/unstable air; Lifting processes; Subsidence/convergence	X
3.9 Define how meteorological phenomena affect IFR flying including Fundamentals of weather; Icing; Turbulence; Thunderstorms	X

3.10 Demonstrate correct reading of Aviation weather reports; Aviation forecasts; Weather maps and prognostic charts; Weather interpretation	X

4 How does General Aeronautical Knowledge inform the practice of operating an aircraft?	15-3 25-3 35-3
4.1 Describe airframes, engines, and systems including Airframes; Landing gear, flaps and brakes; Engines; Carburation; Fuel Injection; Electrical systems; Lubricating systems and oils; Fuel systems and fuel; Other aircraft systems including oxygen and vacuum	X
4.2 Demonstrate an understanding of the theory of flight including Principles of flight; Forces acting on an airplane; Aerofoils; Propellers; Design of the Wing; Stability; Flight Controls	X
4.3 Demonstrate an understanding of Flight Instruments including Pilot static system; Airspeed indicator; Vertical speed indicator; Altimeter/Encoding altimeter; Magnetic compass; Gyroscope; Heading indicator; Attitude indicator; Turn and bank indicator/turn co-ordinator; Basic instrument flying	X
4.4 Define flight operations principles including General flight operation; Use of performance charts; Aircraft performance; Weight and balance; Wake turbulence; Search and rescue; Aircraft critical surface contamination	X
4.5 Describe human factors that may influence flying including Aviation physiology; The pilot and operating environment; Aviation psychology; Pilot-equipment/material relationship; Interpersonal relations	X
4.6 Describe Turbo charging engines; Effects of density altitude/humidity on engines; Carburetor icing and use of carb heat; Fuel - Types, colour, fuel handling when fueling aircraft, ground/bonding	X
4.7 Describe Relationship of lift and drag to angle of attack; Centre of Pressure of C of P; Centrifugal/centripetal forces; Relative airflow and angle of attack on airfoils; Fixed/Variable pitch propellers; Relationship of load factor to stalling speed	X

4.8 Describe Airspeed indicator errors/malfunctions; Vertical speed indicator errors/malfunctions; Altimeter/encoding altimeter errors/malfunctions; Heading indicator errors/malfunctions; Attitude indicator errors/malfunctions; Turn and bank indicator/turn coordinator errors/malfunctions	X
4.9 Describe Effects of wind and wind shear; Effects of density altitude/humidity; Effects of change of weight or centre of gravity on performance; Use of performance charts including - Take off charts, cross wind charts; Cruise charts; Fuel burn charts, landing charts, CFRI performance tables and charts; Weight and balance concepts including - Locating CG, CG limits, load adjustment, cargo tie-down/passenger loading; ELT (exclude categories); Effects of aircraft critical surface contamination on performance, clean aircraft concept, and pre-takeoff inspection	X
4.10 Describe Hypoxia/hyperventilation; Effects of medications and substance abuse on a pilot; Toxic hazards including carbon monoxide	X

5 What are the skills and procedures required for the safe operation of an aeroplane in simulated flight?	15-3 25-3 35-3		
5.1 Apply effective decision making that anticipates problems in advance, make appropriate inquiries and prioritizes tasks	X	X	X
5.2 Apply situational awareness to actively monitor and detect changes to weather conditions, aircraft systems, instruments and ATC communications	X	X	X
5.3 Apply effective workload management for eliminating distractions, organizing cockpit resources and recognizing signs of overload in self	X	X	X
5.4 Operation of Aircraft Systems: Demonstrate practical knowledge of General Aeronautical Knowledge while operating an aircraft in simulated flight	X	X	
5.5 Taxiing: Demonstrate safe manoeuvring of the aircraft, avoid unnecessary interference with other aircraft and position the aircraft appropriately for wind conditions	X		
5.6 Demonstrate safe takeoff and landing procedures in a simple circuit	X		

5.7 Forced Landing: Demonstrate safe approach and landing in the event of engine failure	X
5.8 Spiral: Demonstrate recognition of a spiral dive and execute a safe recovery to straight and level flight	X
5.9 Short Field Takeoff: Demonstrate safe takeoff from a short field and clear an obstacle	X
5.10 Precautionary Landing: Demonstrate safe evaluation and landing at an unfamiliar aerodrome or landing	X
5.11 Diversion to an Alternate: Demonstrate a diversion to a suitable alternate destination using mental in-flight planning, dead reckoning, map reading and pilotage	X
5.12 Instrument Flying: Demonstrate safe control of the aeroplane solely by reference to available flight instruments	X
5.13 Demonstrate a variety of flight maneuvers without visual feedback (Instrument flying) techniques including Safe takeoff and landing; Forced landing; Spiral; Short field takeoff; Precautionary landing	X

6 What are post-secondary and career opportunities in aviation?	15-3 25-3 35-3
6.1 Make Connect personal interests, values, resources, prior learning and experiences to future career and post-secondary choices Complete/update a personal inventory; Create a connection between personal inventory and occupational choices	X
6.2 Identify possible life roles related to the skills and content of this course Recognize and then analyze the opportunities and barriers in the immediate environment; Identify potential resources to minimize barriers and maximize opportunities	X
6.3 Create a transitional strategy to accommodate personal changes and build personal values Identify short-term and long-term goals; Identify steps to achieve goals	X

Facilities or Equipment

Facility

No required facilities

Facilities:

Equipment

This course requires access to a simulated flight environment such as a flight simulator or a computer outfitted with flight peripherals such as pedals, a flight yoke, and simulation software.

The navigation portion of the course will require specialized navigation tools such as E6B flight computer or a similar tool, Canadian navigational charts, navigation rulers and a Douglas protractor

This course requires access to a simulated flight environment such as a flight simulator or a computer outfitted with flight peripherals such as pedals, a flight yoke, and simulation software.

The navigation portion of the course will require specialized navigation tools such as E6B flight computer or a similar tool, Canadian navigational charts, navigation rulers and a Douglas protractor

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

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

-none
Locally Developed Courses with Overlap and/or Similarity

-none

Student Assessment

Assessment practices in this course will follow The Horizon School Division Policy HK: Student Assessment, Evaluation and Reporting. This course has no unique assessment requirements.

Course Approval Implementation and Evaluation

Aviation - Navigation Aids15-3

Submitted By:

The Horizon School Division

Submitted On:

May. 12, 2020

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	09/01/2020	08/31/2024	Acquired	Authorization	G10

Course Description

***Aviation – Navigation Aids* will expose students to *the* design,** *function, and operation of high frequency airplane navigation systems. Specifically, students will explore the* **Automatic Direction Finder (ADF), the** *Very High Frequency Omni Directional Range* **system (VOR), and the** *Global Position System (GPS)*
. This program will be foundational to the knowledge requirement in Transport Canada's written Private Pilot License (PPL) as well as a basis for the Commercial Pilot License (CPL) and Instrument Flight Rules (IFR) rating's ADF, VOR and GPS knowledge.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

The Alberta aerospace industry is facing an unprecedented employee shortage due to retirement, attrition and natural growth. As a result, there are many opportunities across the province for students to enter into the aerospace sector and receive high quality full time employment. This three credit module was designed with the intention that students interested in entering into the Aviation Industry should:

·Be exposed to aircraft navigation instrument design, function, and operation.

·Be familiarized with instrument flight.

·Be trained in the theoretical background of aircraft operations and be exposed to Transport Canada standards to best prepare themselves for a potential career as a pilot.

·Experience an environment that is reflective of the on-the-ground reality of people working in the aircraft operations industry.

·Be exposed to the aircraft operations sector as a possible career path.

Explore possible post-secondary options for further training and career development in this industry

Student Need (formerly: Rationale)

(From the Aviation –Flight 15 and 25-3(2018) LDC , Calgary School District No. 19)

According to the government of Alberta "Alberta has a strong foothold in aerospace and defense. The industry contributes $1.3 billion in revenue annually to the provincial economy, is home to 170 aerospace and aviation companies, and employs over 6,000 highly skilled Albertans." (AlbertaCanada) Aircraft Structure Technicians alone account for 1600 of those Albertan jobs(ALIS).
 The aim of this program is to provide students with an exploratory option in high school where they can prepare for the requirements of the aircraft operation career path.

Scope and Sequence (formerly: Learner Outcomes)

- .

  To provide students with a general understanding of airplane navigation.

- .

  To expose students to the required aviation tools that they will encounter as professional pilots.

- .

  To create a working knowledge of navigating with respect to the Automatic Direction Finder, the Very High Frequency Omni Directional Range system, and the Global Position System.

- .

  To cultivate practical spatial orientation as it pertains to flight.

Guiding Questions (formerly: General Outcomes

1   Demonstrate sound understanding of ADF navigation

2   Interpret Non Directional Beacons (NDB) based IFR navigation charts

3   Demonstrate effective ADF station operation within a simulated environment

4   Demonstrate sound understanding of VOR navigation

5   Interpret IFR navigation charts

6   Demonstrate effective VOR station operation within a simulated environment

7   Investigate the effective use of Distance Measuring Equipment (DME)

8   Create a flight plan using airways

9   Demonstrate sound knowledge of GPS Navigation theory

10   Demonstrate a sound understanding when using GPS navigation while on approach

11   Demonstrate effective GPS navigation within a simulated environment

12   Demonstrate basic competencies

13   Make personal connections to the ADF navigation content and processes to inform possible pathway choices

Learning Outcomes (formerly: Specific Outcomes)

1 Demonstrate sound understanding of ADF navigation	15-3
1.1 describe how ADF navigation works and give a brief history	X
1.2 identify the limitations, advantages and disadvantages of ADF navigation	X
1.3 understand the formula to achieve bearing to and from station	X
1.4 understand the difference between an ADF and RMI display in a cockpit	X
1.5 understand the ADF equipment needed in an aircraft	X
1.6 tuning and identifying ADF instrumentation	X
1.7 serviceability checking ADF instrumentation	X
1.8 1.8.1 interpreting ADF hold regulations and procedures 1.8.2 describing the applicable ADF hold entry 1.8.3 conducting an ADF hold briefing interpreting ADF hold regulations and procedures	X

2 Interpret Non Directional Beacons (NDB) based IFR navigation charts	15-3
2.1 2.1 interpret LF/MF Airways	X
2.2 2.2 interpret LF/MF Air Routes	X
2.3 2.3 describe and interpret an NDB approach plate	X

3 Demonstrate effective ADF station operation within a simulated environment	15-3
3.1 interpret instrument readings	X
3.2 calculate the location of a simulated aircraft based on ADF instrument display	X

3.3 navigate and correct for drift due to wind using an ADF instrument	X
3.4 homing to and from station using ADF instrumentation	X
3.5 tracking to and from station using ADF instrumentation	X
3.6 demonstrate within a simulated flight the required knowledge to answer Transport Canada written questions on the Private Pilot Licence relating to ADF navigation	X
3.7 understand how the ADF instrument is used to conduct NDB approaches	X

4 Demonstrate sound understanding of VOR navigation	**15-3**
4.1 describe how VOR navigation works and give a brief history	X
4.2 identify the limitations, advantages and disadvantages of VOR navigation	X
4.3 identify and describe aircraft equipment used in VOR navigation	X
4.4 tuning and identifying VOR stations	X
4.5 4.5.1 interpret VOR hold regulations and procedures 4.5.2 describing the applicable VOR hold entry 4.5.3 conduct a VOR hold briefing	X

5 Interpret IFR navigation charts	**15-3**
5.1 5.1 interpret high level airways 5.1.1 identify and understand map legend symbol representation 5.1.2 identify the high level airway nomenclature and understand their specific use in flight planning	X
5.2 5.2 Interpret low level airways 5.2.1 identify and understand map legend symbol representation 5.2.2 identify the low level airway nomenclature and understand their specific use in flight planning	X

6 Demonstrate effective VOR station operation within a simulated environment	**15-3**
6.1 interpret VOR instrument readings	X

6.2 understand the difference of homing verses tracking to a VOR station	X
6.3 demonstrate the interception of predetermined radial	X
6.4 identifying VOR fixes	X
6.5 demonstrate VOR reverse sensing	X
6.6 calculate the location of the aircraft based on VOR instrument display	X
6.7 navigate and correct for drift due to wind	X
6.8 6.8. demonstrate the hold procedure on VOR waypoints: 6.8.1 interpreting hold regulations and procedures 6.8.2 conducting hold briefings 6.8.3 demonstrate effective hold entries	X
6.9 VOR based instrument approaches	X

7 Investigate the effective use of Distance Measuring Equipment (DME)	**15-3**
7.1 identify DME accuracy with respect to the colocation of a VOR station	X
7.2 combine DME and VOR to calculate relative position	X

8 Create a flight plan using airways	**15-3**
8.1 describe how altitude management is essential in VOR navigation	X
8.2 identify the differences between VFR and IFR flight plans	X

9 Demonstrate sound knowledge of GPS Navigation theory	**15-3**
9.1 understand satellite orientation requirements for GPS navigation	X
9.2 describe the necessity of GPS navigation within commercial air travel	X
9.3 identify the limitations, advantages and disadvantages of GPS navigation	X

9.4 understand the aircraft equipment requirements for GPS navigation	X
9.5 describe and complete serviceability checking for GPS instrumentation under the GPS standard positioning services (SPS) specifications	X
9.6 9.6 describe and complete serviceability checking for GPS instrumentation under the GPS standard positioning services (SPS) specifications 9.6.1 demonstrate an understanding of the Receiver Autonomous Integrity Monitoring (RAIM) for GPS navigation systems 9.6.2 demonstrate an understanding of the Airborne Autonomous Integrity Monitoring (AAIM) for GPS navigation systems	X
9.7 9.7 Understand GPS hold entries by: 9.7.1 interpreting GPS hold regulations and procedures 9.7.2 describing the applicable GPS hold entry 9.7.3 describing a GPS hold briefing	X

10 Demonstrate a sound understanding when using GPS navigation while on approach	**15-3**
10.1 understand the satellite coverage requirements for approach	X
10.2 evaluate the Wide Area Augmentation System (WAAS) as an improvement to the accuracy of GPS navigation	X
10.3 describe and understand the Lateral Navigation (LNAV) and Vertical Navigation (VNAV) GPS based approaches	X
10.4 describe and understand the Localizer Performance with Vertical Guidance (LPV) method of approach	X

11 Demonstrate effective GPS navigation within a simulated environment	**15-3**
11.1 model an effective LNAV approach	X
11.2 model an effective VNAV approach	X
11.3 model an effective LPV approach	X

12 Demonstrate basic competencies	**15-3**

12.1 12.1 demonstrate fundamental skills to: 12.1.1 communicate 12.1.2 manage information 12.1.3 use numbers 12.1.4 think and solve problems	X
12.2 12.2 demonstrate personal management skills to: 12.2.1 demonstrate positive attitudes and behaviours 12.2.2 be responsible 12.2.3 be adaptable 12.2.4 learn continuously 12.2.5 work safely	X
12.3 12.3 demonstrate teamwork skills to: 12.3.1 work with others 12.3.2 participate in projects and tasks	X

13 Make personal connections to the ADF navigation content and processes to inform possible pathway choices	**15-3**
13.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences	X
13.2 create a connection between a personal inventory and occupational choices	X

Facilities or Equipment

Facility

No Required Facilities

Facilities:

Equipment

Computers equipped with Flight simulator software.

Learning and Teaching Resources

Computers equipped with Flight simulator software

Sensitive or Controversial Content

Foothills School Division Administrative Procedure of Controversial or Sensitive Course

http://bit.ly/2s6g2gX

Issue Management Strategy

Health and Safety

Foothills School Division Administrative Procedure

http://bit.ly/2sxLAxN

Risk Management Strategy

Statement of Overlap with Existing Programs

No Overlap.

Aviation – Navigation Aids *will expose students to the design, function, and operation of high frequency airplane navigation systems. Specifically, students will explore the* ***Automatic Direction Finder*** *(ADF), the* ***Very High Frequency Omni Directional Range*** *system (VOR), and the* ***Global Position System (GPS)****. This program will be foundational to the knowledge requirement in Transport Canada's written Private Pilot License (PPL) as well as a basis for the Commercial Pilot License (CPL) and Instrument Flight Rules (IFR) rating's ADF, VOR and GPS knowledge*

Here are the subject areas we feel would best equip the students to pursue aviation in the future:

1)ADF theory and navigation
2)VOR theory and navigation
3)GPS theory and navigation
4)Glass cockpit interpretation and application
5)Aircraft systems basic
6)Aircraft systems advanced
7)Turbine engine operations

We see these as independent 1 credit courses. As these are very industry specific terms

Student Assessment

Course assessment will be in alignment with The Horizon School Division Policy HK: Student Assessment, Evaluation, and Reporting.

Course Approval Implementation and Evaluation

Aviation - Structures25-3

Aviation - Structures35-3

Submitted By:

The Horizon School Division

Submitted On:

May. 15, 2020

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
25-3	75.00	09/01/2020	08/31/2022	Acquired	Authorization	G11 G12
35-3	75.00	09/01/2020	08/31/2022	Acquired	Authorization	G11 G12

Course Description

In Career and Technology Studies students are encouraged to explore outside the traditional thinking of what it means to have a career and to explore and become informed about the myriad of careers that exist in the world today.

This course is meant to offer students the opportunity to explore what it means to maintain the aircraft that transport people and products in our increasingly interconnected world. While developing the skills for maintaining an aircraft, students will also engage in the hands-on application 3D design and engineering concepts.

Course Prerequisites

Aviation-Structure 25 | CTS – FAB1010; FAB1090; FAB1100

Aviation-Structure 35 | Aviation-Structure 25

Sequence Introduction (formerly: Philosophy)

Calgary and Edmonton are both major metropolitan centers and have both become international transportation hubs with international airports. Additionally there are many regional and municipal airports and hangars across the province that serves smaller cities, industry and hobby pilots. These airports provide the opportunity for employment in the aerospace sector in a variety of areas such as aircraft operation and maintenance.

This course is designed with the understanding that students should:

· Be exposed to the aerospace maintenance sector as a possible career path.

· Be trained in specialized tools and techniques used for aerospace maintenance.

· Experience hands-on learning that supports multiple industry technical specializations related to structures and maintenance.

· Explore possible post-secondary options for further training and career development.

Student Need (formerly: Rationale)

According to the Government of Alberta "Alberta has a strong foothold in aerospace and defense." The industry contributes $1.3 billion in revenue annually to the provincial economy, is home to 170 aerospace and aviation companies, and employs over 6,000 highly skilled Albertans." (AlbertaCanada) Aircraft Structure Technicians alone account for 1600 of those Albertan jobs (ALIS). Additionally, this course could be used by students to develop strong background and transferable skills in aviation maintenance in order to pursue an Aviation Maintenance Engineer (AME) pathway.

The aim of this course is to provide an extension of the existing Fabrication (FAB - TMT) modules focusing on the specialized sheet metal and riveting work essential for exploring the aviation maintenance industry. It does not include an introductory level because the basic tool and print reading skills required in this area are effectively covered by the general nature of the 1000 level Fabrication CTS credits.

This program designed to provide students with information and skills that will make them successful in multiple post-secondary programs related to structures, maintenance, fabrication and engineering.

Scope and Sequence (formerly: Learner Outcomes)

Guiding Questions (formerly: General Outcomes

1 Demonstrate precision measuring and layout

2 Demonstrate shop safety

3 Demonstrate use of aviation specific hand tools

4 Demonstrate use of aviation specific power tools

5 Demonstrates aviation specific metalworking skills

6 Demonstrate basic competencies

7 Explores post-secondary and career opportunities in aviation

Learning Outcomes (formerly: Specific Outcomes)

1 Demonstrate precision measuring and layout	25-3 35-3
1.1 Demonstrates basic precision measuring tools	X
1.2 Demonstrates basic layout techniques	X
1.3 Describes intermediate layout techniques - Bend allowance	X
1.4 Interprets proper measurement and layout techniques on a project they designed or laid out and uses precision measuring and calculation techniques in order to reduce or eliminate material waste	X
1.5 Analyzes blueprints and apply aviation specific symbology	X

2 Demonstrate shop safety	25-3 35-3
2.1 Identifies common elements of a shop safety management system	X
2.2 Demonstrate a leadership role in maintaining shop safety rules and guidelines	X
2.3 Evaluate shop safety audit to identify and remediate potential risks to themselves and classmates and present findings of the audit to teachers and peers	X

3 Demonstrate use of aviation specific hand tools	25-3 35-3
3.1 Demonstrates proper use of basic aviation measurement tools	X
3.2 Demonstrates use and identifies basic aviation specific hand tools	X
3.3 Identifies and demonstrates use of advanced aviation hand tools to complete projects	X

4 Demonstrate use of aviation specific power tools	25-3 35-3

4.1 Identifies and demonstrates correct use of basic aviation power tools to complete projects	X	
4.2 Identifies and demonstrates correct use of intermediate aviation power tools to complete projects		X
4.3 Identifies and demonstrates correct use of advanced aviation power tools to complete projects		X

5 Demonstrates aviation specific metalworking skills	25-3	35-3
5.1 Demonstrates basic application of aviation metalworking skills	X	
5.2 Demonstrates intermediate application of aviation metalworking skills	X	
5.3 Demonstrates advanced application of aviation metalworking skills		X

6 Demonstrate basic competencies	25-3	35-3
6.1 Demonstrate fundamental skills to communicate; manage information; use numbers; think and problem solve	X	X
6.2 Demonstrate personal management skills to: positive attitudes and behaviours; be responsible; be adaptable; learn continuously; work safely	X	X
6.3 Demonstrate team work skills to: work with others; participate in projects and tasks	X	X

7 Explores post-secondary and career opportunities in aviation	25-3	35-3
7.1 Demonstrates awareness of local post-secondary and career options in the aviation industry as it pertains to structural fabrication	X	
7.2 Demonstrates awareness of Canadian post-secondary and career options in the aviation industry as it pertains to structural fabrication		X

Facilities or Equipment

Facility

As this program is specialized in nature, a fabrication space would be required that could provide space and ability to safely work with the necessary machinery and tools.

Facilities:

Equipment

☐ Bench vice

☐ Standard hand tools (pliers, hand saws etc…)

☐ Pneumatic tools | Drills, rivet guns, rivet snaps, squeezers, countersink cutter

☐ Sheet metal shear

☐ Sheet metal brake

☐ Vertical and horizontal band saw

☐ Drill press

☐ Slip roller

☐ Stretchers and shrinkers

☐ Belt/disc sander

☐ Rotex punch

Learning and Teaching Resources

FAA-8083-30-Aviation Maintenance Technician General Handbook
Aviation Maintenance Technician Airframe_vol1 FAA H-8083-31

Sensitive or Controversial Content

Issue Management Strategy

Health and Safety

There may be off campus activities that work in conjunction with aviation outcomes to enhance and enrich understanding All Off-site activities are organized according to Calgary Board of Education Administrative Regulation 3027 – Off-Site Activities.

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

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

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

Calgary Board of Education Administrative Regulation 3052 – Instructional Facilities and Equipment sets out responsibilities for safe working conditions in CTS facilities.

Shop Hazards & Safety:

☐ Noise – Student and teacher use of PPE

☐ Power equipment, tools and machinery used for instruction may only be operated by: a)

o qualified teachers

o students deemed capable by and under the direct supervision of a qualified teacher

o any other member of the school staff approved by the principal

☐ Tools and equipment must be properly, safely and securely stored

☐ All tools, equipment and machinery must be inspected by qualified personnel in accordance with manufacturer's guidelines.

☐ The teacher must ensure that existing safety guards are in place at all times, and used in accordance with the Alberta Occupational Health and Safety Act, Regulations, Code and manufacturer's specifications.

☐ The teacher must ensure that the facility is clean, orderly and ready for safe and efficient instruction and work;

☐ Each teacher delivering the CT program of studies must ensure that:

o they are aware of and instructed in the safe use and limitation of the personal safety

equipment

 o site-specific safety rules are present and understood

 o personal protective equipment and clothing for staff and students is available and worn properly

 o ongoing safety instruction and supervision occurs.

 ☐ Personal Protective Equipment must be worn at all times where the potential for hazards exist with the use of tools and equipment.

 ☐

Risk Management Strategy

Statement of Overlap with Existing Programs

Course: CTS Fabrication

 Rationale: This program of study has some overlap with the CTS - TMT - Fabrication curriculum. That curriculum, however, was intended to address solid material construction with welding and HVAC type sheet metal work used in ducting. The introductory level of the Fabrication pathway is broad enough in its scope that no introductory level of this course would be necessary, but the requirements of Aviation Structures deviate significantly beginning at the Sheet Fabrication 2 (FAB2090) credit and are unusable in the Aviation context by the Sheet Fabrication 3 (FAB2100) credit of the sheet metal portion of the Fabrication pathway.

 Because of the specialized nature of work in the aviation sector that includes working heavily with riveted metal sheeting and high precision bending and drilling, the FAB program credits do not allow for an authentic program working towards employment and education in the aviation sector.

 Course: Aeornautical Design 25

 Rationale: That course, was intended as an extension on a Physics 20 class and is far more theoretical in nature and more appropriate for exploring careers like Aerospace Engineering than a career as an AST or AME. Its focus is on the math and physics involved in designing an aircraft rather than the technical work of repairing aircraft structures.

Student Assessment

Assessment practices for this course follow board policies for assessing and reporting student achievement. This course does not have any unique assessment requirements or standards.

Course Approval Implementation and Evaluation

Building Communities of Hope15-3

Building Communities of Hope25-3

Submitted By:

The Horizon School Division

Submitted On:

May. 11, 2020

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	09/01/2020	08/31/2024	Acquired	Authorization	G10
25-3	62.50	09/01/2020	08/31/2024	Acquired	Authorization	G11

Course Description

Building Communities of Hope 25 is a high school course (3 credits) designed to support students to extend their investigation of hope in relation to wellbeing, and to investigate theories about stress that inform how to create pathways to achieve wellbeing goals that promote personal and community resiliency in a variety of contexts (school, work, team sports, recreation, social, personal).

Course Prerequisites

Building Communities of Hope 15-3

Sequence Introduction (formerly: Philosophy)

Students will investigate theories of "hope-evoking" practices and engage in research to determine personal practices to shape more hopeful futures for themselves in all aspects of their wellbeing. While engaging in hope-evoking practices, students will name stressors and study how mindset towards them impacts whether stress is an inhibitor or facilitator of hope (McGonigal, 2015). Because senior high students are becoming young adults who navigate many stressors that can increase or decrease their sense of hope in their lives, it is an opportune time for them to clarify how to understand and approach stress while continuing their study and practice of hope.

Student Need (formerly: Rationale)

Youth in high school navigate stressors that can impede their plans and pathways to achieve their goals. While high school students are commonly focused almost exclusively on one or two aspects of their wellbeing (i.e., academic, social), this course expands their focus on setting short- and long-term goals in seven domains of wellbeing (career, social, community, financial, physical, mental, spiritual). High school students also face many stressors as they navigate the complexities of reaching their diverse goals such as applying for entry into post-secondary and/or shaping their future careers. Because stress is a life challenge for all adults, it is proactive and productive to expose high school students to how stress has been theorized as having an "upside" (McGonigal, 2015) where stressors are facilitators versus inhibitors of positive life changes.

Scope and Sequence (formerly: Learner Outcomes)

Essential Understanding One: Researching diverse theories of "hope" to understand what it means to be hopeful and how it impacts one's potential to live well (seven dimensions of wellbeing).

Essential Understanding Two: Developing and assessing hope-evoking practices based on varied definitions of hope to achieve wellbeing.

Essential Understanding Three: Investigating and analyzing research about stress as it relates to individuals' hope and wellbeing in various contexts (work, home, school, teams).

Essential Understanding Four: Reflecting on and applying research on stress as having an "upside" (McGonigal, 2015) to sustain improvements in hope and wellbeing for themselves and others.

Guiding Questions (formerly: General Outcomes

1   What does hope mean to me and why does it matter?

2   How do different theories of hope impact personal pathways to wellbeing?

3   Which theory of hope leads to the most productive hope-evoking practices?

4   How do students develop hope as they experience life transitions?

5   What is stress and how does stress impact hope and wellbeing?

6   How do schools create conditions for hope-evoking social spaces?

7   What is wellbeing and how is it connected to hope?

8   How do different studies of stress impact hope and wellbeing?

9   How can I set goals and create pathways in my life to increase my agency to be hopeful?

10   How can I apply research about stress to improve my hope and wellbeing?

11   How can I apply my personal definition of hope and wellbeing to sustain improvement in at least one domain of wellbeing in my life?

12   How can I share my theory of hope, stress, and wellbeing to positively impact someone else's life?

Learning Outcomes (formerly: Specific Outcomes)

1 What does hope mean to me and why does it matter?	15-3 25-3
1.1 Students research what hope means and represent why it matters based on their research.	X
1.2 Students develop a personal definition of hope that is shared verbally, visually, dramatically, and/or digitally to develop a collective understanding of hope.	X
1.3 Students research how hope and life transitions are related and represent their application of key learnings to their own lives.	X
1.4 Students design, implement, and monitor strategies to improve one or more transitions in their lives and assess how the strategies increased or decreased their hope.	X

2 How do different theories of hope impact personal pathways to wellbeing?	15-3 25-3
2.1 Students research different theories of hope and implications for developing personal theories of hope that impact wellbeing.	X
2.2 Students develop personal theories of hope and explain them using multi-modes (linguistic, visual, dramatic, and/or digital) and how their theories of hope impact their wellbeing.	X
2.3 Students apply their theories of hope to represent how they might approach short-term and/or long-term goals, how they would create pathways to achieve those goals, and how to assess the impact of those choices on at least one domain of wellbeing.	X
2.4 Students design measures to assess the impact of their personal theories of hope, their personal pathways to achieve hope, and impacts of those choices on their wellbeing in multiple domains.	X

3 Which theory of hope leads to the most productive hope-evoking practices?	15-3 25-3
3.1 Students compare and contrast two different theories of hope and articulate implications relative to improving wellbeing.	X
3.2 Students analyze another person's personal theory of hope and compare and contrast with their theory of hope and impacts on wellbeing.	X
3.3 Students represent their personal theory of hope and implications for wellbeing.	X
3.4 2.4 Students reflect on their personal theory of hope and implications for wellbeing in 5, 10, and 20 years.	X

4 How do students develop hope as they experience life transitions?	15-3 25-3
4.1 Students identify what creates and inhibits hope during transition times.	X
4.2 Students apply their understanding of hope "facilitators" and "inhibitors" to their experiences in different social spaces (school, teams, home, relationships).	X
4.3 Students consider what most impacts their social spaces as locations for hopefulness versus hopelessness.	X

5 What is stress and how does stress impact hope and wellbeing?	15-3 25-3
5.1 Students define stress, and identify and examine sources of stress in their lives and impacts on their hope and wellbeing.	X
5.2 Students construct criteria for what constitutes productive and negative approaches to stress in relation to their hope and wellbeing.	X
5.3 Students investigate research about stress, revise their original criteria for how to assess productive and negative approaches to stress in relation to their hope and wellbeing.	X
5.4 Students apply criteria for how to assess productive and negative approaches to stress by assessing how they have managed stressors in their past and impacts of such approaches on their hope and wellbeing.	X

6 How do schools create conditions for hope-evoking social spaces?	15-3 25-3
6.1 Students identify and examine impactful social spaces in their lives.	X
6.2 Students co-construct criteria for what delineates positive versus negative social spaces.	X
6.3 Students evaluate changes in one or more social spaces that are designed to evoke hopefulness in others.	X
6.4 Students mentor others to learn about social spaces and how to create conditions for hopefulness.	X

7 What is wellbeing and how is it connected to hope?	15-3 25-3
7.1 Students explain and describe seven dimensions of wellbeing: 4.1.1 Career Wellbeing 4.1.2 Social Wellbeing 4.1.3 Financial Wellbeing 4.1.4 Physical Wellbeing 4.1.5 Community Wellbeing 4.1.6 Mental Health Wellbeing 4.1.7 Spiritual Wellbeing	X
7.2 Students apply their understanding of the seven dimensions of wellbeing to set and meet goals in their daily lives and monitor progress on their goals using a personal survey tool (Lopez, 2013).	X
7.3 Students evaluate how wellbeing is connected to their personal definition of hope and consider what facilitates hope and what inhibits hope in their lives.	X
7.4 Students mentor others to learn about seven dimensions of wellbeing and how to set and meet goals and monitor progress in their daily lives.	X

8 How do different studies of stress impact hope and wellbeing?	15-3 25-3
8.1 Students explain and describe multiple findings of studies about stress in relation to hope-facilitating and hope-inhibiting practices that improve or inhibit wellbeing.	X

8.2 Students apply research about stress to analyze how they have handled stress in the past and how they would change based on their current theories of the interconnections between stress, hope, and wellbeing.	X
8.3 Students apply their theory of hope, wellbeing, and stress to a future goal and represent the anticipated results.	X
8.4 Students teach others about how wellbeing, hope, and stress are interconnected and why it matters to understand these interconnections.	X

9 How can I set goals and create pathways in my life to increase my agency to be hopeful?	15-3 25-3
9.1 Students learn about and apply Rick Snyder's conception of hope as a "cycle" to increase hope in different areas of their lives.	X
9.2 Students share with other students the pathways and strategies along those pathways that most positively impacted their abilities to reach wellbeing goals and to increase their hope.	X
9.3 Students mentor others to apply the "hope cycle" to improve one domain of wellbeing.	X
9.4 Students reflect and assess their mentor-mentee relationship and how it contributes to their hopefulness.	X

10 How can I apply research about stress to improve my hope and wellbeing?	15-3 25-3
10.1 Students apply research about the "upside of stress" (McGonigal,2015) to increase hope and wellbeing in different areas of their lives.	X
10.2 Students set goals in one or more domains of wellbeing and identify possible hope-evoking practices in consideration of research on the "upside" of anticipated stressors.	X
10.3 Students mentor another person to identify possible hope-evoking practices in consideration of research on the "upside" of anticipated stressors.	X
10.4 Students represent their learnings about hope, wellbeing, and stress and how applying it in their lives has improved (or not) their hope and wellbeing.	X

11 How can I apply my personal definition of hope and wellbeing to sustain improvement in at least one domain of wellbeing in my life?	15-3 25-3
11.1 Students clarify and confirm their personal definition of hope.	X
11.2 Students reflect on what has most helped them to increase hope in their lives.	X
11.3 Students develop and apply strategies to improve in at least one domain of wellbeing.	X
11.4 Students envision their goals in the future and how to navigate potential barriers to hope in various social spaces.	X

12 How can I share my theory of hope, stress, and wellbeing to positively impact someone else's life?	15-3 25-3
12.1 Students represent and explain their personal theories of hope, stress, and wellbeing and how these constructs are interconnected in a context that could help others (i.e., their families, younger-older peers, people within the community).	X
12.2 Students reflect on what has most helped them to increase hope and wellbeing while navigating stress in their lives.	X
12.3 Students teach others about hope, wellbeing, and stress, and support others to apply it to one area of their lives.	X
12.4 Students work with one or more people to assess the impact of applying their theories of hope, wellbeing, and stress in their lives.	X

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

No required equipment.

Learning and Teaching Resources

There are no required learning 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

Statement of Overlap with Existing Programs

This course is based on a body of research about "other-oriented" hope that is distinct from other available CTS courses. We have attempted to teach this course by using current HSS courses and we found that we taught beyond what was outlined in such courses. The overlap with current HSS curriculum is as follows:

References: https://education.alberta.ca/media/160521/hss.pdf

HSS 1010:

evaluate the dimensions of wellness and factors affecting personal wellness

2.1 define terms related to wellness, including:

 2.1.1 physical, emotional, spiritual, intellectual and social wellness

 2.1.2 active living, physical activity and physical fitness

 2.1.3 healthy eating

 2.1.4 psycho-social wellness

 2.1.5 quality of life, including personal lifestyle choices

HSS 1100

3. evaluate various shared spaces and activities of daily living and enhance wellness by introducing natural elements

3.1 assess a variety of spaces, and the activities of daily living in those spaces, for elements of nature, including: 3.1.1 school spaces 3.1.2 office spaces 3.1.3 homes 3.1.4 hospitals 3.1.5 extended care center facilities 3.1.6 mental health facilities 3.1.7 correction facilities 3.1.8 supported residential living 3.1.9 community spaces

3.2 recommend modifications to add elements of nature to a variety of spaces and activities of daily living to enhance health and wellness

3.3 outline community resources aimed to help modify shared spaces and activities of daily living to enhance wellness using natural elements

3.4 outline community resources aimed to encourage positive relationships between people and animals

4. modify a personal space to enhance wellness using natural elements

4.1 assess the potential benefits of adding elements of nature to a personal space or daily routine, including benefits to physical, emotional, cognitive, spiritual and social health and wellness

4.2 justify the choice of a space to modify based on predicted outcomes of the modification in relation to improving health and wellness

4.3 write goals for modifying the space

4.5 modify a personal space based on a staged plan, being sure to:

4.5.1 set goals for modifying the personal space

4.5.2 predict how the modifications will affect personal wellness

4.7 summarize thoughts and reflections on changes and plan them in a journal

4.8 evaluate the effects of modifying a personal space on personal health and wellness by:

4.8.1 describing the effects of modifying the personal space in relation to the goals set in the planning phase

4.8.2 evaluating the significance of modifying the personal space in relation to how nature affected personal wellness, considering the markers for human wellness

Student Assessment

There are no required assessments.

Course Approval Implementation and Evaluation

Cake Decorating (2019)15-3
Cake Decorating (2019)25-3

Submitted By:

The Horizon School Division

Submitted On:

May. 12, 2020

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	09/01/2020	08/31/2023	Acquired	Authorization	G10
25-3	62.50	09/01/2020	08/31/2023	Acquired	Authorization	G10

Course Description

Cake Decorating 15-25 provides students with opportunities to develop knowledge, skills and abilities for expressing ideas, thoughts and feelings through the art form of cake decorating. Students use a variety of techniques to communicate a message in two-dimensional, three-dimensional and tiered cakes. Students are also provided the opportunity to understand and practice safe kitchen techniques.

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

·Safe and adequate kitchen space

·Areas for viewing and discussing work

·Storage space for materials and equipment

·Cake decorating tools

·Sanitation supplies

A range of equipment should be used to support the delivery of this course sequence. These can include:

·Oven, stand-up mixer

·Sturdy tables

·Pastry mats

There are several potential health and safety risks associated with this course sequence. These include:

·Sharp objects/cuts/injuries

·Heat hazards

·Allergic reactions

Course Prerequisites

Cake Decorating 15 | no prerequisites
Cake Decorating 25 | Cake Decorating 15

Sequence Introduction (formerly: Philosophy)

Cake Decorating 15-25 is designed to familiarize students with a variety of cake decorating processes and techniques. In this course sequence, students: express thoughts and ideas through visual imagery, understand and apply contemporary design elements and processes, and solve artistic and functional design problems. Cake Decorating 15-25 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, students develop critical and creative thinking, discovery through inquiry, reflection, exploration and experimentation through the creation of artwork.

Student Need (formerly: Rationale)

Cake Decorating 15-25 provides students with opportunities to develop knowledge, skills and abilities to express thoughts, ideas and feelings through artistic food design. Students will benefit from opportunities to develop an appreciation of the art of cake decorating. Through the requisite practice, persistence and focus of hands-on creation, Cake Decorating 15-25 enables students to extend artistic competencies and develop visual literacy. Cake Decorating 15-25 also allows students to create and develop a body of artwork that expands their skills as they apply to two-dimensional, three-dimensional and tiered cake decorating techniques. Finally, students may discover a passion for future career opportunities in cake decorating.

Scope and Sequence (formerly: Learner Outcomes)

Essential Understanding 1: Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways. (Guiding Questions 3, 5 & 7)

Essential Understanding 2: Artworks take form through the exploration and application of artistic elements and techniques to support expression. (Guiding Questions 2, 4 & 6)

Essential Understanding 3: Cooperating respectfully in a shared environment allows us to successfully produce works of art. (Guiding Question 1)

Guiding Questions (formerly: General Outcomes

1   How can kitchen practices establish safe and productive routines in a shared kitchen space?

2   How can the characteristics of design be applied to cake decorating?

3   How can cake decorating be used to communicate a message?

4   How can ingredients be manipulated to decorate a cake to meet specific requirements?

5   How can context be demonstrated in cake decorating?

6   How can the evaluation of cake decorating lead to improved designs?

7   How can the study of cake decorating foster career opportunities?

Learning Outcomes (formerly: Specific Outcomes)

1 How can kitchen practices establish safe and productive routines in a shared kitchen space?	15-3 25-3
1.1 Students identify hazards in the kitchen space and communicate safe solutions	X X
1.2 Students apply safe practices in a kitchen space	X X
1.3 Students demonstrate appropriate care for materials, tools and processes used in the kitchen	X X

2 How can the characteristics of design be applied to cake decorating?	15-3 25-3
2.1 Students select and apply different cake decorating styles in a variety of situations including personal cake designs.	X X
2.2 Students solve basic design problems by integrating existing cake decorating techniques	X
2.3 Students solve simple cake decorating design problems applying elements in guided situations	X
2.4 Students solve complex cake decorating design problems applying elements in guided situations	X
2.5 Students apply different cake decorating characteristics to influence overall design and solve basic and complex cake design problems.	X

3 How can cake decorating be used to communicate a message?	15-3 25-3
3.1 Students create a message by applying basic cake decorating techniques	X
3.2 Students interpret, create and communicate meaning through a range of complex cake decorating techniques	X

4 How can ingredients be manipulated to decorate a cake to meet specific requirements?	15-3 25-3
4.1 Students use specific ingredients and instructions to decorate a cake in various stages	X
4.2 Students manipulate and alter ingredients to create complex cake decorations	X

5 How can context be demonstrated in cake decorating?	15-3 25-3
5.1 Students use basic cake decorating techniques to convey a specific message	X
5.2 Students use complex cake decorating techniques to convey a specific message	X

6 How can the evaluation of cake decorating lead to improved designs?	15-3 25-3
6.1 Students critique decorated cake using appropriate terminology	X X
6.2 Students analyze and evaluate the techniques and strategies used to decorate a cake	X

7 How can the study of cake decorating foster career opportunities?	15-3 25-3
7.1 Students identify potential career pathways associated with cake decorating	X X
7.2 Students analyze and make a personal inventory to potential career pathways associated with cake decorating	X
7.3 Students identify how cake decorating can be applied to a variety of careers	X

Facilities or Equipment

Facility

The facility should provide the physical resources to accommodate all the goals of the curriculum. These would include:
·Safe and adequate kitchen space
·Areas for viewing and discussing work
·Storage space for materials and equipment
·Cake decorating tools
·Sanitation supplies

Facilities:

Equipment

A range of equipment may be used to support the delivery of this course sequence. These would include:

· Oven, stand-up mixer

· Sturdy tables

· Pastry mats

Learning and Teaching Resources

Recommended reference books for the classroom:
The Wilton Method of Cake Decorating: Decorating Basics
The Wilton Method of Cake Decorating: Flowers and Borders

Sensitive or Controversial Content

No identified sensitive or controversial content

Issue Management Strategy

Health and Safety

There are several potential health and safety risks associated with this course sequence. These include:

· Sharp objects/cuts/injuries

· Heat hazards

· Allergic reactions

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similar

CTS: Cakes (BKA3430); Icings & Piping (BKA3455)

Identified Overlap/Similarity

CTS courses are designed to acquaint the student with a specific skill, but don't require the student to utilize that skill in an artistic expression. Overlap includes the preparation of a variety of icings and the performance of basic piped shapes.

Reasoning as to Why LDC is Necessary

The CTS courses are designed to acquaint the student with a specific skill, but don't require the student to utilize that skill in an artistic expression. Cake Decorating serves to develop skills as a discipline within an artistic framework and provides opportunities for students to encounter the art of the decorations. Students in Cake Decorating explore art and design with a hands-on approach to covering concepts in this course sequence. The main focus of this course does not encounter baking of any sort but designing and implementing the decorations that make the cake look unique.

Student Assessment

All assessment will be in alignment with The Horizon School Division Policy HK: Student Assessment, Evaluation and Reporting.

Course Approval Implementation and Evaluation

Chamber Ensemble15-3

Chamber Ensemble15-5

Chamber Ensemble25-3

Chamber Ensemble25-5

Chamber Ensemble35-3

Chamber Ensemble35-5

Submitted By:

The Horizon School Division

Submitted On:

Jun. 8, 2016

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	75.00	09/01/2016	08/31/2021	Acquired	Reauthorization	G10 G11 G12
15-5	125.00	09/01/2016	08/31/2021	Acquired	Reauthorization	G10 G11 G12
25-3	75.00	09/01/2016	08/31/2021	Acquired	Reauthorization	G10 G11 G12
25-5	125.00	09/01/2016	08/31/2021	Acquired	Reauthorization	G10 G11 G12
35-3	75.00	09/01/2016	08/31/2021	Acquired	Reauthorization	G10 G11 G12
35-5	125.00	09/01/2016	08/31/2021	Acquired	Reauthorization	G10 G11 G12

Course Description

Chamber Ensemble offers students the opportunity to develop musicianship through rehearsal and performance in small, primarily non-conducted musical ensembles. It is designed to offer students the opportunity to extend their musical skills through creatively and critically interpreting repertoire composed for small groups of musicians. Chamber Ensemble may include both vocal and instrumental music.

Enrolment in this course will be based on the teacher's recommendation and permission by the principal. It is recommended that students have taken the courses in sequence and accompanied by Instrumental Music 10-20-30.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

The central purpose of all Fine Arts courses in the CBE is to live a creative life. The Arts foster a way of being that cultivates an adaptive, curious, open, and exploratory approach to life: an optimized capacity to pay attention and to interpret. It fosters an impulse to build, to create, to experiment and take risks. It is a participatory way of being that invites each of us to be a part of something bigger than ourselves.

The means by which students in Fine Arts courses seek to lead a creative life is through engaging in artistic performance and encounters with art and artists in a studio environment. Through artistic performance and interactions with art and artists, concepts and authentic artistic practice are linked, new connections are made and skills are developed. Engaging in artistic performance means undertaking active, creative work that provides the opportunity to express oneself, one's ideas and understandings. Encounters with art and artists means the thoughtful interaction with work of artists in the field for the purposes of inspiration, analysis, and exploration. Engaging in artistic performance and encounters with art and artists are not mutually exclusive, and typically occur in conjunction with one another.

Within the apprenticeship model of Fine Arts courses, teachers are also students, mentors and members of an artistic community. They stay abreast of research, issues, events, emerging trends in the field, and guide meaningful learning progressions. Through their apprenticeship, students develop mastery of tools and techniques, engage with meaningful topics, and develop increasing sophistication and sensitivity in noticing all while working alongside other artists.

Chamber Ensemble provides students with opportunities to develop, creatively apply and extend their musicianship in primarily student directed small ensembles. The musical skills found in General, Instrumental and Choral music form the foundation of musicianship for extension. In a small ensemble, the musician takes on a greater creative role in interpreting repertoire and must extend their understanding of the elements of music for performance. Ensemble groups will be flexible throughout the course and students will form ensembles based on interest, repertoire and skill level. The selection of

repertoire for small student ensembles is not limited to Western classical styles or instrumentation.

Student Need (formerly: Rationale)

In keeping with the values defined within Alberta Education's Ministerial Order on Student Learning, the intent of this course is to respond to the needs of the Learner to reach their individual learning potential to become "Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit, who contribute to a strong and prosperous economy and society."

The structure of this course is meant to foster the central purpose of living a creative life. The Arts are living fields of knowledge that invite a lifetime's study. By nature, artistic study is active, creative and dynamic. Artistic experiences are fluid and responsive to the individual, but provide concrete opportunities to synthesize understandings and find new meaning. By learning through an apprenticeship model students engage in authentic artistic practice, performance alongside other artists, and become members of a community.

By working collaboratively in an ensemble setting students learn to communicate effectively to build understanding, advance learning goals and foster an increased individual contribution within a musical community. Through the practice, performance and critical listening of small ensemble repertoire, students experience many diverse cultures, historical periods and styles presented by master musicians, composers and arrangers.

Chamber Ensemble is a course that enables students to develop a greater independence, artistic input and personal management. Students are required to think critically and creatively, problem solve, make informed artistic decisions, collaborate and to perform with others. Chamber Ensemble provides students with the opportunity to study and perform music which is more individually reliant and often without a conductor.

In these small ensembles, there are many opportunities for creativity and innovation through music performance, improvisation and interpretation. The musicianship required by the student when studying small ensemble repertoire requires collaboration and leadership from all members at all stages of rehearsal and performance. This kind of musical performance enhances

understanding of common elements of music, as the musicians are responsible not only for the performance, but also the interpretation of the repertoire.

Scope and Sequence (formerly: Learner Outcomes)

Chamber Ensemble, as a curriculum, is process based and the general outcomes and spans all course levels. The specific approaches and repertoire undertaken by students increase in difficulty as students progress, requiring more comprehensive understanding and involving higher thought processes. Where a specific learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Learning Outcomes apply in both 3 and 5 credit courses, with students achieving greater depth with extended study.

Guiding Questions (formerly: General Outcomes

1 Demonstrate the personal practice and rehearsal skills necessary to participate as a musician within an small ensemble

2 Apply and refine musical skills through performance of diverse small ensemble repertoire

3 Demonstrate creativity and self-expression through musical performance

4 Critically reflect upon and respond to the performance of small ensemble music

Learning Outcomes (formerly: Specific Outcomes)

1 Demonstrate the personal practice and rehearsal skills necessary to participate as a musician within an small ensemble	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Demonstrate effective personal practice routines	X	X	X	X	X	X
1.2 Demonstrate individual responsibility and collaboration as part of the rehearsal process	X	X	X	X	X	X
1.3 Demonstrate effective individual and group warm-up techniques	X	X	X	X	X	X

2 Apply and refine musical skills through performance of diverse small ensemble repertoire	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Develop, interpret and apply technical musical skills to a small ensemble setting	X	X	X	X	X	X
2.2 Understand and apply performance practice traditions, as it pertains to the repertoire being studied	X	X	X	X	X	X
2.3 Understand, interpret and apply vocabulary unique to small ensemble performing	X	X	X	X	X	X
2.4 Respond appropriately to the individual's role in a small ensemble in a variety of situations through aural discrimination	X	X	X	X	X	X
2.5 Use musical skills and body language to communicate nonverbally in performance of repertoire	X	X	X	X	X	X
2.6 Respond to the variables of performing in a variety of circumstances	X	X	X	X	X	X

3 Demonstrate creativity and self-expression through musical performance	15-3	15-5	25-3	25-5	35-3	35-5
3.1 Select music genre and repertoire for the purpose of creative expression	X	X	X	X	X	X
3.2 Demonstrate stylistic interpretation and improvisation appropriate to the genre of music	X	X	X	X	X	X

4 Critically reflect upon and respond to the performance of small ensemble music	15-3	15-5	25-3	25-5	35-3	35-5
4.1 Analyze and articulate response to performance of small ensemble music as self, ensemble and audience	X	X	X	X	X	X
4.2 Recognize and identify elements unique to the genre in performance	X	X	X	X	X	X
4.3 Analyze and articulate feedback on the effectiveness of practice and rehearsal processes	X	X	X	X	X	X

Facilities or Equipment

Facility

Facility large enough to accommodate a twenty member ensemble.

Facilities:

Equipment

Equipment could include:
Drum Set
Piano/Amplifier
Guitar/Amplifier
Auxillary Percussions
Trumpet Risers
Sound system including; mixing board, CD player, main speaker, stands, monitors and microphone/stands, SLR cables and speaker cables

Learning and Teaching Resources

Choosing resources for Chamber Ensemble means selecting quality music repertoire appropriate to the general learner outcomes outlined in the course considering the competency and student ability level.

Sensitive or Controversial Content

Students in consultation with their teacher advisors shall choose projects and presentations that are appropriate to the school philosophy and community and in compliance with the Guide to Education

Teachers should be cognizant of the jurisdictional policy on controversial issues in the classroom, policy HNB

Issue Management Strategy

Health and Safety

There are no safety concerns that differ from a normal instruction in a music course. Should teachers take students off site, they are required to adhere to off site activities policy HICA and appropriate attachments

Risk Management Strategy

Statement of Overlap with Existing Programs

While the Instrumental and Choral 10, 20, 30 programs address individual skills, Chamber Ensemble 15, 25, 35 is an essential enrichment program for students. Chamber music encourages greater artistic input, responsibility and leadership opportunities for the developing high school musician.

This course is a reauthorization and previously been found by Alberta Education there is no significant overlap with existing provincial curriculum.

Student Assessment

Assessment practices should reflect the complex and spiralling nature of Chamber Ensemble 15, 25, 35 and take into consideration, the attitudes, skills and knowledge required of students at each level of complexity; as the Chamber Ensemble becomes increasingly more challenging, within each level of the course, it requires evidence of a more comprehensive understanding.

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

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

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

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

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

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

Assessment and grading practices should take into consideration the helical nature of learning - the recursive and increasingly complex skills and knowledge required of students as they demonstrate what they know and can do in relation to each of the specific and general outcomes. As the complexity of learning outcomes increases within each level of the course (15-25-25), evidence of a more comprehensive understanding is required.

Where a specific learner outcome spans all levels (15-25-35), students are expected to show an increasing level of sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

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

Assessment practices should reflect the following principles:

• Assessment of student performance is explicitly tied to the learning outcomes of the course

• Students are involved in understanding and articulating learning targets and criteria of success

• Students have opportunities to receive feedback in non-graded and formative learning activities and assignments before submitting assignments or engaging in activities for summative evaluation

• Assessments are purposefully designed in ways that motivate and challenge students, and are respectful of student diversity

• Students are provided choice in how they demonstrate learning

• Assessment data is gathered from a broad range of assessment activities and includes information from student work products and performances, from teacher observations of student learning processes, and from student reflections/student-provided evidence of success

• Assigned grades emphasize the most recent and most consistent evidence of student learning
All assessment will be consistent with The Horizon School Division Policy HK: Student Assessment, Evaluation and Reporting

References

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

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

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

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

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

report. Edmonton, Canada:

Course Approval Implementation and Evaluation

Horizon School District will ensure the school is using the latest authorized course outline and will ensure renewal of locally developed courses occurs. The District will also ensure principal monitoring occurs. The school's principal will ensure the objectives of the course are being met. The teacher ensures that they are meeting the guidelines under which the course was intended.

Choir15-3

Choir15-5

Choir25-3

Choir25-5

Choir35-3

Choir35-5

Submitted By:

The Horizon School Division

Submitted On:

May. 15, 2020

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	75.00	09/01/2020	08/31/2021	Acquired	Authorization	G10 G11 G12
15-5	125.00	09/01/2020	08/31/2021	Acquired	Authorization	G10 G11 G12
25-3	75.00	09/01/2020	08/31/2021	Acquired	Authorization	G10 G11 G12
25-5	125.00	09/01/2020	08/31/2021	Acquired	Authorization	G10 G11 G12
35-3	75.00	09/01/2020	08/31/2021	Acquired	Authorization	G10 G11 G12
35-5	125.00	09/01/2020	08/31/2021	Acquired	Authorization	G10 G11 G12

Course Description

Choir offers students the opportunity to study choral music as a member of a vocal ensemble. This performance based course allows students to develop both creatively and critically through the interpretation of selected music. Students will explore through rehearsal, practice and performance how choirs are a vehicle for communicating emotional and intellectual intent, while provoking the same in both performer and audience. Choir is designed as an extension and deepening of the Choral Music 10-20-30 program.

Enrolment in this course will be based on the teacher's recommendation and permission by the principal. It is recommended that students have taken the courses in sequence and accompanied by Choral 10-20-30.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

The central purpose of all Fine Arts courses in the CBE is to live a creative life. The Arts foster a way of being that cultivates an adaptive, curious, open, and exploratory approach to life: an optimized capacity to pay attention and to interpret. It fosters an impulse to build, to create, to experiment and take risks. It is a participatory way of being that invites each of us to be a part of something bigger than ourselves.

The means by which students in Fine Arts courses seek to lead a creative life is through engaging in artistic performance and encounters with art and artists in a studio environment. Through artistic performance and interactions with art and artists, concepts and authentic artistic practice are linked, new connections are made and skills are developed. Engaging in artistic performance means undertaking active, creative work that provides the opportunity to express oneself, one's ideas and understandings. Encounters with art and artists means the thoughtful interaction with work of artists in the field for the purposes of inspiration, analysis, and exploration. Engaging in artistic performance and encounters with art and artists are not mutually exclusive, and typically occur in conjunction with one another.

Within the apprenticeship model of Fine Arts courses, teachers are also students, mentors and members of an artistic community. They stay abreast of research, issues, events, emerging trends in the field, and guide meaningful learning progressions. Through their apprenticeship, students develop mastery of tools and techniques, engage with meaningful topics, and develop increasing sophistication and sensitivity in noticing all while working alongside other artists.

Choir is a collective artistic expression of our humanity, community, and history. Choral ensemble traditions reach around the globe, across time periods and offer rich artistic study. Choir engages students in a creative environment where they participate actively in the development of musical understanding and skills. Choir also provides students with the opportunity to expand their creativity through the interpretation and exploration of repertoire, techniques, and nuances that are specifically connected to the authentic

performance of diverse historically and artistically significant music.

 Choir is process-driven and gives students the opportunity to focus their learning by exploring, applying and enhancing technical and performance skills necessary to understand and communicate musically, culminating with ensemble performance opportunities. The ensemble nature of Choir fosters creative collaboration, new understandings, problem-solving, confidence and individual responsibility.

Student Need (formerly: Rationale)

In keeping with the values defined within Alberta Education's Ministerial Order on Student Learning, the intent of this course is to respond to the needs of the Learner to reach their individual learning potential to become "Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit, who contribute to a strong and prosperous economy and society."

Choral Music 10-20-30 provides students with the foundation of knowledge, skills and attitudes necessary for performance of choral music. Choir is an extension to the Choral Music program and offers students the opportunity to apply, synthesize and deepen their learning in a performance ensemble setting.

The structure of this course is meant to foster the central purpose of living a creative life. The Arts are living fields of knowledge that invite a lifetime's study. By nature, artistic study is active, creative and dynamic. Artistic experiences are fluid and responsive to the individual, but provide concrete opportunities to synthesize understandings and find new meaning. By learning through an apprenticeship model students engage in authentic artistic practice, performance alongside other artists, and become members of a community.

By working collaboratively in an ensemble setting students learn to communicate effectively to build understanding, advance learning goals and foster an increased individual contribution within a musical community. Through the practice, performance and critical listening of choral repertoire, students experience the many historical periods and styles presented by master musicians, composers and arrangers. Musical ensembles promote self-expression, creativity, leadership and communication, which ultimately develop individuals who are confident in their abilities.

Through application of individual learning from the Choral 10-20-30 program to an ensemble setting, students are able to apply, synthesize and come to new musical understandings. Practice, rehearsal and performance in a choral ensemble offers students the opportunity to learn new musical skills and experience them within a unique performance environment and repertoire.

Scope and Sequence (formerly: Learner Outcomes)

The general and specific outcomes span all course levels. As they progress, students are expected to show an increased sophistication and refinement of skills in demonstrating the outcome. The detail and specific demands required of students increase at each grade level. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Guiding Questions (formerly: General Outcomes

1   Apply musical skills to choral ensemble performance of diverse repertoire

2   Demonstrate the personal practice and rehearsal skills necessary to participate as a choral musician within an ensemble

3   Critically reflect upon and respond to the performance of choral music as self, ensemble and audience

Learning Outcomes (formerly: Specific Outcomes)

1 Apply musical skills to choral ensemble performance of diverse repertoire	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Develop, interpret and apply technical vocal skills to a large ensemble setting	X	X	X	X	X	X
1.2 Understand and apply performance practice traditions to multiple musical styles	X	X	X	X	X	X
1.3 Understand and participate in the interpretation of ensemble repertoire	X	X	X	X	X	X
1.4 Develop an understanding of conductor's gestures and respond appropriately	X	X	X	X	X	X

2 Demonstrate the personal practice and rehearsal skills necessary to participate as a choral musician within an ensemble	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Demonstrate effective personal practice routines	X	X	X	X	X	X
2.2 Demonstrate individual responsibility and collaboration as part of the rehearsal process	X	X	X	X	X	X
2.3 Demonstrate effective individual and group warm-up techniques	X	X	X	X	X	X

3 Critically reflect upon and respond to the performance of choral music as self, ensemble and audience	15-3	15-5	25-3	25-5	35-3	35-5
3.1 Critically analyze choral music and provide constructive feedback	X	X	X	X	X	X
3.2 Recognize and identify unique musical elements in performance	X	X	X	X	X	X
3.3 Demonstrate an understanding of the variables of performing in a variety of circumstances	X	X	X	X	X	X

Facilities or Equipment

Facility

• An acoustically appropriate learning environment large enough to comfortably accommodate a choral ensemble.

 • Engineered acoustics in the room that is appropriate for amplified music performance. This acoustical requirement is essential for the delivery of the course content as well as the health and well-being of students and teaching staff.

<u>Facilities:</u>

Equipment

- Choir risers

- Piano

- Posture chairs

- Good quality audio stereo system to accommodate appropriate input devices

Equipment Recommended:

- Music stands

- PA system: including 24 channel mixing board, full range speaker system, monitor speaker system, equalizer, digital effect processor, snake

Learning and Teaching Resources

Choosing resources for Choir means selecting quality musical repertoire and audio/video/online resources appropriate to the general learner outcomes outlined in course considering the competency and student ability level.

Sensitive or Controversial Content

The emphasis is on teaching and learning not professional production. It is through purposeful conversation with students that the context for performance is set.

Teachers should choose and adapt music selections, movement choices, and costuming that are appropriate to the school community in which they teach and in some cases, consultation with school administration.
Students in consultation with their teacher advisors shall choose projects and presentations that are appropriate to the school philosophy and community and in compliance with the Guide to Education: ECS to Grade 12: Controversial Issues and Administrative Regulations 1014 – School Participation in Programs – Outside Services.

In addition, in accordance with Section 50.1 of the School Act, schools are required to provide notice to a parent or guardian of a student where courses of study, educational programs or instructional materials, or instruction or exercises, prescribed under that Act include subject-matter that deals primarily and explicitly with religion, human sexuality or sexual orientation, and in response to the written request of the parents, exclude students, without penalty, from participation in those identified aspects of the instructional program.

Issue Management Strategy

Health and Safety

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

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

Calgary Board of Education Safe Work Practices, as applicable, are found on Safety Advisory Services website within CBE Staff Insite.

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

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

Risk Management Strategy

Statement of Overlap with Existing Programs

Choral Music 10, 20, 30 is a course focussed on individual student skills while Choir is focussed on the development of ensemble skills through performance.

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

Student Assessment

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

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

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

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

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

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

learning - the recursive and increasingly complex skills and knowledge required of students as they demonstrate what they know and can do in relation to each of the specific and general outcomes. As the complexity of learning outcomes increases within each level of the course (15, 25, 25), evidence of a more comprehensive understanding is required.

Where a specific learner outcome spans all levels (15, 25, 35), students are expected to show an increasing level of sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

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

Assessment practices should reflect the following principles:

• Assessment of student performance is explicitly tied to the learning outcomes of the course

• Students are involved in understanding and articulating learning targets and criteria of success

• Students have opportunities to receive feedback in non-graded and formative learning activities and assignments before submitting assignments or engaging in activities for summative evaluation

• Assessments are purposefully designed in ways that motivate and challenge students, and are respectful of student diversity

• Students are provided choice in how they demonstrate learning

• Assessment data is gathered from a broad range of assessment activities and includes information from student work products and performances, from teacher observations of student learning processes, and from student reflections/student-provided evidence of success

• Assigned grades emphasize the most recent and most consistent evidence of student learning

• Assessment of Citizenship, Personal Development and Character is considered within all learning programs as included within the Calgary Board of Education Board of Trustees' Governance Policies.

References

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

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

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

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

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

report. Edmonton, Canada:

Course Approval Implementation and Evaluation

LOCALLY DEVELOPED COURSE OUTLINE

ESL Expository English15-5

ESL Expository English25-5

Submitted By:

The Horizon School Division

Submitted On:

Aug. 28, 2017

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-5	125.00	08/28/2017	08/31/2021	Acquired	Authorization	G10 G11 G12
25-5	125.00	09/01/2017	08/31/2021	Acquired	Authorization	G10 G11 G12

Course Description

ESL Expository English 15 and 25 are courses that provide English Language Learners with an opportunity to develop and extend their skills in oral and written discourse for the purposes of explaining, describing, and informing.

Course Prerequisites

ELL students have completed ESL instruction at Level 2 and/or are benchmarked at Level 3 or 4 on the Alberta Education language proficiency benchmarks. These students self-identify, or are identified as requiring additional language and literacy instruction to strengthen their expository language skills for the academic speaking, listening, reading, writing, viewing, and representing expectations of core content programs of study.

Sequence Introduction (formerly: Philosophy)

English Language Learners (ELLs) will examine and interact with a selection of general, academic, and content/topic-specific expository materials. They will engage in scaffolded language activities to provide opportunities for the development of learning strategies. They will understand and adopt new academic vocabulary, cultural referents, organizational patterns, and increasingly complex language structures.

Students will learn the functions and forms (grammatical structures) of expository academic English. They will demonstrate their knowledge through increasingly fluent, accurate, and logical oral, visual, and written communication, working from the paragraph level of writing in ESL Expository English 15 and moving to essay-writing in ESL Expository English 25.

These skills will also benefit them as citizens in the workplace, broader community, and the world as they become more informed and more able to effectively express themselves in a formal manner.

Student Need (formerly: Rationale)

In keeping with the values defined within Alberta Education's Ministerial Order on Student Learning, the intent of this course is to provide English Language Learners with an opportunity to develop and extend their skills in oral and written discourse for the purposes of explaining, describing, and informing.

Students will strengthen their understanding and application of the expository text forms (grammatical structures) and functions (purposes) to succeed in secondary and post-secondary education.

Scope and Sequence (formerly: Learner Outcomes)

ESL Expository English 15 and 25 are 5-credit courses designed to offer intensive and explicit academic language instruction to ELLs whose participation in carefully structured tasks will build confidence and proficiency in academic listening, speaking, reading, writing, viewing, and representing for expository purposes.

NOTE: Where the symbol √ appears at more than one level, it indicates an increased sophistication and independence in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Guiding Questions (formerly: General Outcomes

1   Explore, comprehend, and manage ideas from various expository texts appropriate to their identified English language proficiency level.

2   Understand and effectively apply expository language functions, forms (grammatical structures), vocabulary, cultural referents, and organizational patterns at an intermediate (15) or advanced (25) level.

3   Effectively engage in cognitive, metacognitive, critical thinking, literacy, and social/affective learning strategies to enhance comprehension of and response to expository text.

4   Create a variety of expository text types that demonstrate an understanding of the organizational patterns and language forms (grammatical structures) required for different functions.

Learning Outcomes (formerly: Specific Outcomes)

1 Explore, comprehend, and manage ideas from various expository texts appropriate to their identified English language proficiency level.	15-5 25-5
1.1 formulate questions to guide inquiry.	X X
1.2 understand the purpose and organizational patterns of various expository texts.	X X
1.3 employ critical thinking skills to infer, evaluate, interpret, compare, contrast, detect bias, express an opinion, distinguish between fact and opinion, and draw conclusions.	X X
1.4 apply strategies to interpret various textual representations (art, film, electronic, oral, etc.)	X X
1.5 demonstrate awareness and understanding of expository text features (title, glossary, italics, etc.) to improve overall comprehension.	X X
1.6 develop understanding of text clues to enhance understanding of vocabulary/text (Greek and Latin-based roots and affixes, embedded definitions, etc.)	X X
1.7 develop awareness of figurative language embedded in expository text (simile, metaphor, personification).	X X
1.8 research topics using a variety of reliable print, electronic, visual, and other resources.	X X
1.9 synthesize information from multiple sources; organize and present the information in accordance with specified organizational guidelines.	X X

2 Understand and effectively apply expository language functions, forms (grammatical structures), vocabulary, cultural referents, and organizational patterns at an intermediate (15) or advanced (25) level.	15-5 25-5
2.1 identify sentence, paragraph and essay elements (topic, controlling idea, thesis statement, concluding sentence) and use this understanding as a model for their own writing.	X X

2.2 understand and apply the organizational patterns and language features of common academic expository text (description, sequence, comparison, cause and effect, problem/solution).	X	X
2.3 broaden understanding of cultural referents with materials and content familiar to Canadian readers.	X	X
2.4 employ functional vocabulary for doing the work (underline, highlight, interpret, summarize, etc.)	X	X
2.5 understand and apply high-frequency cross-curricular academic vocabulary.	X	X
2.6 reinforce and broaden understanding and use of language forms (grammatical structures).	X	X

3 Effectively engage in cognitive, metacognitive, critical thinking, literacy, and social/affective learning strategies to enhance comprehension of and response to expository text.	15-5	25-5
3.1 identify different texts and media genres that use expository writing forms.	X	X
3.2 develop strategies for comprehending unfamiliar vocabulary including, when possible, accessing first language knowledge.	X	X
3.3 employ effective reading strategies to enhance understanding of expository text (text clues, word analysis, graphic organizers, translation from L1, etc.).	X	X
3.4 apply background knowledge to infer context that is not explicit.	X	X
3.5 effectively utilize techniques for skimming, scanning, and close reading a text.	X	X
3.6 employ affective social learning strategies and appropriate functional language to participate in cooperative learning activities (think-pair-share, questioning/challenging, reciprocal reading, etc.).	X	X
3.7 utilize oral language with appropriate stress, register, volume, speed, and intonation to communicate effectively for a variety of purposes (seeking information, providing feedback, individual or group interactions, oral presentations)	X	X

3.8 comprehend conversations and common oral classroom discourse that may contain performance variables (hesitations, pauses, reduced forms, vernacular language, interjections, etc.).	X X	
3.9 learn and apply cognitive strategies (note-taking, visualization, etc.) to interact with and manipulate, mentally or physically, the material to be learned.	X X	
3.10 distinguish between literal and figurative/implied meaning.	X X	
3.11 critically evaluate validity and quality of resources and respect intellectual property.	X X	

4 Create a variety of expository text types that demonstrate an understanding of the organizational patterns and language forms (grammatical structures) required for different functions.	15-5 25-5	
4.1 utilize oral language with appropriate stress, register, volume, speed, and intonation to communicate effectively for a variety of purposes (seeking information, providing feedback, individual or group interactions, oral presentations)	X X	
4.2 employ cohesive devices in common oral discourse tasks (retell, instruct, describe, link, explain, present and support, and propose a hypothetical situation).	X X	
4.3 apply the rhetorical forms and conventions necessary for expository paragraph writing (topic sentence, focusing statements, supporting ideas, transitions, concluding sentence).	X X	
4.4 utilize the rhetorical forms and conventions necessary for expository essay writing (thesis statement, focusing statements, supporting ideas, transitions, conclusion).	X X	
4.5 produce a variety of short (15/25) and extended (25) text forms (oral, written, visual) taking into consideration audience, tone, context, and function (define, explain, describe, analyze, compare, classify, identify cause and effect, infer, argue, persuade, summarize, paraphrase, synthesize, and evaluate).	X X	

4.6 understand and apply the structures and language forms (grammatical structures) appropriate to the text type and function (transitional words/phrases such as first, then, finally to indicate sequence, if.then statements to demonstrate cause and effect, providing information about characteristics and features using for instance, for example, such as, etc.).	X	X
4.7 effectively use self-help print and electronic resources such as dictionaries, thesauri, translation dictionaries, style guides, and marking guides.	X	X
4.8 represent learning through digital formats.	X	X
4.9 act responsibly as a digital citizen.	X	X

Facilities or Equipment

Facility

Standard School Facilities

Facilities:
Humanities classroom

Equipment

Access to digital tools

Learning and Teaching Resources

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

Student Basic Resources:

Ackert, P. (1999). Cause and Effect (3rd Edition). Heinle and Heinle Publishers

Broukal, M. (2000). What a Life! Series High Beginning, Beginning, Intermediate. Pe[...] Longman

Hogue, Ann. (2007). First Steps in Academic Writing (2nd edition). Pearson ESL

Student Support Resources:

Common Prefixes, Suffixes and Root Words

http://www.msu.edu/~defores1/gre/roots/gre_rts_afx1.htm

ESL/EFL Teaching/Learning Resources

http://academics.smcvt.edu/cbauer-ramazani/Links/esl_reading.htm

World Wide School Library

http://www.worldwideschool.org/library/catalogs/bysubject-top.html

Sensitive or Controversial Content

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

In addition, in accordance with Section 50.1 of the School Act, schools are required to provide notice to a parent or guardian of a student where courses of study, educational programs or instructional materials, or instruction or exercises, prescribed under that Act include subject-matter that deals primarily and explicitly with religion, human sexuality or sexual orientation, and in response to the written request of the parents, exclude students, without penalty, from participation in those identified aspects of the instructional program.

Issue Management Strategy

Health and Safety

All current Alberta legislation and Horizon School Division policy must be in compliance including:

- ･ GFA Volunteers

- ･ HG Citizenship in a Digital Age

- ･ HK Student Assessment, Evaluation and Reporting

- ･ IHF Welcoming, Caring, Respectful and Safe Learning Environments

Risk Management Strategy

Statement of Overlap with Existing Programs

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

Student Assessment

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

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

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

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

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

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

learning - the recursive and increasingly complex skills and knowledge required of students as they demonstrate what they know and can do in relation to each of the specific and general outcomes. As the complexity of learning outcomes increases within each level of the course (15-25-25), evidence of a more comprehensive understanding is required.

Where a specific learner outcome spans all levels (15-25-35), students are expected to show an increasing level of sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

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

Assessment practices should reflect the following principles:

• Assessment of student performance is explicitly tied to the learning outcomes of the course

• Students are involved in understanding and articulating learning targets and criteria of success

• Students have opportunities to receive feedback in non-graded and formative learning activities and assignments before submitting assignments or engaging in activities for summative evaluation

• Assessments are purposefully designed in ways that motivate and challenge students, and are respectful of student diversity

• Students are provided choice in how they demonstrate learning

• Assessment data is gathered from a broad range of assessment activities and includes information from student work products and performances, from teacher observations of student learning processes, and from student reflections/student-provided evidence of success

• Assigned grades emphasize the most recent and most consistent evidence of student learning

• Assessment of Citizenship, Personal Development and Character is considered within all learning programs as included within the Calgary Board of Education Board of Trustees' Governance Policies.

References

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

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

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

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

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

report. Edmonton, Canada:

Course Approval Implementation and Evaluation

ESL Introduction to Mathematics15-

Submitted By:

The Horizon School Division

Submitted On:

Aug. 28, 2017

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-5	125.00	08/28/2017	08/31/2021	Acquired	Authorization	G10 G11 G12

Course Description

The goal of this course is to enable students to acquire academic language skills while mastering the key foundational mathematical ideas and basic math content necessary for enty into grade-level mathematics classes. This course is appropriate for those English Language Learners who enter high school wihtout the pre-requisite skills necessary for entry into Math 14 and Math 10-4, when required.

Course Prerequisites

This course is appropriate for English language learners who enter high school without the prerequisite language skills necessary for entry to Math 10C, 10-3, or 10-4.

Sequence Introduction (formerly: Philosophy)

The intent of this course is to enable students to acquire academic language, literacy, and numeracy skills while mastering the key foundational mathematical concepts necessary for entry into high school mathematics courses. The structure is designed to offer a number of years of math instruction in a condensed period of time by compacting learning outcomes of mathematical strands across the beginning grade levels of the Alberta Program of Studies. The course will challenge the students to increase their receptive and expressive language skills in order to communicate critical thinking in mathematics. Students will be introduced to technologies that enhance their ability to learn and communicate mathematical understandings. They will be exposed to multiple perspectives for problem solving (e.g. manipulatives and cooperative learning) and the finding of solutions. The instruction will incorporate multiple approaches for language learning, mathematical numeracy and literacy, mathematical reasoning, and communicating mathematically.

Student Need (formerly: Rationale)

In keeping with the values defined within Alberta Education's Ministerial Order on Student Learning, ESL Introduction to Mathematics 15-5 is a 5-credit course designed to meet the needs of English language learners who require scaffolded support with the English language and content of mathematics to access the Alberta Education High School Mathematics Program of Studies.

This course is meant for Language Proficiency (LP) 1 students who, due to limited or interrupted schooling in their first language, need explicit language, literacy, and numeracy instruction. It is also intended for LP Level 1/2 (Literacy) students who are approaching grade level in their mathematical understanding but would benefit from explicit language instruction to access the mathematical content in higher grades.

The course focuses on essential pre-requisite skills from the mathematical strands of number, shape and space, statistics and probability, patterns and relations. This course is intended to support the student in the acquisition of competencies in language, literacy, and numeracy in mathematics to successfully transition into the Alberta Education High School Mathematics Program of Studies.

Scope and Sequence (formerly: Learner Outcomes)

ESL Introduction to Mathematics 15, a 5 credit course, focuses on multiple approaches to learning language functions, forms, and vocabulary specific to mathematics. This course will consolidate learning of the early years outcomes of the mathematical strands: Number Sense, Shapes and Space, Patterns and Relations, and Statistics and Probability. Technology will be infused in the teaching and learning environment.

Guiding Questions (formerly: General Outcome

1   Discover multiple approaches to learning mathematics and language; learning mathematical numeracy and literacy, mathematical reasoning, and ways for communicating mathematically.

2   Understand and effectively utilize language functions, forms (grammatical structures), and vocabulary that are specific to mathematics.

3   Develop number sense of whole numbers, decimals, and common fractions and explore integers.,

4   Apply arithmetic operations on whole numbers and decimals in solving problems

5   Utilize direct and indirect measurement to solve problems and discover relationships among 2-D shapes and 3-D objects

6   Create patterns and designs that incorporate symmetry and transformations

7   Utilize patterns and relations to summarize, generalize and extend patterns and solve problems.

8   Utilize informal, concrete, pictorial and abstract representations of equality and operations on equality to solve problems

9   Develop and implement a plan for the collection, display and interpretation of data gathered from appropriate settings

10   Effectively use technology to enhance understanding of mathematical concepts.

Learning Outcomes (formerly: Specific Outcomes)

1 Discover multiple approaches to learning mathematics and language; learning mathematical numeracy and literacy, mathematical reasoning, and ways for communicating mathematically.	**15-5**
1.1 Become familiar with classroom routines, instructions, process, and assessment related to the typical high school mathematics classroom.	X
1.2 Integrate background knowledge and real-life experiences into the introduction of math	X
1.3 Identify personal learning strategies	X
1.4 Practice cooperative learning skills in flexible learning groups	X
1.5 Utilize manipulatives (e.g. base ten blocks), for projects, and deepening understandings through inquiry-based learning re: big ideas	X
1.6 Investigate problem solving steps and strategies.	X

2 Understand and effectively utilize language functions, forms (grammatical structures), and vocabulary that are specific to mathematics.	**15-5**
2.1 Identify and effectively use the functions of language found in math. (e.g. compare, cause and effect, predict)	X
2.2 Effectively practice modeled forms (grammatical structures) used in expressing understanding in math. (e.g. sentence frames for inequalities-___ is less than __ but more than___.)	X
2.3 Increase personal banks of academic transferable vocabulary (e.g. solution) as well as content-specific vocabulary. (e.g. Cartesian plane)	X

3 Develop number sense of whole numbers, decimals, and common fractions and explore integers.,	15-5
3.1 Describe order or relative position, using ordinal numbers (up to tenth)	X
3.2 Recognize at a glance (subitize) arrangements of 1 - 10 objects	X
3.3 Describe, represent and compare quantities from 0.01 to 10 000 (as whole numbers, fractions and decimals)	X
3.4 Compare quantities from 0.01 to 10 000 using the terms more, fewer, as many as and the same(as whole numbers, fractions and decimals)	X
3.5 Skip count by two's, fives, tens, hundreds and thousands from appropriate multiples	X
3.6 Express, construct and deconstruct numbers based on their place value from 0.01 to 10 000	X
3.7 Describe, represent and compare integers.	X
3.8 Express numerals as found in addresses, phone numbers, dates, prices, temperature, time using the appropriate vocabulary and in the correct context	X

4 Apply arithmetic operations on whole numbers and decimals in solving problems	15-5
4.1 Demonstrate addition with answers to 10 000 and corresponding subtraction to solve problems.	X
4.2 Use multiplication (2-digit by 2-digit) and division (3-digit by 1-digit) strategies to solve problems	X
4.3 Identify the monetary values of Canadian currency and solve problems involving currency such as making change	X
4.4 Estimate and round prices on various goods and services	X
4.5 Identify when GST should be applied and calculate the GST in various situations.	X

5 Utilize direct and indirect measurement to solve problems and discover relationships among 2-D shapes and 3-D objects	15-5

5.1 Use direct measurement to compare two objects based on a single attribute	X
5.2 Sort, build, and classify real world objects	X
5.3 Demonstrate an understanding of measurement	X
5.4 Sort 2-D shapes and 3-D objects using one attribute	X
5.5 Estimate, measure, compare, and order, using nonstandard units of measurement	X
5.6 Describe, compare, and construct 3-D objects and 2-D shapes	X
5.7 Relate the passage of time to common activities	X
5.8 Estimate, measure, and record using whole numbers and standard measurement units	X
5.9 Describe 3-D objects according to faces, edges, and vertices	X
5.10 Sort regular and irregular polygons	X
5.11 Read and record time and dates	X
5.12 Determine area of regular and irregular 2-D shapes	X
5.13 Demonstrate understanding of measuring length, volume and capacity	X
5.14 Describe the relationship of two 3-D objects and 2-D shapes	X

6 Create patterns and designs that incorporate symmetry and transformations	**15-5**
6.1 Identify and create line symmetries on various 2-D shapes	X
6.2 Identify, perform, and draw a single transformation	X

7 Utilize patterns and relations to summarize, generalize and extend patterns and solve problems.	**15-5**
7.1 Identify, reproduce, extend, and create repeating patterns from daily experiences.	X
7.2 Demonstrate an understanding of increasing and decreasing numerical and non-numerical patterns	X

7.3 Describe equality and record using the symbol	X
7.4 Explore numerical and non-numerical patterns in daily experience	X
7.5 Represent, describe, and extend patterns and relationships using charts and tables	X
7.6 Determine the pattern rule to make predictions about subsequent elements	X

8 Utilize informal, concrete, pictorial and abstract representations of equality and operations on equality to solve problems	**15-5**
8.1 Describe equality and record using the symbol	X
8.2 Demonstrate and explain the meaning of equality concretely, pictorially and symbolically.	X
8.3 Express problems in one-step equations, with a single variable and solve	X
8.4 Represent algebraic expressions in multiple ways	X

9 Develop and implement a plan for the collection, display and interpretation of data gathered from appropriate settings	**15-5**
9.1 Gather and record data about self and others	X
9.2 Construct and interpret concrete graphs and pictographs	X
9.3 Collect first-hand data and organize it to answer questions	X
9.4 Construct, label, and interpret bar graphs to solve problems	X
9.5 Construct and interpret pictographs	X
9.6 Represent, display, and interpret double bar graphs to draw conclusions	X

10 Effectively use technology to enhance understanding of mathematical concepts.	**15-5**

10.1 Effectively use technologies such as hand-held non-electronic measuring devices to understand shape and space (e.g. rulers)-	X
10.2 Effectively use calculators to solve problems.(simple to scientific)	X
10.3 Effectively use computer software from (operations, visual displays, graphing, up to spreadsheets)	X

Facilities or Equipment

Facility

Delivery of the course will be in regular classroom.

Facilities:

Equipment

Basic manipulatives (base ten blocks, cards, number lines, computers, measuring cups and spoons, rulers, tape measures, dice, beakers, cylinders, thermometers, protractors). Computers with internet access, Smartboards, basic calculators. (Extension-Scientific calculators)

Learning and Teaching Resources

Iwamoto, Julie. Coming Together, Books 1 and 2. Prentice Hall, 1994.(Limited Quan Available)

Math Makes Sense 5 (Student Text), Pearson Education Canada, 2009

Math Makes Sense 6 (Student Text), Pearson Education Canada, 2009

Math Focus 5 (Student Text), Nelson Education, 2008

Math Focus 6 (Student Text), Nelson Education, 2010

National Library of Virtual Manipulatives: Utah State University

http://nlvm.usu.edu/en/nav/vlibrary.html

Sensitive or Controversial Content

Some expected classroom routines and behaviours will be outside of the experience of students with limited formal schooling and/or from other cultural traditions and must be strategically addressed and supported; e.g. the use of partners and group work; differences in symbols and their use, differences in conceptual strategies and study or problem solving procedures, differences in measurement systems, the use of some manipulatives like cards or dice, and difference in focus on computational skills vs. investigation and reasoning.

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

In addition, in accordance with Section 50.1 of the School Act, schools are required to provide notice to a parent or guardian of a student where courses of study, educational programs or instructional materials, or instruction or exercises, prescribed under that Act include subject-matter that deals primarily and explicitly with religion, human sexuality or sexual orientation, and in response to the written request of the parents, exclude students, without penalty, from participation in those identified aspects of the instructional program.

Issue Management Strategy

Health and Safety

All current Alberta legislation and Horizon School Division policy must be in compliance including:

- GFA Volunteers

- HG Citizenship in a Digital Age

- HK Student Assessment, Evaluation and Reporting

- IHF Welcoming, Caring, Respectful and Safe Learning Environments

Risk Management Strategy

Teachers will consult with school administration regarding the implementation and delivery of this course.

Statement of Overlap with Existing Programs

The outcomes in this course do not overlap with outcomes in the high school program of studies for mathematics. However, four of the outcomes for this course are taken from the provincial curriculum for elementary mathematics. The outcomes have been purposely selected from earlier grades within our curriculum to help educators understand the spiral nature of mathematics learning. As well, these outcomes will be used as pre assessment, and post assessment criteria based on Alberta curriculum understandings to support successful transitions for students to the mainstream high school courses.

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

Student Assessment

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

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

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

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

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

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

learning - the recursive and increasingly complex skills and knowledge required of students as they demonstrate what they know and can do in relation to each of the specific and general outcomes. As the complexity of learning outcomes increases within each level of the course (15-25-25), evidence of a more comprehensive understanding is required.

Where a specific learner outcome spans all levels (15-25-35), students are expected to show an increasing level of sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

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

Assessment practices should reflect the following principles:

• Assessment of student performance is explicitly tied to the learning outcomes of the course

• Students are involved in understanding and articulating learning targets and criteria of success

• Students have opportunities to receive feedback in non-graded and formative learning activities and assignments before submitting assignments or engaging in activities for summative evaluation

• Assessments are purposefully designed in ways that motivate and challenge students, and are respectful of student diversity

• Students are provided choice in how they demonstrate learning

• Assessment data is gathered from a broad range of assessment activities and includes information from student work products and performances, from teacher observations of student learning processes, and from student reflections/student-provided evidence of success

• Assigned grades emphasize the most recent and most consistent evidence of student learning

• Assessment of Citizenship, Personal Development and Character is considered within all learning programs as included within the Calgary Board of Education Board of Trustees' Governance Policies.

References

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

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

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

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

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

report. Edmonton, Canada:

Course Approval Implementation and Evaluation

Forensic Science Studies25-3

Forensic Science Studies35-3

Forensic Science Studies35-5

Submitted By:

The Horizon School Division

Submitted On:

Jun. 15, 2016

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
25-3	62.50	09/01/2011	08/31/2014	Acquired	Reauthorization	G10 G11 G12
35-3	62.50	09/01/2011	08/31/2014	Acquired	Reauthorization	G11 G12
35-5	125.00	09/01/2016	08/31/2021	Acquired	Reauthorization	G10 G11 G12

Course Description

Advanced Forensic Science 35 is a distributed learning course that allows students to study scientific concepts and technologies related to solving crime in society in an anytime, anyplace, any pace model.   Through the study of forensic science techniques, students are given the opportunity to explore and further understand how basic scientific concepts apply specifically to this unique field of study. This course encourages an engaging and interdisciplinary approach to learning that has been successful for many years at the Alberta Distance Learning Centre.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

The philosophical underpinnings of this course are based on the principals found in the *Inspiring Education* framework:

Learner Centred
"*Decision makers should consider the needs of the children and youth first and foremost when making decisions.*"

Forensics 35-5 offers students throughout the province an opportunity to study science, sociology and psychology in a highly engaging manner. This course is a small step toward an integrated approach to learning that will serve the needs of the 21st Century Learner

Engaged Communities
Community resources should be fully engaged to support learners, including expertise, facilities, services and learning opportunities. Community resources-whether local, provincial, national or global- should actively participate in the education of the learners.

ADLC engaged the law enforcement community as it revised the general and specific outcomes for Forensics 35-5. The online Forensics 35-5 course will included many resources gleaned directly from the law enforcement and post-secondary communities to ensure the content is relevant and current and highly engaging.

Inclusive, Equitable Access
Every learner should have fair and reasonable access to educational opportunities regardless of ability, economic circumstance, location, or cultural background. Their needs and way of life should be respected and valued within an inclusive learning environment. Some learners will require additional, specialized supports to fully access those opportunities.

Forensics 35-5 will be offered any time, any place, any pace. This course will support online and outreach programs throughout Alberta.

Responsive, Flexible Appoach
"*Children and youth should have meaningful learning opportunities appropriate to each learner's developmental stage, including learning that is experimental, multi-disciplinary, community based, and self-paced. To ensure the learning opportunities are relevant, the education system must be nimble in responding to the changing needs of the community and the world.*"

Learning in this course will begin by the acquiring of the knowledge of basic scientific concepts that apply to forensic science. These scientific principles will then be applied and authenticated through the discussion of realistic scenarios and by engaging in concrete learning activities such as notes, worksheets, laboratory experiments, library/internet

research assignments, group mystery projects and the exploration of case study examples. Based on the principals of Universal Design for Learning, multiple formats of the course will be offered to students. Additional supports such as text to speech software and videos will be integrated into the Forensics 35-5 online course to support learners who struggle with text heavy content. Assessment will focus on allowing students to represent their learning though multiple means of expression. Forensics 35-5 will be a showcase for what is possible in digital learning environments

Student Need (formerly: Rationale)

Rationale:

It has become evident that many students at the senior high level are interested in taking forensic science as an optional course. This course will allow students to learn more of this unique and growing field of scientific research.

The overall goals of this program are to:

- appreciate the value of forensic science in criminal investigations.

- provide students with a broadened prospective of the field of forensic science by exposing them to a variety of different types of forensic investigative techniques.

- apply and/or discuss forensic science techniques through laboratory experimentation, assignments, mystery projects and case study examples.

Scope and Sequence (formerly: Learner Outcomes)

Forensic Science 35 will include the following areas of study:
 The Investigation Process

· appreciate the various roles that law enforcement officials play in various crime investigations

· appreciate the various roles that both police and civilians play in investigations involving forensic science

· understand what occurs in the court process for a serious crime investigation

· explain how evidence is presented in a court case for a serious crime investigation

· explore a historical crime case(s) that describes the involvement of the various levels of law enforcement

Forensic Anthropology

· general description of forensic anthropology

· human bones vs. animal bone

· determining ancestry from skeletal remains

· skeletal differences between human females and males

· how various types of forces and trauma can damage bone

Forensic Entomology

· general description of forensic entomology

· insect variation in environments

· general description of insect species involved in the colonization of dead remains

· general description of insect succession of dead remains

· determination of time of death by use of insect colonization

· research assignment and/or related video(s) and/or guest speaker and/or fieldtrip

- driving under the influence of drugs

- various types of toxicological testing techniques

- simulated toxicological testing experiment(s)

- poisons and their harmful side-effects

- case study based investigation and/or research assignment and/or related video(s) and/or guest speaker and/or field trip

Forensic Ballistics

- general description of forensic ballistics

- internal, external and terminal ballistics

- description of various types of firearms

- velocity, kinetic energy and trajectory variations of firearms

- ballistic fingerprints

- testing for gunpowder/primer residue

- case study based investigation and/or research assignment and/or related video(s) and/or guest speaker and/or field trip

Police Protective Equipment

- importance of bullet resistant vests

- molecular structure of Kevlar

- description and practical use of the taser gun

- description and practical use of pepper spray

- molecular ingredients of pepper spray

- description and practical use of tear gas

- molecular ingredients of tear gas

- case study based investigation and/or research assignment and/or related video(s) and/or guest speaker and/or field trip

Forensic Analysis of Footprint & Tire Impressions

- general description of forensic analysis of footprint & tire impressions

- collection and preservation of footwear and tire impressions

- interpretation of footprint impressions

- interpretation of tire impressions

- footprint and tire databases

- case study based investigation and/or research assignment and/or related video(s) and/or guest speaker and/or field trip

Criminal Profiling

- general description of criminal profiling

- historical background of criminal profiling

- necessity of criminal profiling

- steps involved in creating a criminal profile

- disorganized offender vs. organized offender

- description of a criminal profile report

- creation of mock criminal profile

- description of geographic profiling

- creation of a mock geographic profile

· case study based investigation and/or research assignment and/or related video(s) and/or guest speaker and/or field trip
Arson and Explosive Detection

· chemical description of combustion reaction

· combustion vs. explosion

· basic arson terminology

· three conditions of a fire

· general description of the crime of arson

· types of arson

· motivation for arson

· arson investigative process

· arson investigation tools and methods

· arson related injuries and fatalities

· arson fires in residences vs. apartment and/or vehicles

· basic components of an explosive device

· explosive detection devices or techniques

· explosives in warfare

· case study based investigation and/or research assignment and/or related video(s) and/or guest speaker and/or field trip
Law Enforcement Canines

· value of law enforcement canines

· historical background of the use law enforcement canines

· description of various types of law enforcement canines

· common breeds used

· case study based investigation and/or research assignment and/or related video(s) and/or guest speaker and/or field trip

Guiding Questions (formerly: General Outcome

1 **Students will appreciate the value of forensic science in criminal investigations.**

2 **Recognize the steps in securing a crime scene and the various types of evidence that may be collected in order to solve a crime**

3 **Identify various types of evidence that may be collected at a crime scene including procedures for identification, collection, and analysis for the purpose of investigating and prosecuting crimes**

4 **Students will acknowledge that various scientific disciplines such as biology, chemistry and physics are involved in the field of forensic science.**

5 **Recognize the evolving importance of DNA evidence in investigating and prosecuting crimes**

6 **Students will develop a basic understanding of the fundamental forensic science techniques.**

7 **Understand the techniques and principles associated with forensic document analysis in investigating and prosecuting crimes**

8 **Students will recognize the history of the field of forensic science and that it continues to expand and be refined.**

9 **Understand the techniques and principles associated with polygraph testing and their historical relevance and limitations in solving and prosecuting crimes**

10 **Students will acknowledge that forensic scientific evidence is not 100% accurate due to human error in the collection and interpretation/assessment of evidence.**

11 **Recognize that alcohol and its effect on the human body play a major role in motor vehicle deaths and understand the legal aspects of impaired driving and blood alcohol testing**

12 **Students will appreciate the experience of forensic science/crime investigation experts discussing their area of expertise.**

13 **Recognize that forensic science includes a wide variety of research and career fields and understand the skills and formal training requirements of these fields.**

14 **Fire investigation - Students will answer forensic problems in the area of fire investigation (and Forensic Engineering and Architecture).**

15   Forensic Accounting - Students will answer forensic problems in the area of fraud and determine evidence processing.

16   Forensics in Technology Areas (Computer Examination, Audio & Video) - Students will answer forensic problems in technical areas of Computers, Audio and Video.

17   Forensic Pathology - Students will answer forensic problems in the area of medicine, specifically regarding death.

18   Forensic Anthropology - Students will forensic problems using skeleton evidence.

19   Forensic Entomology - Students will answer forensic problems using the study of entomology to provide information.

20   Forensic Odontology - Students will answer forensic problems using an understanding of dental information.

21   Forensic Psychology and Psychiatry - Students will answer forensic problems related to the practice of forensic psychology and psychiatry.

Learning Outcomes (formerly: Specific Outcomes)

1 Students will appreciate the value of forensic science in criminal investigations.	25-3 35-3 35-5
1.1 Appreciate how an emergency call turns into a forensic investigation	X
1.2 Understand and explain the many different kinds of forensic jobs and how they are involved in criminal investigations.	X
1.3 Analyze and summarize available avenues to enter the field of forensics and explain the importance of the education required for various jobs in the forensics field.	X
1.4 Understand and explain the use of forensics in Forestry and Wildlife and the different jobs available.	X
1.5 Understand and explain the role and duties of an Identification Unit officer, and the Medical Examiner in a criminal investigation.	X
1.6 Understand and explain the process of and how forensics are involved in the trial and prosecution of a suspect.	X
1.7 Analyze and summarize the Canadian Charter of Rights and Freedoms and describe how it relates to investigative processes and criminal trials.	X
1.8 Understand and explain the importance of photographic evidence and dental evidence in a criminal trial.	X
1.9 Understand and explain how the field of forensic anthropology provides information about the victim of a crime and the nature of the crime itself from unknown skeletal remains.	X
1.10 Understand and explain how the field of forensic entomology provides information about the approximate length of time that a victim's body has been left in an area based upon insect infestation.	X
1.11 Understand and explain how the field of forensic toxicology helps investigators to identify various types of drug(s) and/or poison(s) found within an individual's system.	X

1.12 Explain the importance of a comprehensive national or global 'ballistic fingerprint' data bank and propose the positive and negative implications of having such a data bank.	X
1.13 Understand and explain the use of shoe impressions, tire tread impressions and tool marks in a criminal investigation and the importance of shoe and tire impression databases	X
1.14 Understand and explain the value that criminal profiling and geographic profiling serves in criminal investigations.	X
1.15 Analyze and summarize the value of police canines in criminal investigations.	X

2 Recognize the steps in securing a crime scene and the various types of evidence that may be collected in order to solve a crime	**25-3 35-3 35-5**
2.1 Understand, from a legal standpoint, the importance of properly securing a crime scene	X
2.2 Outline protocols used when a crime scene is being secured and evidence is being procured by law enforcement members.	X
2.3 Classify the various types of evidence that may be obtained at a crime scene	X
2.4 Identify the importance of taking safety precautions at a crime scene	X

3 Identify various types of evidence that may be collected at a crime scene including procedures for identification, collection, and analysis for the purpose of investigating and prosecuting crimes	**25-3 35-3 35-5**

3.1 In the content area of Physical Evidence the student will be able to: identify various examples of physical evidence that may be found at a crime scene understand, from a legal standpoint, the importance of physical evidence from a crime scene recognize what steps are taken to identify, collect and manage physical evidence at a crime scene describe the two types of physical evidence in criminal investigations - individualized and identified recognize examples of individualized evidence and identified evidence from various crime scene examples discuss how the collection of physical evidence has changed and improved over time describe the rule of evidence concerning physical evidence analyze the use of physical evidence in legal proceedings	X

3.2 In the content area of Fingerprint Evidence the student will be able to: identify the first use of fingerprint evidence in history explain the value of fingerprint evidence in criminal investigations explain the physiological cause of fingerprints in humans describe how fingerprint evidence is specifically used by law enforcement to identify and/or to apprehend criminal suspect(s) describe the three basic types of fingerprint evidence left behind at a crime scene: visible, latent and physical classify the basic fingerprint ridge patterns that exist: ulnar loop, radial loop, double / twinned loop, plain whorl, central pocket whorl, accidental whorl, plain arch, tented arch identify specific fingerprint pattern from samples given explain how the passage of time affects the quality of fingerprint evidence understand the importance of following proper laboratory safety protocols when analyzing latent fingerprint samples describe how the lifting powder application is used to enhance and analyze latent fingerprint samples left behind at a crime scene and state the types of surfaces that lifting powders work best upon perform a laboratory experiment(s) using the lifting powder application technique to enhance and analyze various latent fingerprint samples describe how the iodine fumigation is used to enhance and analyze latent fingerprint samples left behind at a crime scene and outline the types of surfaces that the iodine fumigation technique works best upon use iodine fumigation technique in the laboratory to enhance and analyze various latent fingerprint samples describe how the cryanoacrylate/'krazy glue' fumigation is used to enhance and analyze latent fingerprint samples left behind at a crime scene outline the type(s) of surface(s) that cryanoacrylate/'krazy glue' fumigation works best upon use the cryanoacrylate/'krazy glue' fumigation technique to enhance and analyze various latent fingerprint samples in the laboratory investigate historical case studies where forensic fingerprint identification was used to successfully solve a crime and lend to conviction describe the rule of evidence concerning fingerprint evidence analyze the use of physical evidence in legal proceedings	X

3.3 In the content area of Microscopic Trace Evidence - the student will be able to: state the general types of microscopic trace evidence that would likely be found at a crime scene and give examples of each (e.g. identified, individualized, organic, inorganic) understand how the process of microscopic analysis of organic & inorganic evidence is conducted by forensic scientists outline protocols for the collection of trace evidence at a crime scene and the limitations and benefits of such evidence in investigating and prosecuting crimes describe the basic types of microscopic organic substances that would likely be found useful at a crime scene (e.g. hair, blood, semen, bone, skin) describe various types of microscopic inorganic substances that would be found useful at a crime scene (e.g. carpet, clothing fibers, glass, sand, dirt) Observe, classify, and attempt to identify microscopic samples of various types of mock organic and inorganic crime scene evidence explain the value of microscopic hair sample evidence in placing a person at a crime scene while understanding the legal limitations of using such evidence in prosecuting crimes describe the general macroscopic and microscopic differences in hair samples from various parts of the human body (e.g. head, beard, eyebrow, leg/arm, pubic) explain how a color-treated hair strand will look microscopically different from untreated hair strand discuss what the potential value would be to forensic experts if a color-treated hair strand(s) and/or a untreated hair strand(s) was found at a crime scene outline the microscopic variations in the root of a hair that has been forcibly removed vs. fallen out naturally discuss what the potential value would be to forensic experts if a been forcibly removed hair strand(s) and/or a naturally fallen out hair strand(s) was found at a crime scene outline the microscopic variations in the tip of a hair that has been recently cut vs. not recently been cut discuss what the potential value would be to forensic experts if a been recently cut hair strand(s) and/or a not recently cut hair strand(s) was found at a crime scene state the unique microscopic features of tips of hair that have been exposed to flames or high heat discuss what the potential value would be to forensic experts if a hair strand(s) that has been exposed to flames or high heat was found at a crime scene identify the microscopic and macroscopic differences between hair roots of humans, dogs, cats compare the microscopic differences of various types of hair cuticles/shafts (human, dog, cat) indicate the origin and unique microscopic features of various hair medulla index patterns (e.g. fragmented	X

amorphous, continuous morphous, multisereal, lattice, vacuolated, unisereal) discuss the potential value to forensic scientists that an animal hair sample (e.g. from a dog, cat, deer, cow, rabbit) found at a crime scene may offer analyze various types of hair/fur samples from a mock crime scene and attempt to identify the origin of the samples describe the rule of evidence concerning microscopic trace evidence analyze the use of physical evidence in legal proceedings	
3.4 In the content area of Body Fluid Evidence - the student will be able to: outline the main types of body fluid evidence that forensic science investigators would find useful at a crime scene (e.g. blood, semen, skin, saliva, tears, mucous) understand that DNA analysis of body fluid evidence is not done in all criminal investigations and thus other analysis techniques must also be used; discuss reasons for this explain the forensic significance an individual being a 'secretor' identify the basic components of human blood (e.g. plasma, erythrocytes/red blood cells, leucocytes/white blood cells, platelets/thrombocytes) and explain which component(s)forensic science investigators would find most useful to analyze. describe the differences between the four basic blood human types perform an experiment to identify basic blood types using various simulated blood samples identify the major microscopic difference between simulated human red blood cells and animal red blood cells explain the use of phenolphthalein and luminol by forensic scientists to identify latent blood evidence explore the valuable information that can be inferred from various types of blood stain/spatter evidence left at a crime scene compare and contract the distinct pattern that free-falling blood will leave behind from various heights (simulated) compare and contrast the distinct patterns left behind when a fresh or partially dried blood is smeared (simulated) explain how various forces (e.g. different velocities, angles) applied to an exposed source of blood will result in distinct blood spatter patterns relate historical case studies where blood stain and/or spatter evidence was used to successfully solve a crime and convict the perpetrator(s) outline the collection and use of semen evidence in sex related crimes and describe two types of tests that are performed to confirm the presence of semen (e.g. microscopy, fast blue B) explain how body fluid evidence is collected describe the rule of evidence concerning body fluid evidence analyze the use of physical evidence in legal proceedings	X

4 Students will acknowledge that various scientific disciplines such as biology, chemistry and physics are involved in the field of forensic science.	25-3 35-3 35-5
4.1 Analyze and summarize basic human anatomy, the basic skeletal differences between human and animal bones, the basic skeletal differences between humans from different ancestries, the basic skeletal differences between male and female remains and the differences in size and length of various bones between female and male remains.	X
4.2 Understand and explain how each environment has a unique set of native insect species and how each of these insects has a unique life cycle and exhibits unique behaviors.	X
4.3 Understand and explain how common poisons affect specific components of the human anatomy.	X
4.4 Analyze and summarize what velocity, kinetic energy, gravitational potential energy and trajectory are and explain the importance of the relationship between these entomology.	X
4.5 Analyze and summarize graphed data regarding the average velocity of handgun, rifle and shotgun rounds, average kinetic energy of handgun, rifle and shotgun rounds and the average trajectory of handgun, rifle and shotgun rounds.	X
4.6 Analyze and summarize the energy conversions of a bullet-proof vest.	X
4.7 Understand and explain the physiology of nerves, nerve impulses and lactic acid to better understand the effects of a CED gun.	X
4.8 Understand and explain the difference between current and voltage to better understand the safety features of a CED gun.	X
4.9 Understand and explain the structure and function of the eye to better understand the effects of pepper spray.	X
4.10 Understand and explain the components necessary for a combustion reaction, an oxidization reaction and a limiting factor reaction and explain the effects of the different components.	X

4.11 Understand and explain how combustion differs from an explosion.	X

5 Recognize the evolving importance of DNA evidence in investigating and prosecuting crimes	**25-3 35-3 35-5**
5.1 Indicate the first use of DNA print evidence in history	X
5.2 Explain the value of DNA print evidence in criminal investigations	X
5.3 Understand the basic molecular structure and function of the DNA molecule	X
5.4 Outline the significance of Variable Number Tandem Repeat (VNTR) patterns within a DNA sample	X
5.5 Describe how mitochondrial DNA can be used to identify unknown human remains	X
5.6 Explain why Nuclear DNA is used to identify criminal suspect(s) rather than mitochondrial DNA	X
5.7 Describe the basic steps involved a DNA print analysis technique	X
5.8 Outline new techniques and technologies that have resulted in changes to the sample sizes required in order to detect and analaze DNA evidence	X
5.9 Differentiate between Restrictive Fragment Length Polymorphism (RFLP) and Polymerase Chain Reaction (PCR) DNA print analysis techniques	X
5.10 Explain why criminal DNA print evidence is supported by population frequency values	X
5.11 Identify and compare various samples of nuclear DNA prints (mock or authentic)	X
5.12 Discuss the possible value of a comprehensive national or global DNA data bank and propose the positive and negative implications of having such a data bank	X
5.13 Outline the legal proceedings required to have a person's DNA stored in Canada's DNA data bank	X
5.14 Relate the use of DNA print evidence to the investigation and prosecution of historical crime case studies	X

5.15 Describe the rule of evidence concerning DNA print evidence	X
5.16 Analyze the use of physical evidence in legal proceedings	X

6 Students will develop a basic understanding of the fundamental forensic science techniques.	**25-3 35-3 35-5**
6.1 Analyze the legal and environmental ramifications of poaching and illegal logging as well as the investigative and forensic processes used to investigate illegal logging, poaching and animal trafficking.	X
6.2 Investigate how crime labs funded by the government differ from crime labs that are privately funded.	X
6.3 Analyze the basic processes followed in the collection and documentation of evidence.	X
6.4 Identify the processes used to analyze forensic evidence, the length of time needed to complete the analysis and appreciate that most forensic analysis is completed in a crime lab by the identification unit or by experts outside the police agency.	X
6.5 Appreciate the role of the polygraph unit detectives in homicide investigations.	X
6.6 Analyze and summarize the autopsy process.	X
6.7 Identify the types of evidence and information in a homicide file.	X
6.8 Investigate how a forensic anthropologist assesses human and non-human skeletal remains for gender, time of death, ancestry of individual, stature of the individual (or individuals), as well as the cause of death.	X
6.9 Explore how trauma, various forces, and types of weapons cause damage to bone.	X
6.10 Analyze how dental marks are collected and analyzed and explain how records are used to identify bodies.	X
6.11 Summarize how the approximate time of death of victims can be found through the description of insect colonization found upon the remains.	X

6.12 Investigate the effects of poisons and illegal drugs on the human body including the dangers of driving a motor vehicle while under the influence of drugs.	X
6.13 Appreciate the need for roadside drug testing devices used by law enforcement.	X
6.14 Analyze the steps in the acid-base extraction including the procedures used in extracting drugs, poisons, and toxins from the body.	X
6.15 Explain how toxicological testing techniques are used to identify drugs and poisons in the human body.	X
6.16 Investigate firearm forensics including the categories of forensic ballistics (projectile motion), bullet design, bullet-gun matching, wound creation, and techniques used to determine if a suspect has fired a gun.	X
6.17 Explore the techniques used to determine if a suspect has fired a gun.	X
6.18 Analyze the function and use of Conducted Energy Device (Tasers), tear gas, and pepper spray by law enforcement as well as their effects on the human body.	X
6.19 Summarize how shoe impressions, tire impressions and tool mark impressions are created, collected, preserved, and analyzed.	X
6.20 Analyze the basic psychology used in criminal profiling and summarize how experts determine what to include in a profile and decide if mental illnesses play a role in the suspect's behaviour.	X
6.21 Compare the traits of an organized offender with a disorganized offender and assess studies to determine if a criminal suspect is organized, disorganized or a combination offender.	X
6.22 Describe the three points and conditions of a fire and evaluate the effects of various accelerants, blasts, boosters, detonations, endothermic/exothermic reactions, fuel types, ignition sources, pyrolysis, and oxidizers on fires.	X
6.23 Identify the level of oxygen needed to keep a fire burning as well as the products produced by a combustion reaction that can cause a fire to continue.	X

6.24 Explore statistics on arson, including arson type and location, motives for arson, fatalities linked to arson, and possible prevention strategies.	X
6.25 Describe the methods used to determine if a fire is caused by an arsonist and analyze the processes used to extract accelerants.	X
6.26 Investigate types of explosive devices, the techniques used to detect them and summarize the three basic components of an explosive device.	X
6.27 Appreciate the role of canines in law enforcement and detail the training of type of canine.	X

7 Understand the techniques and principles associated with forensic document analysis in investigating and prosecuting crimes	**25-3 35-3 35-5**
7.1 Outline the types of crimes that would most likely involve forensic document analysis	X
7.2 Understand that forensic document analysis is a broad field that involves various scientific techniques (ie. handwriting analysis/graphology, typescript analysis, ink analysis/chromatography, paper analysis, statement analysis/profiling)	X
7.3 Describe how acquisition of slope, size of letters, and letter design can help to identify the suspect responsible for an unknown handwriting sample	X
7.4 Analyze and attempt to identify various handwriting samples from a mock crime scene based upon the acquisition of slope, size of letters, and letter design	X
7.5 Understand how statement analysis and profiling attempts to outline behavioral characteristics of a suspect based upon his/her handwriting sample	X
7.6 Explain the process of ink analysis through chromatography and understand that every ink sample creates a unique chromatographic pattern according to their specific molecular structure	X

7.7 Relate the use of forensic document analysis to a historical criminal case (e.g. Lindbergh kidnapping, Unabomber, JonBenet Ramsey, Jack the Ripper, Son of Sam, Zodiac Killer, Anthrax letters, Washington sniper shootings)	X
7.8 Describe the rule of evidence concerning document analysis evidence	X
7.9 Analyze the use of physical evidence in legal proceedings	X

8 Students will recognize the history of the field of forensic science and that it continues to expand and be refined.	25-3 35-3 35-5
8.1 Analyze and summarize the history of the development of bullet resistant vests.	X
8.2 Analyze and summarize the history of criminal profiling and geographic profiling.	X
8.3 Explain the importance of the first use of police canines in history; outline the most common dog breeds that are used for law enforcement and the significant traits of these breeds.	X

9 Understand the techniques and principles associated with polygraph testing and their historical relevance and limitations in solving and prosecuting crimes	25-3 35-3 35-5
9.1 State when and by whom the polygraph testing device was invented	X
9.2 Explain the role that polygraph testing plays in criminal investigations	X
9.3 Outline the types of circumstances in which the polygraph test may be used	X
9.4 Explain how the polygraph testing device works and describe how a polygraph test is performed by a forensic examiner	X
9.5 State some of the major physiological signs of stress triggered by the sympathetic nervous system that the polygraph test analyzes	X

9.6 Outline when polygraph testing is useful and when it is not	X
9.7 Discuss the accuracy of the polygraph test and admissibility in a court of law	X
9.8 Relate the use of polygraph testing to a historical crime scene case	X

10 Students will acknowledge that forensic scientific evidence is not 100% accurate due to human error in the collection and interpretation/assessment of evidence.	**25-3 35-3 35-5**
10.1 Understand and explain the difference between screen tests and confirmation tests as well as why each is needed.	X
10.2 Compare and demonstrate a match of example shoe impressions with prepared shoe impressions, tire tread impressions with prepared tire tread impressions and tool mark impressions with prepared tool mark impressions.	X

11 Recognize that alcohol and its effect on the human body play a major role in motor vehicle deaths and understand the legal aspects of impaired driving and blood alcohol testing	**25-3 35-3 35-5**
11.1 Understand that alcohol is a natural chemical compound produced by micro-organisms during the anaerobic process of fermentation	X
11.2 Describe the route alcohol follows through the human body before it is absorbed	X
11.3 Outline how alcohol consumption can adversely affect various parts of the human body (e.g. stomach, intestines, liver, skin, muscles)	X
11.4 Describe how specific regions of the human brain (e.g. cerebrum, cerebellum, hypothalamus, pituitary gland, medulla oblongata) are physiologically affected by alcohol consumption	X
11.5 Explain how a continuous increase in Blood Alcohol Content (BAC) corresponds to predictable physiological and behavioral changes in the human body	X

	X	
11.6 Identify the major physiological and behavioral changes in the human body when exposed to increasing amounts of alcohol	X	
11.7 Outline the effects that alcohol consumption can have upon one's ability to operate a motor vehicle	X	
11.8 State the specific BAC that defines a person as intoxicated under the law and guilty of impaired driving	X	
11.9 Explain how various alcohol testing devices (i.e. Breathalyzer, Intoxilyzer, Alcosensor) are used by law enforcement officers to measure an individual's BAC and the limitations	X	
11.10 Outline the legal consequences of being charged and/or convicted with impaired driving	X	
11.11 Compare the legal standard of impaired driving (level of BAC) varies between Canada and other countries around the world	X	
11.12 Research and compare the rates of impaired driving charges among various age groups, gender and/or across various parts of Canada	X	

12 Students will appreciate the experience of forensic science/crime investigation experts discussing their area of expertise.	25-3 35-3 35-5	
12.1 Appreciate different accounts from experts in the field of forensics about how they entered the field.	X	

13 Recognize that forensic science includes a wide variety of research and career fields and understand the skills and formal training requirements of these fields.	25-3 35-3 35-5	
13.1 Identify a variety of specific career fields related to forensic science and law enforcement and that an individual cannot be an expert in all areas	X	
13.2 Outline the job description and requirements of a specific career(s) related to forensic science	X	
13.3 Understand the requirements for acceptance as a police recruit and for possible careers in the forensic investigation unit within the police service	X	

13.4 Recognize the need for post-secondary training for a career related to forensic science	X
13.5 Identify various post-secondary programs related to forensic science and institutions where these programs are offered	X
13.6 Describe the "CSI effect" that has occurred for Canadian jurors expecting court trials to be the same as fictional television (e.g., witness evidence has less believability)	X

14 Fire investigation - Students will answer forensic problems in the area of fire investigation (and Forensic Engineering and Architecture).	25-3 35-3 35-5
14.1 The student will classify sources of fire	X
14.2 The student will describe various methods for arson investigation	X
14.3 The student will identify the criminal charges of arson	X
14.4 The student will describe various types of bombs and explain the likely damage of each type	X
14.5 The student will describe careers within this area of study and possible paths to enter the field	X

15 Forensic Accounting - Students will answer forensic problems in the area of fraud and determine evidence processing.	25-3 35-3 35-5
15.1 The student will describe economic crime	X
15.2 The student will describe proper manner in which allegations of fraud should be investigated to meet the requirements of civil/criminal court procedures	X
15.3 The student will list the procedures that can be implemented to deter fraud	X
15.4 The student will describe the details of each step to process evidence (release property as appropriate, deliver evidence for laboratory analysis, package for shipping, prepare cleared property, destroy cleared property)	X
15.5 The student will describe careers within this area of study and possible paths to enter the field	X

16 Forensics in Technology Areas (Computer Examination, Audio & Video) - Students will answer forensic problems in technical areas of Computers, Audio and Video.	25-3 35-3 35-5
16.1 The student will identify prosecutable computer crimes	X
16.2 The student will describe mitigative measure to protect the IT infrastructure	X
16.3 The student will describe the elements of speech compared in a t-f-a spectrographic (voiceprint) to lead to voice identification	X
16.4 The student will compare the acceptability of voice identification evidence	X
16.5 The student will describe audio (and/or video) enhancement technique to improve listenability of a sound source. (Intelligibility enhancement beyond the scope of this course.)	X
16.6 The student will identify unknown sound using original recording device	X
16.7 The student will develop a scientific work flow involving the analysis of video evidence, criminal case reporting and courtroom presentation	X
16.8 The student will describe careers within this area of study and possible paths to enter the field	X

17 Forensic Pathology - Students will answer forensic problems in the area of medicine, specifically regarding death.	25-3 35-3 35-5
17.1 The student will describe disease as a cause of death	X
17.2 The student will identify changes in the appearance of the face and body after death	X
17.3 The student will identify roles and differences of coroner and medical examiner with specifics from Alberta and Canada	X
17.4 The student will describe careers within this area of study and possible paths to enter the field	X

	25-3 35-3 35-5
18 Forensic Anthropology - Students will forensic problems using skeleton evidence.	
18.1 The student will describe difference between human and animal skeleton systems	X
18.2 The student will identify measurable traits of skeleton that can aid in identification	X
18.3 The student will interpret skeleton traits to respond to a question, e.g. lifestyle of the homeless	X
18.4 The student will describe careers within this area of study and possible paths to enter the field	X

	25-3 35-3 35-5
19 Forensic Entomology - Students will answer forensic problems using the study of entomology to provide information.	
19.1 The student will describe how the impact of insects can assist to determine age of carrion	X
19.2 The student will identify insects unique and common to specific environments or locations	X
19.3 The student will describe careers within this area of study and possible paths to enter the field	X

	25-3 35-3 35-5
20 Forensic Odontology - Students will answer forensic problems using an understanding of dental information.	
20.1 The student will identify uses of dental examination	X
20.2 The student will illustrate the use of bite marks for identification	X
20.3 The student will describe careers within this area of study and possible paths to enter the field	X

	25-3 35-3 35-5
21 Forensic Psychology and Psychiatry - Students will answer forensic problems related to the practice of forensic psychology and psychiatry.	
21.1 The student will describe profiling	X
21.2 The student will identify uses of geographic profiling	X

21.3 The student will assess trial competency (case study)	X
21.4 The student will describe the role of a Forensic Psychologist in a court-appointed monitoring of compliance with mental health or criminal justice settings	X
21.5 The student will describe careers within this area of study and possible paths to enter the field	X

Facilities or Equipment

Facility

Access to a science lab and equipment. Access to computers with internet access.

Facilities:

Equipment

Access to scientific apparatus. Classroom resources with appropriate materials for forensic experiments

Learning and Teaching Resources

Students registered with the Alberta Distance Learning Centre will be provided with materials including:

1. Print – content via five coil booklets

    · assessments via twelve assignment booklets

2. Online – content via either Desire 2 Learn or Moodle

· assessments via online quizzes

Other school divisions will create and provide their own learning resources that may not include these listed.

Horizon School Division Resources

Kowalyk, A: Introductory Forensic Science Educational Activities, 2002
Christensen, S. & A. Kowalyk: Advanced Forensic Science Educational Activities, 20

Sensitive or Controversial Content

When dealing with forensics, the topic of death may come up. This may impact students whom have recently experienced the loss of someone they know. Teachers should be sensitive to students. The course sequence deals with mature subject matter such as crimes involving varying degrees of injury and/or death. Teachers have the challenging task of making this course as interesting as possible for students, while at the same time striving to approach these topics both scientifically and objectively, teachers will need to be mindful of the delicate and sensitive manner. It is important that the individual teacher does not glamorize the actions of convicted criminals or put a positive spin upon the actions of any convicted criminal in that they may be discussed in class. If a teacher chooses to show a video in this course that incorporates graphic crime scene details, parent consent is to be obtained in advance. Students enrolled in Forensics must be mature enough to handle sensitive content. Students must be able to discuss forensic criminal cases in an objective manner, while being sensitive and respectful towards the negative impact that a crime can have upon victim(s). To ensure that parents are properly informed and that they have provided consent for their child to take this course, a teacher is to have written parental approval through a letter sent home for parent signature that outlines the content of the course prior to instruction.

Issue Management Strategy

Health and Safety

Teachers do not need to use dangerous chemicals to teach this course. However, if teachers choose to use dangerous chemicals as part of this course they must be trained and certified in WHIMIS and aware of proper protocols with science labs. Teachers also need to be aware of protocols in working with science equipment.

Risk Management Strategy

Statement of Overlap with Existing Programs

No overlap has been indentified.

Student Assessment

Course Evaluation:

Students will be assessed and evaluated through a variety of forms such as…

Suggested daily in-class assignments – (emphasis 50%)

- Worksheets

- Internet research assignments

- Case studies

- Mystery projects

- Laboratory activities

- Quizzes

Suggested Final Assessment - (emphasis 50%)

- Crime Novel Project

- Cumulative Exam

- Cumulative Mystery Project(s)

Course Approval Implementation and Evaluation

The district will ensure the school is using the latest authorized course outline and will ensure renewal of locally developed courses occurs. The school's principal will ensure the objectives of the course are being met. The teacher ensures that they are meeting the guidelines under which the course was intended.

Forensic Studies25-3

Forensic Studies35-3

Submitted By:

The Horizon School Division

Submitted On:

May. 28, 2018

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
25-3	62.50	09/01/2018	08/31/2021	Acquired	Authorization	G10 G11 G12
35-3	62.50	09/01/2018	08/31/2021	Acquired	Authorization	G10 G11 G12

Course Description

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

Course Prerequisites

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

Sequence Introduction (formerly: Philosophy)

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

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

Student Need (formerly: Rationale)

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

Scope and Sequence (formerly: Learner Outcomes)

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

Guiding Questions (formerly: General Outcomes

1   Students will investigate and evaluate the ethical process of collection and preservation of crime scene evidence.

2   Students will investigate and analyze the strengths and limitations of forensic evidence analysis.

3   Students will explore and analyze the ethical considerations involved in the use of forensic evidence.

4   Students will explore a variety of occupations and potential career opportunities in the field of forensics.

Learning Outcomes (formerly: Specific Outcomes)

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

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

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

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

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

Facilities or Equipment

Facility

No specific facilities are required for this course.

Facilities:

Equipment

No specific equipment for this course.

Learning and Teaching Resources

No specific resources are required for this course.

Sensitive or Controversial Content

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

Issue Management Strategy

Health and Safety

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

Risk Management Strategy

Statement of Overlap with Existing Programs

Course Name: Science 6
Identified Overlap: Topic D: Evidence and Investigation of Science 6 --General Learner Expectations 6-8 and 6-9 do require students to recognize that evidence found at the scene of an activity may have unique characteristics and they will potentially investigate such evidence as footprints, ink, handwriting, fabric, fingerprints. This may be seen as overlap with outcome 1.3 of Forensic Studies 25-35.
Reasoning why LDC is necessary: Elementary students are looking at evidence from simple scenes of human activity, while high school students in Forensic Studies 25-35 are examining and analyzing evidence found at crime scenes and considering the ethical use of the evidence gathered.

Course Name: Science 24
Identified Overlap: Some minor overlap was identified. Specifically, under Unit C: Disease Defence and Human Health (Science, Technology and Knowledge) Outcome 4 mentions examination of DNA. DNA would be covered in some way in Forensic Studies 25-35.
Reasoning why LDC is necessary: None of the Science 24 course is focused on using forensics to examine crime scenes, so Forensic Studies 25-35 takes an approach that is not covered in Science 24.

Course Name: Biology 30
Identified Overlap: Some minor overlap was identified. In Biology 30 there is a genetics/DNA unit, and DNA would certainly come up in Forensic Studies 25-35.
Reasoning why LDC is necessary: The DNA discussion in Biology 30 is not focused on its application for solving crime, while that is the cornerstone of Forensic Studies 25-35.

Course Name: Science 30

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

Reasoning why LDC is necessary: The DNA discussion in Science 30 is not focused on its application for solving crime, while that is the cornerstone of Forensic Studies 25-35.
Course Name: LGS1020 Public Law

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

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

Course Name: LGS3080 Criminal Law

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

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

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

Course Name: Forensic Science Studies 35 (5 credit)

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

Reasoning why LDC is necessary:

.

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

.

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

.

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

.

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

Student Assessment

No required assessments for this course.

Course Approval Implementation and Evaluation

History Through Film: Fact and Ficti

Submitted By:

The Horizon School Division

Submitted On:

Jan. 4, 2017

Course Basic Information

<u>Outline Number</u>   <u>Hours</u>   <u>Start Date</u>   <u>End Date</u>   <u>Development Type</u>   <u>Proposal Type</u>   <u>Grades</u>

25-3   75.00   01/05/2017   08/31/2021   Acquired   Authorization   G11

Course Description

History Through Film: Fact and Fiction 25 provides the opportunity to develop students' attitudes, skills, and knowledge base that will in turn engage them in their world historicity and encourage their actualization as informed citizens. The course will take students through an investigative process to discover how historical events may be recreated to include the facts of the event. The student will then further utilize the appropriate investigative and research skills to discover events and incidences that may have been used with a certain bias for certain purposes and time frame.

Major topics would include:

1. Empires

2. Nationalism and New Imperialism

3. World Conflict of the 20th Century

4. Contemporary Issues

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

History Through Film provides opportunities for students to develop the skills and knowledge that will enable them to become engaged and active thinkers and informed of the world around them. Understanding what is fact and what is fiction is essential in a world where information is readily available. **History Through Film 25** helps students develop their sense of historical past while investigating processes that are used to analyze world events.

The Framework for Student Learning: Competencies Essential for Students to Become Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit provides direction for the development of curriculum; specifically, the competencies (for students) which courses shall meet. **History Through Film: Fact and Fiction 25** addresses these competencies. Students will demonstrate competencies in the areas of:

· **Literacy** - through oral, written and visual literacy

· **Critical thinking, problem solving, and decision-making** - through the development of skills in investigation, research, analysis, and synthesis of information

· **Creativity and innovation** - through the appreciation of the creative works of the films that will be analyzed and studied

· **Communication** - through the multi-media presentations upon having researched different topics

· **Social, cultural, global and environmental responsibility** - through recognizing, understanding, analyzing, and synthesizing multiple perspectives

· **Digital and technological fluency** - through investigatory processes utilizing various digital technologies and software

· **Lifelong learning** - through the use of print and digital information that provide multiple sources of different perspectives in relation to social, political, economic, and geographic issues

· **Collaboration** - through implementing processes and techniques of Learning Communities

The films and activities will demand intellectual engagement of the student. The student will need to hone skills for investigation, research, analysis, and synthesis of information. The course needs to be flexible enough to adjust to student interest and ability levels.

As Alun Munslow states, *"In a very real sense the postmodern challenge forces us to face up to the highly complex question of how we know things about the past and what we, as moral beings, do as a result."* (**What History Is**. October 2001. See Appendix 4).

The statement from Alun Munslow encompasses and embraces the philosophy of **History Through Film: Fact and Fiction 25.**

Student Need (formerly: Rationale)

History Through Film: Fact and Fiction 25 has at its core the intent to enlighten participants of the need to become informed citizens. As 21st century learners, there is an abundance of information available on historical events from numerous sources. One such source is through the film industry. This source may have the potential to create a mythical belief on some historical events that is solely for entertainment. At the same time it may create a presentation in the form of docu-movies for purposes of presenting information in an unbiased format. Then again, information may be presented in a sheer factual tone. As student access to information increases, one must be able to extract factual content from fiction.

It would be the intent of **History Through Film: Fact and Fiction 25** to emphasize the importance of diversity displayed through film and the recognition of various experiences and perspectives in a world that is growing ever closer together. It would be the intent of the course to recognize that some myths created through film are advantageous, at the same time, may well hinder the positive recognition of the diversity within the world.

History Through Film: Fact and Fiction 25 is an inquiry-based interdisciplinary course that draws upon history, geography, economics, philosophy, political science, and other social science disciplines. It instills in students an understanding and involvement in practical and ethical issues that face the world.

Scope and Sequence (formerly: Learner Outcomes)

History Through Film: Fact and Fiction 25 has at its core the intent to enlighten participants of the need to become informed citizens. As 21st century learners, there is an abundance of information available on historical events from numerous sources. One such source is through the film industry. This source may have the potential to create a mythical belief on some historical events that is solely for entertainment. At the same time it may create a presentation in the form of docu-movies for purposes of presenting information in an unbiased format. Then again, information may be presented in a sheer factual tone. As student access to information increases, one must be able to extract factual content from fiction.

It would be the intent of **History Through Film: Fact and Fiction 25** to emphasize the importance of diversity displayed through film and the recognition of various experiences and perspectives in a world that is growing ever closer together. It would be the intent of the course to recognize that some myths created through film are advantageous, at the same time, may well hinder the positive recognition of the diversity within the world.

History Through Film: Fact and Fiction 25 is an inquiry-based interdisciplinary course that draws upon history, geography, economics, philosophy, political science, and other social science disciplines. It instills in students an understanding and involvement in practical and ethical issues that face the world.

Guiding Questions (formerly: General Outcomes

1 **Develop Skills of critical thinking and creative thinking**

2 **Develop skills of historical thinking**

3 **Apply the research process**

4 **Demonstrate skills of oral, written and visual literacy**

5 **Develop skills of media literacy**

Learning Outcomes (formerly: Specific Outcomes)

1 Develop Skills of critical thinking and creative thinking	25-3
1.1 Evaluate ideas and information from more than one source (Critical Thinking Problem-Solving, and Decision-Making)	X
1.2 Determine relationships among many and varied sources of information (Critical Thinking Problem-Solving, and Decision-Making)	X
1.3 Assess the validity of information based on context, bias, sources, objectivity, evidence or reliability (Critical Thinking Problem-Solving, and Decision-Making)	X
1.4 Evaluate personal assumptions and opinions to develop an appreciation of a topic or issue (Critical Thinking Problem-Solving, and Decision-Making)	X
1.5 Synthesize information from contemporary and historical issue to develop an informed perspective (Critical Thinking Problem-Solving, and Decision-Making)	X

2 Develop skills of historical thinking	25-3
2.1 Analyze multiple historical and contemporary perspectives within and across cultures (Social, Cultural, Global Responsibility)	X
2.2 Compare similarities and differences among historical narritives (Social, Cultural, Global Responsibility, FNMI)	X
2.3 Evaluate the impact of significant historical periods of the world (Social, Cultural, Global Responsibility, Critical Thinking, Problem-Solving, and Decision-Making)	X
2.4 Determine historical facts from historical inperpretations through an examination of many sources (Critical Thinking, Problem-Solving, Decision-Making, Social, Cultural, Global Responsibility)	X

3 Apply the research process	25-3
3.1 Develop and defend an informed position on the issue (Collaboration and Leadership, Communication, Lifelong Learning, Personal Management and Well-being)	X
3.2 Reflect on changes of perspective or opinion based on information gathered and research conducted (Collaboration and Leadership, Communication)	X
3.3 Draw conclusions based on evidence obtained from research (Communication, Lifelong Learning, Personal Management and Well-being)	X
3.4 Demonstrate proficiency in the use of research tools and strategies to investigate issues (Digital and Technological Fluency, Lifelong Learning, Personal Management and Well-being)	X
3.5 Consult a variety of sources, including oral histories, that reflect varied perspectives (Digital and Technological Fluency, Lifelong Learning, Personal Management and Well-being)	X
3.6 Select and analyze relevant information when coding research (Critical thinking, Problem-Solving, Decision-Making, Digital and Technological Fluency, Lifelong Learning, Personal Management and Well-being)	X

4 Demonstrate skills of oral, written and visual literacy	25-3
4.1 Communicate effectively to express a point of view in a variety of situations (Communication, Lifelong Learning, Personal Management and Well-being, Creativity and Innovation, Collaboration and Leadership)	X
4.2 Ask respectful and relevant questions to clarify viewpoints (Critical Thinking, Problem-Solving, and Decision-Making, Lifelong Learning, Personal Management and Well-being, Communication, Creativity and Innovation)	X
4.3 Listen respectfully to others (Social, Cultural, Global Responsibility, Communication)	X
4.4 Use of variety of oral, visual and print sources to present informed postions on issues (Communication, Digital and Technological Fluency, Critical Thinking, Problem-Solving and Decision-Making, Creativity and Innovation)	X

5 Develop skills of media literacy	25-3
5.1 Assess the authority, reliability and validity or electronically accessed information (Digital and Technological Fluency, Critical Thinking, Problem-Solving and Decision-Making)	X
5.2 Evaluate the validity of various points of view presented in media (Digital and Technological Fluency, Critical Thinking, Problem-Solving and Decision-Making, Social, Cultural, Global Responsibility)	X
5.3 Assess the information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence (Communication, Social, Cultural, Global Responsibility, Critical Thinking, Problem-Solving and Decision-Making)	X
5.4 Analyze the impact of various forms of media (Social, Cultural, Global, Environmental Responsibility, Critical Thinking, Problem-Solving and Decision-Making, Lifelong Learning, Personal Management and Well-being)	X
5.5 Identify complexities and discrepancies in information and make distinctions between sound generalizations and misleading oversimplification (Critical Thinking, Problem-Solving and Decision-Making, Collaboration and Leadership, Lifelong Learning, Personal Management and Well-being)	X

Facilities or Equipment

Facility

A standard humanities classroom is a suitable space for the implementation of **History Through Film: Fact and Fiction 25**.

Facilities:
Humanities classroom

Equipment

Access to the following equipment would be beneficial:

· Access to the Library / Learning Commons

· Access to computers

· Access to DVD players

Learning and Teaching Resources

The instructor should have available a variety of movie resources that will pro
balance of perspectives. The list in **Appendix 3** should illustrate that there ar
movies that may be used to illustrate early colonialism intervention in the nev
world. There are movies that depict western expansionism in North America.
instructor will have available a variety of views on a single subject such as th
Vietnam war with the perspective of Colonel Hal Moore with this book and m
"We Were Soldiers" and have also the perspective of Robert McNamara as
Secretary of Defense in the U.S. at the same historical time frame through th
documentary *"Dog of War."* A variety of perspectives may be presented thro
such works by Clint Eastwood with his movies on World War II *"Flags of Ou
Fathers"* and another perspective presented from *"Letters from Iwo Jima."*
another perspective that may be pursued during World War II may be throug
movie *"Wind Talkers."*

General web sites:
http://www.historyteacher.net/HistoryThroughFilm/HomeworkAssignments.htm
http://www.historythroughfilm.net/movie_list
http://www.historythroughfilm.net/volume_i
http://www.historyinfilm.com/

Aboriginal web sites:
http://www.lisashea.com/genealogy/waller/indian/movies/
http://www.native-languages.org/movies.htm
http://www.turtleisland.org/news/news-theatre.htm
http://www.firstnationsfilms.com/

Sensitive or Controversial Content

Controversial issues include those topics that are publicly sensitive. Such topics in a classroom may find no consensus of values or beliefs. Such topics include topics where reasonable people may sincerely disagree. Studying controversial issues is important for such study, providing opportunities to think clearly and to reason logically. Discussion around such topics offers opportunities to open-mindedly and respectfully examine different points of view and to make sound judgments.

Controversial issues that have been anticipated and those that do arise on occasion during instruction should be used to promote critical inquiry and thinking skills. These issues shall be managed with sensitivity to the Low German Mennonite culture and beliefs.

The History Through Film: Fact and Fiction 25 instructor will screen all films. It is recommended that a letter of intent be sent home to parents at the beginning go the course, which lists the prospective films that will be viewed during the course.

It is expected that all issues and texts that may be controversial or sensitive be discussed with the school administration prior to their coverage in class.

Issue Management Strategy

It is expected that all issues and texts that may be controversial or sensitive be discussed with the school administration prior to their coverage in class.

Health and Safety

There are no anticipated health or safety risks associated with this course.

Risk Management Strategy

Statement of Overlap with Existing Programs

To the best of our knowledge there is no significant overlap with provincially developed courses since **History Through Film: Fact and Fiction 25** will focus on historical events not covered in the Social Studies Program of studies but rather supplement the program. For example, the intent of the course would not be to teach content and analyze World War II (as per Social Studies 20-1 and Social Studies 20-2), but rather investigate a movie relating to World War II and analyze that which would be fact and fiction entailed in that movie. In relation to the English program, again there will not be significant overlap but rather supplement the program.

Student Assessment

Teachers should create a multi-dimensional approach that is both summative and formative that focuses on the intent of this course which is often process rather than predominately product related. During each unit of instruction, the students' theoretical as well as practical comprehension of the outcomes needs to be assessed. Any technical or creative work may be assessed both individually and as part of a group and should reflect improvement in knowledge of the historical perspective.

It is suggested that rubrics be used for assessment of such activities as essays and multi media presentations. Teachers can create a balanced assessment through such activities as:

A. Student ability to utilize research skills
B. Students ability to present information in a variety of formats (power point, essay, poster, discussion)
C. Students ability to analyze information (ie formal written essay)
D. Students ability to synthesize information

E. Students ability to write exams reflecting on course content.

The following are examples of a General Course Outline and a Guideline for Assessment:

Sample Course Outline:

History Through Film: Fact and Fiction 25

1. Empires

a. Egypt

b. Greece

c. Rome

2. Middle Ages to Enlightenment (Nationalism and New Imperialism)

a. Britain and the Empire
b. French Empire
c. United States Independence

3. Contemporary World in Conflict

a. World War I

b. Between the Wars

c. World War II

d. Cold War

4. Contemporary Social Issues

Sample Assessment:

Writing Assignments 25%

Presentations 25%

Quizzes 10%

Review Assignments 10%

Final Exam 30%

Course Approval Implementation and Evaluation

Instrumental Jazz15-3

Instrumental Jazz15-5

Instrumental Jazz25-3

Instrumental Jazz25-5

Instrumental Jazz35-3

Instrumental Jazz35-5

Submitted By:

The Horizon School Division

Submitted On:

Jun. 16, 2016

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	75.00	09/01/2016	08/31/2021	Acquired	Reauthorization	G10 G11 G12
15-5	125.00	09/01/2016	08/31/2021	Acquired	Reauthorization	G10 G11 G12
25-3	75.00	09/01/2016	08/31/2021	Acquired	Reauthorization	G10 G11 G12
25-5	125.00	09/01/2016	08/31/2021	Acquired	Reauthorization	G10 G11 G12
35-3	75.00	09/01/2016	08/31/2021	Acquired	Reauthorization	G10 G11 G12
35-5	125.00	09/01/2016	08/31/2021	Acquired	Reauthorization	G10 G11 G12

Course Description

Instrumental Jazz is the study of a uniquely North American art form and offers students the opportunity to study the jazz idiom as a subject in its own right and as an integral part of the Fine Arts program. Instrumental Jazz is designed as an extension to the Instrumental Music 10-20-30 program, allowing for a deepening of musical skills and new understandings in a performance environment.

Enrolment in this course will be based on the teacher's recommendation and permission by the principal. It is recommended that students have taken the courses in sequence and accompanied by Instrumental Music 10-20-30.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

The central purpose of all Fine Arts courses in the CBE is to live a creative life. The Arts foster a way of being that cultivates an adaptive, curious, open, and exploratory approach to life: an optimized capacity to pay attention and to interpret. It fosters an impulse to build, to create, to experiment and take risks. It is a participatory way of being that invites each of us to be a part of something bigger than ourselves.

The means by which students in Fine Arts courses seek to lead a creative life is through engaging in artistic performance and encounters with art and artists in a studio environment. Through artistic performance and interactions with art and artists, concepts and authentic artistic practice are linked, new connections are made and skills are developed. Engaging in artistic performance means undertaking active, creative work that provides the opportunity to express oneself, one's ideas and understandings. Encounters with art and artists means the thoughtful interaction with work of artists in the field for the purposes of inspiration, analysis, and exploration. Engaging in artistic performance and encounters with art and artists are not mutually exclusive, and typically occur in conjunction with one another.

Within the apprenticeship model of Fine Arts courses, teachers are also students, mentors and members of an artistic community. They stay abreast of research, issues, events, emerging trends in the field, and guide meaningful learning progressions. Through their apprenticeship, students develop mastery of tools and techniques, engage with meaningful topics, and develop increasing sophistication and sensitivity in noticing all while working alongside other artists.

Jazz is unique musical expression that is recognized as legitimate art music worthy of specific study. Emerging from the roots of jazz are a variety contemporary musical styles that have synthesized into a recognized genre that includes improvising and ensemble playing. The jazz tradition of improvising is in essence composing spontaneously, and requires a complete knowledge of historical performance practice, tonal harmony, jazz theory and form, rhythmic and melodic figures, articulation and tone. Ensemble playing requires the same understanding while learning to read and perform other's compositions. Through this musical form students are asked to demonstrate not only technical skill, but

creativity in expressing original ideas.

 This course is process-driven and gives students the opportunity to focus their learning by exploring and experiencing skills necessary to understand and communicate musically, culminating with performance opportunities. Students will experience the many historical periods and styles characterized by master musicians, composers, and arrangers. This genre is extremely demanding in that it creates opportunities for students to work independently and collaboratively as critical thinkers, performers, and artists. The ensemble and improvisational nature of Instrumental Jazz fosters creative collaboration, problem-solving and individual responsibility.

Student Need (formerly: Rationale)

In keeping with the values defined within Alberta Education's Ministerial Order on Student Learning, the intent of this course is to respond to the needs of the Learner to reach their individual learning potential to become "Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit, who contribute to a strong and prosperous economy and society."

Instrumental Jazz offers students the opportunity to refine musicianship through skill development, creativity, personal practice, rehearsal and performance. In high school, the Instrumental Jazz program is a specific discipline and plays an integral part of the Music programs offered to students.

The structure of this course is meant to foster the central purpose of living a creative life. The Arts are living fields of knowledge that invite a lifetime's study. By nature, artistic study is active, creative and dynamic. Artistic experiences are fluid and responsive to the individual, but provide concrete opportunities to synthesize understandings and find new meaning. By learning through an apprenticeship model students engage in authentic artistic practice, performance alongside other artists, and become members of a community.

By working collaboratively in an ensemble setting students learn to communicate effectively to build understanding, advance learning goals and foster an increased individual contribution within a musical community. Through the practice, performance and critical listening of jazz repertoire, students experience the many historical periods and styles presented by master musicians, composers and arrangers.

Instrumental Jazz provides specific opportunities for the exploration of the unique qualities and skills of jazz musicians. In Instrumental Jazz students will develop an understanding of, apply, and creatively adapt the aural history of jazz music that has been passed down since its inception in the early 20th Century. Students develop understanding related to complex harmonic structures, chord progressions, rhythmic patterns, stylistic interpretation, and the innovative world of improvisation. Skills sets introduced in the Instrumental Music 10-20-30 courses provide the basis of understanding that in this course will be applied to

the unique genre of Jazz.

Scope and Sequence (formerly: Learner Outcomes)

The general and specific outcomes span all course levels. As they progress, students are expected to show an increased sophistication and refinement of skills in demonstrating the outcome. The detail and specific demands required of students increase at each grade level. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Learning Outcomes apply in both 3 and 5 credit courses, with students achieving greater depth with extended study.

Guiding Questions (formerly: General Outcomes

1   Apply and refine musical skills through performance of diverse stylistic and musical elements unique to jazz

2   Demonstrate creativity and self-expression through musical improvisation

3   Critically reflect upon and respond to the performance of jazz music

Learning Outcomes (formerly: Specific Outcomes)

1 Apply and refine musical skills through performance of diverse stylistic and musical elements unique to jazz	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Demonstrate theoretical understanding specific to jazz idiom	X	X	X	X	X	X
1.2 Demonstrate musical techniques specific to jazz styles	X	X	X	X	X	X
1.3 Understand chord structure and jazz notation	X	X	X	X	X	X
1.4 Understand the playing roles in a jazz ensemble and respond through aural discrimination	X	X	X	X	X	X
1.5 Respond to the variables associated with live performance	X	X	X	X	X	X

2 Demonstrate creativity and self-expression through musical improvisation	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Demonstrate understanding of various jazz forms	X	X	X	X	X	X
2.2 Demonstrate understanding of standard chord progressions and chord scale relationships within jazz improvisation	X	X	X	X	X	X
2.3 Apply and create original vocabulary inspired by jazz masters	X	X	X	X	X	X

3 Critically reflect upon and respond to the performance of jazz music	15-3	15-5	25-3	25-5	35-3	35-5
3.1 Analyze and articulate response to performance of Jazz music	X	X	X	X	X	X
3.2 Analyze the unique language of jazz masters	X	X	X	X	X	X
3.3 Demonstrate understanding of jazz elements through transcribing performances	X	X	X	X	X	X

Facilities or Equipment

Facility

Within Horizon School division this course would be delivered within a typical music/band room capable of holding a group of students and their musical instruments. At times, the class may venture into other spaces (ie. Gymnasium or community venue) for performance purposes. For off-campus portions, the off-campus handbook guidelines will be followed.

Facilities:

Equipment

Within Horizon School Divisions delivery of this curriculum musical instruments include traditional instruments that would normally be used in Jazz (ie Trumpet, Saxophone, Trombone, Clarinet, etc) and a sound system including CD player, speakers and microphones.

Learning and Teaching Resources

Choosing resources for Instrumental Jazz means selecting quality repertoire and audio/video/online resources appropriate to the general learner outcomes outlined in course considering the competency and student ability level.

Sensitive or Controversial Content

Within Horizon School Division there is no sensitive of controversial issues for this course.

Issue Management Strategy

Health and Safety

Within the delivery context in Horizon School Division there are no unique safety concerns that differ from normal instruction in a music program for this course (ie students need to be cognizant not to trip over stands or music cases, etc)

Risk Management Strategy

Statement of Overlap with Existing Programs

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

Student Assessment

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

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

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

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

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

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

learning - the recursive and increasingly complex skills and knowledge required of students as they demonstrate what they know and can do in relation to each of the specific and general outcomes. As the complexity of learning outcomes increases within each level of the course (15-25-25), evidence of a more comprehensive understanding is required.

Where a specific learner outcome spans all levels (15, 25, 35), students are expected to show an increasing level of sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

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

Assessment practices should reflect the following principles:

• Assessment of student performance is explicitly tied to the learning outcomes of the course

• Students are involved in understanding and articulating learning targets and criteria of success

• Students have opportunities to receive feedback in non-graded and formative learning activities and assignments before submitting assignments or engaging in activities for summative evaluation

• Assessments are purposefully designed in ways that motivate and challenge students, and are respectful of student diversity

• Students are provided choice in how they demonstrate learning

• Assessment data is gathered from a broad range of assessment activities and includes information from student work products and performances, from teacher observations of

student learning processes, and from student reflections/student-provided evidence of success

• Assigned grades emphasize the most recent and most consistent evidence of student learning

• Assessment of Citizenship, Personal Development and Character is considered within all learning programs as included within the Calgary Board of Education Board of Trustees' Governance Policies.

References

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

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

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

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

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

report. Edmonton, Canada:

Course Approval Implementation and Evaluation

Horizon School Division will ensure the school is using the latest authorized course outline. Principals will monitor teachers to ensure that the outcomes are being met. The teachers ensure that they are meeting the guidelines under which the course was intended.

LOCALLY DEVELOPED COURSE OUTLINE

Leadership, Character & Social Resp
Leadership, Character & Social Resp
Leadership, Character & Social Resp
Leadership, Character & Social Resp
Leadership, Character & Social Resp
Leadership, Character & Social Resp

Submitted By:

The Horizon School Division

Submitted On:

May. 11, 2020

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	09/01/2020	08/31/2021	Acquired	Authorization	G10
15-5	125.00	09/01/2020	08/31/2021	Acquired	Authorization	G10
25-3	62.50	09/01/2020	08/31/2021	Acquired	Authorization	G11
25-5	125.00	09/01/2020	08/31/2021	Acquired	Authorization	G11
35-3	62.50	09/01/2020	08/31/2021	Acquired	Authorization	G12
35-5	125.00	09/01/2020	08/31/2021	Acquired	Authorization	G12

Course Description

The emphasis of the course is leadership, character development and social responsibility. The students will demonstrate their understanding of the critical values and attitudes needed to become a leader of oneself, therefore, being able to lead others by example. Students will actively engage in the delivery and scope of this class by leading various in-class and out of class endeavours. This engagement will encourage students to take a leadership role and exemplify what they have learned throughout their exploration of leadership. Through this involvement students will also refine their leadership style, personal vision and their life's direction, and an understanding of their social responsibilities.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

This leadership course is designed to develop essential leadership knowledge and skills with a focus on development of character. The course endeavours to develop key values, attitudes, and ethics for leadership and for responsible citizenship in the future. Unlike other leadership modules and courses, the focus of this course is on developing an engaged thinker, ethical citizen, and morally responsible and social individual.

Student Need (formerly: Rationale)

Leadership, Character and Social Responsibility 15, 25, and 35 is designed to provide students with an opportunity to explore leadership, develop leadership skills and abilities, and, most importantly, to grow and develop as individuals while making a difference in their school and community. Students need guided opportunities to learn and grow as leaders and to develop a stronger sense of their social responsibility.

Students are passionate about making a difference within their leadership class, the school and the extended community. Within the class, student driven team-building develops trust, responsibility for, and commitment to each other. This positive, non-threatening environment provides the structure for students to be willing to take risks, giving them the confidence to make a difference in the community. This approach is unique as students are allowed to fail and learn from their experience, they have the freedom to grow in safety, and they are not penalized if their idea doesn't work.

Learning from experience, trial and error, and mentorship through the trial, students reach their own internalized understanding of leadership and citizenship. Within the school and community, leadership is demonstrated through a variety of spirit-building initiatives and community outreach mentoring programs with the elementary, junior high, and senior high schools. Leadership students identify the need and then develop strategies to meet the need; they make a commitment to volunteer their time to leadership initiatives outside of class. Leadership extends the student's sense of community, opens their eyes to their potential, and provides opportunities for them to share their successes. Students begin to see how they can shape events rather than be shaped by them.

The scarce resource for the 21st Century is leadership. Business, governments, voluntary organizations, and communities all require experienced and committed leaders to thrive and prosper in a rapidly changing and challenging future. Organizations and communities without leadership will fail. They will be unable to instil trust, commitment and confidence, build teams and partnership, define goals and objectives, direct and manage change, and develop and inspire vision. In short, they will be unable to move forward creatively and effectively. It is a characteristic that needs to be developed and learned. It requires experience. Leaders need to experience the challenges of leadership in a variety of

settings. They need practice. Leadership, Character, and Social Responsibility 15, 25, and 35 provide that opportunity.

Scope and Sequence (formerly: Learner Outcomes)

The general outcomes span the three course levels - 15, 25, 35.

Guiding Questions (formerly: General Outcomes)

1   Develop and demonstrate leadership skills in a variety of school and community situations.

2   Acquire and apply effective communication skills.

3   Acquire and develop the critical values, attitudes, and traits of effective leadership.

4   Develop skills that will help them become a more efficient and effective person.

5   Understand critical concepts of leadership style and apply these in practical situations.

6   Participate in practical activities with the intent to benefit others and build ones character and spiritual say.

Learning Outcomes (formerly: Specific Outcomes)

1 Develop and demonstrate leadership skills in a variety of school and community situations.	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Demonstrate an understanding of the diversity of leadership.	X	X				
1.2 Explore qualities and responsibilities of effective leadership and leaders.	X	X				
1.3 Manage a self-growth strategy that charts out the unique knowledge, skills and attitudes that need to be addressed in order to improve performance for that student in all areas of academics and day to day challenges of time management.	X	X				
1.4 Demonstrate an ability to make effective leadership decisions.	X	X				
1.5 Demonstrate an understanding of ethics in leadership and the ability to make ethical decisions			X	X	X	X
1.6 Demonstrate an understanding of positive and negative value of public relations			X	X	X	X
1.7 Demonstrate an understanding of the value of parental involvement and volunteering			X	X		
1.8 Demonstrate an understanding of the value of teambuilding.	X	X				
1.9 Demonstrate an understanding of the meaning and importance of collaboration	X	X				
1.10 Demonstrate an understanding of what characterizes safe, developmentally appropriate activities and training environment, and processes	X	X	X	X	X	X
1.11 Explore and understand team assembly (eg. Team chemistry, morale, andgroup processes)					X	X
1.12 Explore conflict resolution strategies			X	X	X	X
1.13 Demonstrate an ability to establish and build team rapport	X	X				

	15-3	15-5	25-3	25-5	35-3	35-5
1.14 Demonstrate appropriate behaviors and attitudes regarding both success and failure			X	X		
1.15 Demonstrate an understanding of the skills associated with being an effective team builder	X	X				
1.16 Demonstrate team commitment through dedication to improving performance, taking an active role in team decision making and operation procedures, responsibility for expectation and commitments, punctuality for all functions, etc.			X	X	X	X
1.17 Conduct and assess leadership activities			X	X	X	X
1.18 Organize and conduct training activities			X	X	X	X
1.19 Conduct an activity analysis			X	X	X	X
1.20 Build an effective leadership team					X	X
1.21 Demonstrate familiarity with a variety of leadership techniques			X	X		
1.22 Explore and develop own leadership philosophy (eg. Communication, systems and strategies)					X	X
1.23 Conduct pre-event, event and post event analysis					X	X

2 Acquire and apply effective communication skills.	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Demonstrate effective communication skills (eg. Listening, public speaking)	X	X	X	X	X	X
2.2 Utilize effective communication skills to share ideas, experiences, and passion	X	X	X	X	X	X
2.3 Demonstrate an ability to recognize effective communication skills during stressful and challenging circumstances that demonstrate respect, confidence, initiative, courage and trust.					X	X
2.4 Demonstrate an ability to recognize effective communication strategies using case study analysis			X	X	X	X
2.5 Understand the power of technology, its role in social media and the effectiveness of the social media.	X	X	X	X	X	X

3 Acquire and develop the critical values, attitudes, and traits of effective leadership.	15-3	15-5	25-3	25-5	35-3	35-5

	15-3	15-5	25-3	25-5	35-3	35-5
3.1 Model Leadership and influence others to act accordingly			X	X	X	X
3.2 Understand the impact of attitudes and values on leadership			X	X	X	X
3.3 Develop effective self-discipline	X	X	X	X	X	X
3.4 Understand the role of ethics and integrity in leadership			X	X	X	X
3.5 Develop effective habits for leadership	X	X	X	X	X	X
3.6 Understand social responsibilities			X	X	X	X

4 Develop skills that will help them become a more efficient and effective person.	15-3	15-5	25-3	25-5	35-3	35-5
4.1 Understand how positive habits and goals impact their lives, abilities, choices and others perception of them and their group	X	X	X	X	X	X
4.2 Understand the importance of goal-setting and prioritizing and apply to practical situations	X	X	X	X	X	X
4.3 Understand the importance of initiative and intuition in effective leadership	X	X	X	X	X	X
4.4 Develop essential decision-making and problem-solving skills	X	X	X	X	X	X
4.5 Develop understanding of spirituality in leadership			X	X	X	X

5 Understand critical concepts of leadership style and apply these in practical situations.	15-3	15-5	25-3	25-5	35-3	35-5
5.1 Apply a personal vision to a leadership project			X	X	X	X
5.2 Build key relationships with others to complete a leadership project	X	X	X	X	X	X
5.3 Demonstrate the ability to motivate others and instill passion			X	X	X	X
5.4 Use knowledge and skills to learn more about their own leadership style and how to lead a larger, more structural group			X	X	X	X

6 Participate in practical activities with the intent to benefit others and build ones character and spiritual say.	15-3	15-5	25-3	25-5	35-3	35-5

6.1 Demonstrate strategic planning for a service project	X X X X X X
6.2 Demonstrate effective management skills	X X X X X X
6.3 Demonstrate effective interpersonal skills and trust among group members and community	X X X X X X
6.4 Demonstrate effective leadership qualities and awareness	X X X X X X

Facilities or Equipment

Facility

No special facilities or equipment

<u>Facilities:</u>

Equipment

No special facilities or equipment

Learning and Teaching Resources

<u>Guests Speakers</u>

Community leaders

<u>Technology</u>

Laptop, Activ Board, digital camera, cell phone apps

External resources such as guest speakers must be approved by school administra

All Off-site activities are organized according to Golden Hills Administrative Regulati

Sensitive or Controversial Content

The emphasis in this course is on extending the abilities and opportunities for students in a wide range of leadership activities. This course provides students with an opportunity to expand their skills and pursue leadership opportunities in their community while encouraging a lifelong dedication to the service to others.
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

All off-campus activities will be required to meet Alberta Education and Golden Hills off-campus regulations.

Risk Management Strategy

Statement of Overlap with Existing Programs

The emphasis in this course is on extending the abilities and opportunities for students in a wide range of leadership activities with an emphasis on service to others and the development of character and social responsibility. This course provides students with additional interest and talent in leadership with the opportunity to expand their skills in their community while encouraging a lifelong dedication of service to others. There is also a focus on values, ethics, and spiritual issues not covered in the CTS modules available. There is no significant overlap with the leadership courses or modules.

Student Assessment

Assessment Standards

The purpose of evaluation of students is to inform the student, parents, and teachers regarding the student's progress toward clearly stated outcomes and expectations. This assessment should be consistent across students and school and be used to inform teacher practice while serving to motivate and support student success.

To assist the student in meeting the learning outcomes of Leadership 15, 25, 35 assessment should be an ongoing process. It should involve the students, be level appropriate and include identified and communicated criteria.

A variety of assessment, evaluations, and communication strategies may be utilized such as:

·   Leadership practicum (outside of instructional hours)
·   Practical Examinations
·   Assignments, projects and oral presentations
·   Self-assessment
·   Case studies
·   Goal setting
·   Portfolios, log books, journals

Group Leadership

Key Indicators

·   **Takes responsibility for group's ability to work together**
·   **Explains what is done and why**
·   **Shares viewpoints and experiences with others**
·   **Listens to others, understands why they think the way they do and respects their opinions.**

Performance Levels

Consistently (Distinguished Leaders)

·   **Invites others to talk and take part in the group, and helps the group to work effectively**
·   **Explains effectively what is done and why, so the group understands**
·   **Shares viewpoints, skills, and materials effectively in different ways and encourages others in**

working both alone and collaboratively

·   **Listens to others, understands why they think the way they do, understands and respects opinions, beliefs, and values.**

Usually (Proficient Leader)

·   **Invites others to talk; and helps the group to work smoothly**

·   **Explains effectively what is done and why, so the group understands**

·   **Shares viewpoints, skills, and ,materials effectively in different ways and encourages others in working both alone and collaboratively**

·   **Listens to others; in different ways; understands and accepts opinions, beliefs and values**

In Familiar Situations:

·   **Invites others to talk and helps group work smoothly**

·   **Explains clearly what is done an why**

·   **Share viewpoints, skills, and materials in different ways in working alone with others**

·   **Listens to others, tries to find out about their opinions, beliefs, and values.**

With some Support:

·   **Invites others to talk and helps group work smoothly**

·   **Explains what is done an why**

·   **Shares ideas, skills, and materials with others alone and collaboratively**

·   **Listens to others**

With Consistent Support:

·   **May Invite others to talk, may help the group with work**

·   **May Explain what is done and why**

·   **May share viewpoints, ideas, and materials in different ways both alone and collaboratively**

·   **May listen to others**

Rubric: Personal Development

Key Indicators

·   **Works towards quality and personal excellence**

·   **Goal setting**

·   **Takes responsibility and ownership of learning and actions**

Performance Levels

Consistently (Distinguished Leaders)

·   **Sets high standards and works towards personal excellence**

·   **Reflects on personal performance and effectively identifies actions to enhance future performances**

·   **Takes outstanding responsibility and ownership to enhance learning and positive role model.**

Usually (proficient Leader)

·   **Sets high standards and works hard to achieve**

·   **Reflects on personal performance and effectively identifies actions to enhance future performances**

·   **Takes good responsibility and ownership to enhance learning and demonstrate appropriate behaviour.**

In familiar situations: (Developing Leader)

·   **Sets acceptable standards and tries to achieve**

·   **Reflects on personal performance and identifies some actions to enhance future performances**

·   **Takes responsibility and ownership to enhance learning and behave appropriately.**

With Some Support: (Emerging Leader)

·   **Sets some acceptable standards and tries to achieve**

·   **Reflects on personal performance and identifies some actions to enhance future performances**

·   **Takes some responsibility and ownership to enhance learning and behave appropriately.**

With Consistent Support: (Novice Leader)

·   **May set some acceptable standards and may try to achieve.**

·   **May reflect on personal performance and may identify some actions to improve future performance.**

·   **May take some responsibility and ownership to enhance learning and behave appropriately.**

Rubric: Communications

Key Indicators

·   **Expresses ideas and demonstrates understanding using movement, words, and expressions**

Performance Levels

Consistently (Distinguished Leaders)

· **Communicates effectively for the situation**

Usually (proficient Leader)

· **Communicates for the situation in an appropriate manner.**

In Familiar Situations:

· **Communicates using a comfortable modality for the situation**

With Some Support:

· **Communicates using a previously learned modality in a structured setting**

With Consistent Support:

· **May communicate using a previously learned modality within a very controlled setting**

COURSE EVALUATION

Performance Character & Skills

35%

1. **Includes written work comprising of personal reflections with a focus on deeper exploration of course material and personal application.**

2. **In class activities**

Leadership Development

40%

1. **Leadership/Mission Statement- is an individual statement that indicates the personal perspective of each student's emerging leadership style and a mission statement that identifies each student's future life goals.**

2.   Leadership Discussion- is an opportunity for each student to take a topic with a specific leadership focus, personally explore it, and present it to the class. This assignment will also include a written component from the student and the creation of an assignment for his/her fellow students.

3.   Portfolio Development- is a compilation of materials produced both in the course and outside of the formal instruction which represent the best of the student.

Character in Leadership

25%

1.   Consists of teacher assessment in class based on the attached rubric

2.   Overall growth of each individual on each of the areas on the supplied rubric at the end of the team.

CHARACTER AND LEADERSHIP RUBRIC

Criteria
Points

4
3
2
1

Responsibility for Actions Taken

Student **always** takes responsibility for the actions taken by the group and personally.
Student **usually** takes responsibility for the actions taken by the group and personally.
Student **rarely** takes responsibility for the actions taken by the group and personally.
Student **never** takes responsibility for the actions taken by the group and personally.

Level of Engagement in Class

Student proactively contributes to class by offering ideas and asking questions **more than once** per class.
Student proactively contributes to class by offering ideas and asking questions **once** per class.
Student **rarely** contributes to class by offering ideas and asking questions.
Student **never** contributes to class by offering ideas and asking questions.

Drawing conclusions based on evidence

Student **always** critically examines the evidence at hand and uses it as a basis for conclusions, instead of making unsupported assumptions.

Student **usually** critically examines the evidence at hand and uses it as a basis for conclusions, instead of making unsupported assumptions.

Student **frequently** makes unsupported assumptions and **rarely** critically examines the evidence at hand.

Student **always** makes unsupported assumptions and **never** critically examines the evidence at hand.

Listening Skills

Student listens when others talk, both in groups and in class. Student **incorporates or builds off** the ideas of others

Student **listens** when others talk, both in groups and in class.

Student **does not** listen when others talk, both in groups and in class.

Student **does not** listen when others talk, both in groups and in class. Student often **interrupts** when others speak.

Behaviour

Students **never** displays disruptive behaviour during class

Students **rarely** displays disruptive behaviour during class

Students **usually** displays disruptive behaviour during class

Students **almost always** displays disruptive behaviour during class

Preparation

Student is **almost always** prepared for class with assignments and required class material.

Student **usually** prepared for class with assignments and required class material.

Student is **rarely** prepared for class with assignments and required class material.

Student is **never** prepared for class with assignments and required class material.

Course Approval Implementation and Evaluation

Positive Psychology15-5

Submitted By:

The Horizon School Division

Submitted On:

May. 12, 2020

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-5	125.00	09/01/2020	08/31/2023	Acquired	Authorization	G10

Course Description

Positive Psychology 15 will explore the research that looks into the formula for a meaningful life, the ingredients of fulfilling relationships, and changes that occur in the brain when inspired by music, visual art, and physical activity.

This course is based on Global Online Academy's Positive Psychology course. Global Online Academy, which is a delivery option for this course, provides experiences in which students can work collaboratively and share their perspectives within a globally networked society.

Course Prerequisites

None.

Sequence Introduction (formerly: Philosophy)

In Positive Psychology 15, students will explore the research of positive psychology and experts, such as Martin Seligman and his Well Being Theory, Mihaly Csikszentmihalyi and his concept of flow, and Angela Lee Duckworth and her concept of grit. In exploring these theories and concepts, students will imagine and create real-world measurements.

Student Need (formerly: Rationale)

Currently, there is a focus on mental health as society is becoming more aware about how many adults and children suffer from depression and anxiety. Often times when discussing mental health, however, we only look at the negative. The focus of this course is to explore how to live a meaningful, happy, and fulfilling life; as such, students will leave the class with ideas of what makes *their* lives meaningful, happy, and fulfilling.

Scope and Sequence (formerly: Learner Outcomes)

1. Positive psychology is a field of study that increases happiness, mindfulness, and resilience.

2. Positive psychology practices are rooted in research-based neuroscience.

3. By understanding and practicing positive psychology, humans can live more meaningfully.

Guiding Questions (formerly: General Outcome

1   What matters more: happiness or well-being?

2   How do gratitude practices change human beings?

3   Why might times of adversity have more meaning than times of ease and peace?

4   Why might grit matter more than IQ?

5   How can I apply what I have learned in positive psychology to a local community?

Learning Outcomes (formerly: Specific Outcomes)

1 What matters more: happiness or well-being?	15-5
1.1 Investigate Dr. Martin Seligman's Authentic Happiness Theory.	X
1.2 Explain how Dr. Martin Seligman's Authentic Happiness Theory evolved into his Well-Being Theory.	X
1.3 Articulate how humans can actualize each of the elements of the theories to live meaningful lives.	X

2 How do gratitude practices change human beings?	15-5
2.1 Investigate the neuroscience behind gratitude.	X
2.2 Identify various types of gratitude practices.	X
2.3 Explain why different types of gratitude practices are beneficial.	X
2.4 Explain gratitude practices' impact on the brain.	X
2.5 Connect how gratitude practices contribute to creating a meaningful life.	X

3 Why might times of adversity have more meaning than times of ease and peace?	15-5
3.1 Investigate what tribal societies can teach us about loyalty, a desire for belonging, and the quest for meaning.	X
3.2 Investigate how different cultures thrive through adversity to create environments that support healthy connections.	X
3.3 Identify traits that support the health of a local community.	X
3.4 Identify a positive psychology concept or theory that can ease the need of an identified group	X

3.5 Apply what they have learned about the power of community during a time of crisis to support their plan to help an identified group.	X

4 Why might grit matter more than IQ?	15-5
4.1 Distinguish the difference between a growth versus fixed mindset.	X
4.2 Connect a growth mindset to the human potential to maintaining focus, determination, and optimism in the face of discomfort, fear of rejection, and failure.	X
4.3 Assess the effects of a fixed mindset to the human potential to maintaining focus, determination, and optimism in the face of discomfort, fear of rejection, and failure.	X
4.4 Create an assessment tool to measure grit.	X

5 How can I apply what I have learned in positive psychology to a local community?	15-5
5.1 Identify a group within their community with a specific challenge/problem.	X
5.2 Investigate the challenge/problem faced.	X
5.3 Identify a positive psychology concept that could be introduced to the community.	X
5.4 Research the positive psychology concept(s) that will address the needs of the community.	X
5.5 Predict what possible responses could occur using positive psychology.	X
5.6 Create a plan to launch a project to address the needs of the group.	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.

Issue Management Strategy

Health and Safety

No directly related health and safety risks.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Course with Overlap and/or Similarity

Experimental Psychology 30

Identified Overlap/Similarity

Theme 4 of Experimental Psychology 30 does touch on research projects. With Positive Psychology, however, students will be focusing their research on a positive psychology concept of their choosing.

Reasoning as to Why LDC Is Necessary

The LDC is necessary because the content differs significantly from what is contained in Experimental Psychology 30's program of studies. Positive Psychology 15 focusses on how students can lead a meaningful life, while Experimental Psychology 30 focusses on learning memory and cognition.

Provincial Course with Overlap and/or Similarity

General Psychology 20

Identified Overlap/Similarity

Theme 1 of General Psychology 20 looks at the history of psychological schools of thought. With Positive Psychology, however, students will be focusing on the positive psychology schools of thought.

Reasoning as to Why LDC Is Necessary

The LDC is necessary because the content differs significantly from what is contained in General Psychology 20's program of studies as Positive Psychology focusses on theories about grit, well-being, and flow. However, General Psychology 20 focusses on more general schools of psychological thought.

Provincial Course with Overlap and/or Similarity

General Psychology 20

 Identified Overlap/Similarity

Theme 5 of General Psychology 20 looks conflict and frustration. With Positive Psychology, however, students will be focusing positive impacts that adversity can have.

Reasoning as to Why LDC Is Necessary

The LDC is necessary because the content differs significantly from what is contained in General Psychology 20's program of studies as General Psychology 20 focusses on conflicts, but Positive Psychology focusses on the positive impact adversity can have.

Student Assessment

Course assessment will be in alignment with The Horizon School Division Policy HK: Student Assessment, Evaluation, and Reporting.

Course Approval Implementation and Evaluation

Reading15-3

Reading15-5

Reading25-3

Reading25-5

Submitted By:

The Horizon School Division

Submitted On:

Jun. 16, 2016

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	75.00	09/01/2016	08/31/2021	Acquired	Reauthorization	G10 G11 G12
15-5	125.00	09/01/2016	08/31/2021	Acquired	Reauthorization	G10 G11 G12
25-3	125.00	09/01/2016	08/31/2021	Acquired	Reauthorization	G10 G11 G12
25-5	125.00	09/01/2016	08/31/2021	Acquired	Reauthorization	G10 G11 G12

Course Description

In Reading 15 and Reading 25 students will engage with a wide range of texts including but not limited to those that they need to be able to read in order to hone the competencies necessary to achieve success in their senior high school courses across the curriculum and in their lives beyond school.

Course Prerequisites

Reading 15 no pre-requisite

Sequence Introduction (formerly: Philosophy)

Reading 15 and 25 reflect the needs and nature of today's learners to acquire and refine the literacy skills necessary to construct and communicate meaning of diverse texts in order to achieve "success and fulfilment as engaged thinkers and ethical citizens with an entrepreneurial spirit."

Most of the texts that students encounter in school, post-secondary education, in the workplace and in their leisure time pursuits will combine print and visual elements. Therefore, students need to understand how print and visual elements work together in order to construct the meaning of a text.

These courses have at their heart the belief that senior high school students who require extra support to develop strong reading skills require deliberately taught, selected and self-regulated strategies upon which to draw on to help them construct the meaning of texts. This locally developed course emphasizes the importance of scaffolding to promote increasingly independent literacy practices.

Student Need (formerly: Rationale)

This locally developed course is intended to help students develop a wider range of strategies that they can use more independently before, during and after reading to help them critically construct the meaning of texts they encounter in an academic environment and in their daily lives. Students receive orientation to reading habits, writing processes, oral communication, and thinking skills. Students who possess a wide variety of self-regulated strategies will move towards increasing independence in improving literacy skills Students will develop confidence and provide motivation to succeed in active reading in school and daily life.

Working within the students' zone of proximal development (i.e., just ahead of what the student can do independently) teachers will select instructional approaches and materials that will provide the scaffolding (through building relevant background knowledge, reading aloud, modeling, shared reading, guided reading, guided practice, etc.) to help students develop a wider range of strategies that they can draw upon and use independently before, during and after reading to make sense of and enjoy texts. Diagnostic classroom activities at the start of the program can provide teacher with information in order to tailor program needs of individual students.

In Reading 15 and Reading 25 students will engage with a wide range of texts including but not limited to those that they need to be able to read in order to hone the competencies necessary to achieve success in their senior high school courses across the curriculum and in their lives beyond school. The texts students study can also include online and print resources they encounter in career exploration and texts they are required to read in the workplace, in courses such as the Registered Apprenticeship Program, Work Experience, and Career and Technology Studies. Reading 15 and Reading 25 should also give particular emphasis to texts that students choose to read for their own interest and pleasure.

In keeping with the values defined within Alberta Education's Ministerial Order on Student Learning, the intent of this course is to respond to the needs of the Learner to reach their individual learning potential to become "Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit, who contribute to a strong and prosperous economy and society."

Scope and Sequence (formerly: Learner Outcomes)

General and specific outcomes in Reading 15 and 25 courses support the development of competencies

Guiding Questions (formerly: General Outcomes

1   Acquire, apply and adapt personal strategies, before reading, to assist in activating prior knowledge and anticipating the meaning of texts

2   Acquire, apply and adapt personal strategies, during reading, to assist in constructing the meaning of texts

3   Acquire, apply and adapt personal strategies, after reading, to assist in interpreting, challenging and deliberating upon the meaning of texts

4   Demonstrate and enact the attitudes and characteristics necessary for reading fluency

5   Read in both functional and leisure contexts for information, enjoyment and engagement in the world

Learning Outcomes (formerly: Specific Outcomes)

1 Acquire, apply and adapt personal strategies, before reading, to assist in activating prior knowledge and anticipating the meaning of texts	15-3	15-5	25-3	25-5
1.1 Establish, decide, and determine level of attention and purpose for reading in a variety of contexts	X	X	X	X
1.2 Understand that reading takes place in different contexts and for different purposes	X	X	X	X
1.3 Make predictions and ask critical questions to provide a focus during reading	X	X	X	X
1.4 Preview, identify and explain features that will assist in meaning making of text (such as, but not limited to: title, table of contents, glossary, index, headings, subheadings, bold fonts, colour, definitions, photographs, drawings, diagrams, graphs, captions, etc.) with increasing independence	X	X	X	X
1.5 Identify, explain, and distinguish a variety of textual structures and how ideas and/or information are developed in order to anticipate how to construct the meaning of a text (including, but not limited to, narrative, chronological, descriptive, summary, example, comparison and contrast, problem and solution, cause and effect, analogy, inductive reasoning/argument, and deductive reasoning/argument) while previewing the text consistently and independently	X	X	X	X
1.6 Select a reading strategy or strategies to use and plan to adjust reading speed and intensity appropriately for the purpose, style, and difficulty of text	X	X	X	X

2 Acquire, apply and adapt personal strategies, during reading, to assist in constructing the meaning of texts	15-3	15-5	25-3	25-5
2.1 Understand and work to develop the strategies necessary to maintain focus and concentration while reading a variety of texts for different purposes	X	X	X	X
2.2 Develop, select and employ appropriate and effective reading comprehension strategies to build comprehension	X	X	X	X

2.3 Make personal connections, show engagement with texts and share evolving understandings in a variety of ways/contexts	X	X	X	X
2.4 Confirm and adjust predictions, and ask questions in a self- regulated and deliberate manner while reading	X	X	X	X
2.5 Read recursively for understanding and to adjust meaning and challenge interpretations	X	X	X	X
2.6 Examine and apply understanding of text features (to construct meaning independently while reading	X	X	X	X
2.7 Acquire and select from and employ a variety personally meaningful and effective strategies for documenting evolving understandings while reading	X	X	X	X
2.8 Explore, experiment, and Enhance comprehension by considering the effect on understanding of transitions or words that signal a sequence, comparison contrast, or additional information, problem and solution, cause and effect	X	X	X	X
2.9 Explore the effectiveness and purpose of various kinds of text structures and ways to develop ideas (including, but not limited to narrative, chronological, descriptive, summary, example, comparison and contrast, problem and solution, cause and effect, analogy, inductive reasoning/argument, deductive reasoning/argument) consistently and independently to construct meaning	X	X	X	X
2.10 Create personally meaningful and effective frameworks for documenting evolving understandings while reading	X	X	X	X
2.11 Adjust purpose, intensity and rate of reading as necessary in diverse reading contexts	X	X	X	X
2.12 Use skimming and scanning appropriately and independently	X	X	X	X
2.13 Use context to determine denotations and connotations of words	X	X	X	X
2.14 Identify and understand how subject specific academic vocabulary enhances and/or impedes meaning	X	X	X	X
2.15 Identify inaccuracies and/or bias, adjust interpretations when inaccuracies and/or biases in texts are evident	X	X	X	X

2.16 Recognize, identify and consider the effect on meaning of deliberately chosen literary, grammatical and mechanical techniques	X X X X

3 Acquire, apply and adapt personal strategies, after reading, to assist in interpreting, challenging and deliberating upon the meaning of texts	**15-3 15-5 25-3 25-5**
3.1 Describe, discuss, analyze and evaluate how personal connections made with characters, ideas and /or information in a text influence understanding	X X X X
3.2 Review and reflect on the accuracy of predictions and the need to modify them when encountering new information	X X X X
3.3 Distinguish between main ideas and supporting details	X X X X
3.4 Use key words and subject specific phrases from a text accurately in discussion or written reflection	X X X X
3.5 Integrate and synthesize ideas and/or information effectively	X X X X
3.6 Draw appropriate inferences when encountering diverse texts	X X X X
3.7 Reflect on the effectiveness of reading strategies employed, identify personally meaningful strategies and set goals to develop and refine strategies	X X X X
3.8 Apply relevant information and ideas in specific contexts and for specific purposes. For example, follow instructions in a manual, fill a work order, write a lab report, solve a math problem, repair an engine, etc.	X X X X
3.9 Generate and pursue questions for further reflection and/or research	X X X X

4 Demonstrate and enact the attitudes and characteristics necessary for reading fluency	**15-3 15-5 25-3 25-5**
4.1 Engage actively and deliberately in constructing the meaning of a text independently and as a member of a group	X X X X
4.2 Recognize and respond to challenges when constructing meaning by taking risks and making hypotheses	X X X X

	15-3	15-5	25-3	25-5
4.3 Understand that texts are created for different purposes and audiences	X	X	X	X
4.4 Understand that text creators have different voices and styles and work to identify and develop curiosity around these differences and their impact on meaning making	X	X	X	X
4.5 Make meaning of ambiguity in text	X	X	X	X
4.6 Explore and explain how and why one disagrees with some of the ideas encountered in texts and articulate differences in opinion in respectful and well supported ways	X	X	X	X
4.7 Respond critically and with curiosity to increasingly sophisticated ideas and information in texts	X	X	X	X
4.8 Create original texts and those inspired by and in response to those that have been studied	X	X	X	X
4.9 Experiment with different voices and styles in text creation	X	X	X	X
4.10 Use metacognition to reflect on the meaning making process and recognize individual strengths and needs before, during and after reading	X	X	X	X

5 Read in both functional and leisure contexts for information, enjoyment and engagement in the world	15-3	15-5	25-3	25-5
5.1 Explore, access and appraise texts that meet personal needs for information to supplement course work and to broaden personal knowledge and understanding across the subject disciplines	X	X	X	X
5.2 Explore texts that are related to personal interests and that provide pleasure and personal satisfaction	X	X	X	X
5.3 Independently, use the classroom, school, internet, and community library to choose appropriate texts	X	X	X	X
5.4 Demonstrate an enthusiasm for reading as a valuable leisure activity and a compliment to life-long learning by taking time to read daily	X	X	X	X

Facilities or Equipment

Facility

A regular classroom within each school delivering Reading 15 will be provided.

Facilities:

Equipment

A smartboard, computer and projector will be provided to the instructor of the course. Reading materials and resources such as high interest, low level text in the form of articles, novels and short stories will be provided.

Learning and Teaching Resources

High quality literature, both fiction and non-fiction, would form the basis of student le
resources for this Locally Developed Course.

Sensitive or Controversial Content

Reading 15 does not have a lot of controversial content. However, the teacher will teach comprehension strategies and encourage critical thinking and discussion in an open and sensitive manner. Teachers will follow Horizon School Division's policy on Controversial Issues in the Classroom- policy HNB

Issue Management Strategy

Health and Safety

The classroom teacher will be required to follow the safety policies and procedure outlines for Horizon School Division.

Risk Management Strategy

Statement of Overlap with Existing Programs

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

Student Assessment

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

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

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

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

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

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

learning - the recursive and increasingly complex skills and knowledge required of students as they demonstrate what they know and can do in relation to each of the specific and general outcomes. As the complexity of learning outcomes increases within each level of the course (15-25-25), evidence of a more comprehensive understanding is required.

Where a specific learner outcome spans all levels (15-25-35), students are expected to show an increasing level of sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

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

Assessment practices should reflect the following principles:

• Assessment of student performance is explicitly tied to the learning outcomes of the course

• Students are involved in understanding and articulating learning targets and criteria of success

• Students have opportunities to receive feedback in non-graded and formative learning activities and assignments before submitting assignments or engaging in activities for summative evaluation

• Assessments are purposefully designed in ways that motivate and challenge students, and are respectful of student diversity

• Students are provided choice in how they demonstrate learning

• Assessment data is gathered from a broad range of assessment activities and includes information from student work products and performances, from teacher observations of student learning processes, and from student reflections/student-provided evidence of success

• Assigned grades emphasize the most recent and most consistent evidence of student learning

• Assessment of Citizenship, Personal Development and Character is considered within all learning programs as included within the Calgary Board of Education Board of Trustees' Governance Policies.

References

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

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

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

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

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

report. Edmonton, Canada:

Course Approval Implementation and Evaluation

The teacher will be responsible for assessing and evaluating the outcomes of the course. The school principal will ensure that the teacher is following assessment guidelines as outlined in Horizon's assessment policy HK

Religions of the World35-3

Submitted By:

The Horizon School Division

Submitted On:

May. 15, 2020

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
35-3	62.50	09/01/2020	08/31/2021	Acquired	Authorization	G12

Course Description

A study of the major religions of the world helps the student grasp the meaning of the words attributed to Edith Stein, "When you seek truth, you seek God, whether you know it or not."Christ's disciples are called to live out the Great Commandment to love God and one's neighbor as oneself. In this course they will explore the Catholic faith in comparison with other faiths. Through their study they will learn the importance the Church assigns to ecumenism and inter-faith relations and develop an understanding of the tenets and practices that are core to many of the world's faith practices.

As an academic discipline this course seeks to inform students about the other religion: as a religious endeavour, it seeks to bring students into an ever-deepening relationship with God and God's creation. Religions of the World 35 provides students with new information, new understanding, and an opportunity to question their present systems of meaning with research, discussion, reflection and other activities as core for this course.

The pedagogy for this course includes many components that support the Alberta Education Framework:
1) The integrative approach to teaching Religions of the World involves many factors including encounters with other religious worldviews and cultures and histories of different peoples because the ultimate questions of life can be explored only in a variety of interconnected disciplines.
2) The integrative approach to Religions of the World recognizes that literacy plays a vital role in all learning experiences including the study of world religions and promotes the students' abilities to comprehend and compose spoken, written and visual/technological texts which allow them to participate fully, critically, and effectively in society.
3) This course also incorporates the use of computer technologies to complete authentic projects by facilitating students' ability to master sophisticated, globally-generated knowledge. As students explore issues in this course they must be enabled and engaged to examine content with an open mind, respond to the information critically and creatively, and make informed decisions.
4) Religions of the World 35 encourages respect and sensitivity to various cultures, religions, and global views and provides opportunities for students to reconfigure and deepen their core beliefs and convictions and consolidate aspects of their identity.
5) Students will use an inquiry-based approach to critically analyze information related to significant issues dealing with religion, to develop decision-making skills including the capacity to make judgements, and to consider multiple religious and cultural perspectives in our diverse Canadian and global societies.

 6) Multiple perspectives is a critical component of Religions of the World 35. The course will provide materials and strategies that reflect accurately and fully the reality of Canada's

religious diversity so that it might foster an understanding of multiple perspectives.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

Religions of the World 35 studies each religious tradition both as an independent belief system and as a religion in dialogue with Catholicism, Each religion is not studied as a stand-alone, objectively neutral entity but as a relational entity in our increasingly interdependent world; that is, a religion living in dialogue with other religions and philosophies.

In the Catholic tradition, the relation to other religions has two governing approaches. These two approaches are identified as proclamation and dialogue. Part of the new way of proclamation is entering into dialogue with other religions. The first aim of this dialogue is not conversion, but mutual understanding and a common search for truth. "Dialogue is a two-way communication. It implies speaking and listening, giving and receiving, for mutual growth and enrichment. "It includes witness to one's own faith as well as openness to that of the other." (Pontifical Council for Interreligious Dialogue)

Student Need (formerly: Rationale)

Religions of the World 35 is presented as a Catholic Encounter with other religion of the world. It provides students with information about the beliefs and practices of Christian denominations and non-Christian religions, but it approaches these traditions from the perspective of one who is a faithful member of the Catholic Church. At the same time, it takes into consideration that students are on a personal journey of faith It recognizes that they are at different places in their journey and that some students may not be Catholic. The course provides students with a lens through which to approach, analyze and respect the beliefs and practices of other Christian denominations and other religions as well as the knowledge and understanding necessary for exploring the efforts of religious leaders to bring unity and oneness of purpose to a world marked by cultural and religious diversity.

Scope and Sequence (formerly: Learner Outcomes)

Religions of the World 35 complements the Religious Studies 15/25/35 courses already in place in Alberta's Catholic high schools. It is intended to be taken after Religious Studies 15 and either before, after or concurrently with Religious Studies 25. There will be no absolute pre-requisite required for this course as individual students enter into their Religious Studies with varying levels of pre-study and personal experience and knowledge of their faith. Religions of the World 35 is considered by the ACSTA to be part of the Religious education requirements for high school students.

While all of the Religions of the World 35 general learner outcomes must be covered not all content in the recommended text is needed to meet them. Some flexibility is offered to teachers in teaching specific learner outcomes according to the needs of their school and district. Most teachers will teach only one of the Eastern religions because of time constraints but they may wish to condense another section of the course so as to be able to at least touch on two of the Eastern faiths. The major sections of this course are:

· Religions of the World and Religious Pluralism

· Who are Catholics?

· The Story of Canadian Aboriginal Spirituality

· The Story of Judaism

· The Story of Islam

· The Story of Hinduism

· The Story of Buddhism

· The Story of Sikhism

· Modernity and Religion

· Living Faith Today

Guiding Questions (formerly: General Outcomes

1   Students will be nurtured in the Catholic faith as they deepen their understanding that all religions are a communal search for truth and relationship with the Divine.

2   Students will grow in understanding of the historical development, central beliefs and practices, prayer rituals, symbols, sacred writings, family traditions and moral guidelines associated with various religions.

3   Students will compare the importance of sacred space, worship and prayer within various religious traditions.

4   Students will demonstrate an understanding of moral norms as a natural expression of faith that shapes human behaviour.

5   Students will participate in a variety of prayer ritual experiences.

6   Students will describe the relationship of religious moral precepts to social responsibility, and offer opportunities to participate in activities promoting peace, justice and the betterment of society in general.

7   Students will grow in the ability to respond to the challenges of living in societies with religious pluralism, identifying movements, trends and beliefs within modern times and their impact on religion

8   Students will recognize proclamation and dialogue as two dimensions of the Catholic Church's evangelizing mission

9   Students will acknowledge the need to respect peoples of all religions and cultures, accepting interreligious dialogue as an opportunity to be enriched by each other and not as a cause for division.

10   Students will develop the knowledge and skills necessary for research and effectively communicating their findings

11   Students will describe the relationship of religious moral precepts to social responsibility, and offer opportunities to participate in activities promoting peace, justice and the betterment of society in general.

Learning Outcomes (formerly: Specific Outcomes)

1 Students will be nurtured in the Catholic faith as they deepen their understanding that all religions are a communal search for truth and relationship with the Divine.	**35-3**
1.1 Who Are Catholics? Students will acknowledge the origins of Catholicism, a religion rooted in the life of Jesus and Jewish tradition.	X

2 Students will grow in understanding of the historical development, central beliefs and practices, prayer rituals, symbols, sacred writings, family traditions and moral guidelines associated with various religions.	**35-3**
2.1 Who Are Catholics? Students will recognize the power of rituals to initiate people into a religion and form them into a people	X
2.2 Who Are Catholics? Students will briefly identify the sacraments as seven central Catholic rituals	X
2.3 Who Are Catholics? Students will review the composition of the liturgical year	X
2.4 Who Are Catholics? Students will list the core Catholic beliefs in the Scriptures and the Creed	X
2.5 The Story of Canadian Aboriginal Spirituality - Students will appreciate the history of these spiritual traditions	X
2.6 The Story of Canadian Aboriginal Spirituality - Students will demonstrate respect for the history and long spiritual traditions of Aboriginal peoples	X
2.7 The Story of Judaism - Students will learn about the impact of key events that shaped Judaism over the past three centuries	X
2.8 The Story of Judaism - Students will understand the development of the Christian movement within Judaism through the person of Jesus, and the gradual separation of Christians and Jews into two related yet distinct faith traditions	X

2.9 The Story of Judaism - Students will learn about the stories, beliefs, and teachings of Judaism as revealed in its sacred texts	X
2.10 The Story of Islam - Students will acknowledge that Islam, like Judaism and Christianity traces its roots back to Abraham	X
2.11 The Story of Hinduism - Students will examine the historical development of Hinduism over three historical periods	X
2.12 The Story of Buddhism - Students will learn about the life and founder of Buddhism, Siddhartha Gautama and Buddhist rituals and festivals	X
2.13 The Story of Sikhism - Students will examine the rituals, symbols, prayers, worship, and festivals through which Sikhs express their faith and mark key moments in life	X
2.14 The Story of Sikhism - Students will consider the Outcome of God and the importance of scripture in Sikhism	X
2.15 The Story of Sikhism - Students will reflect on Sikh family life in Canada	X

3 Students will compare the importance of sacred space, worship and prayer within various religious traditions.	35-3
3.1 The Story of Canadian Aboriginal Spirituality - Students will describe some Aboriginal sacred practices and rituals	X
3.2 The Story of Judaism - Students will recognize the rituals that shape, celebrate, and reflect the Jewish faith and the synagogue as a place of worship	X
3.3 The Story of Judaism - Students will recognize the Jewish home as the center of prayer, hospitality, and religious formation	X
3.4 The Story of Islam - Students will recognize that Muslims adore the one God: submit wholeheartedly to even His inscrutable decrees, just as Abraham, with whom the faith of Islam takes pleasure in linking itself, submitted to God	X
3.5 The Story of Hinduism - Students will describe the rituals (festivals and life milestones) that mark time for a Hindu	X

3.6 The Story of Hinduism - Students will learn about the symbols and deities of Hinduism and the practice of daily puja	X
3.7 The Story of Hinduism - Students will understand the key beliefs of Hinduism: karma, dharma, samara, moksha, Brahman, maya and atman	X
3.8 The Story of Buddhism - Students will recognize the central beliefs of Buddhism: the Three Jewels, the Four Noble Truths and the Noble Eightfold Path	X
3.9 The Story of Sikhism appreciate the gurdwara as a communal centre for outreach and spiritual growth	X

4 Students will demonstrate an understanding of moral norms as a natural expression of faith that shapes human behaviour.	**35-3**
4.1 The Story of Canadian Aboriginal Spirituality - Students will identify the spiritual beliefs and moral principles which guide family life	X
4.2 The Story of Canadian Aboriginal Spirituality - Students will learn about contemporary religious efforts for reconciliation and renewal	X
4.3 The Story of Judaism - Students will describe the laws of the Torah and Talmud that govern moral life	X
4.4 The Story of Judaism - Students will develop an understanding of the importance of ongoing interreligious dialogue between Catholics and Jews	X
4.5 The Story of Islam - Students will recognize that Islam is one of the fastest growing religions in Canada and only Christianity has more followers worldwide	X
4.6 The Story of Hinduism - Students will appreciate the structures and paths of Hindu religion	X
4.7 The Story of Buddhism - Students will describe Buddhist morality: the Five Precepts and Buddhist values	X
4.8 The Story of Buddhism - Students will compare family life and daily life for Buddhists to their own life	X
4.9 The Story of Sikhism - Students will examine the Sikh code of moral conduct emphasizing social justice and equality	X

5 Students will participate in a variety of prayer ritual experiences.	**35-3**
5.1 The Story of Canadian Aboriginal Spirituality - Students will demonstrate respect for the sacredness of the practices and rituals of Aboriginal spiritual traditions, including prayer and ceremonies	X
5.2 The Story of Judaism - Students will understand that Christians and Jews share a common heritage, thus a relationship different from its relationship with other religions	X
5.3 Living Faith Today - Students will create/participate in a prayer celebration that focuses on peace and dialogue in our inter-religious world	X

6 Students will describe the relationship of religious moral precepts to social responsibility, and offer opportunities to participate in activities promoting peace, justice and the betterment of society in general.	**35-3**
6.1 Religions of the World and Religious Pluralism - Students will demonstrate that All Christians are called to participate in the mission of Jesus Christ: to bring truth and God's salvation to the world so that all might be one	X
6.2 Modernity and Religion - Students will examine the human search for meaning and purpose within contemporary culture	X
6.3 Living Faith Today - Students will demonstrate ways of being involved in interreligious dialogue: 1)The dialogue of theological exchange; 2) The dialogue of religious experience; 3)The dialogue of everyday life; 4)The dialogue of action.	X

7 Students will grow in the ability to respond to the challenges of living in societies with religious pluralism, identifying movements, trends and beliefs within modern times and their impact on religion	**35-3**
7.1 The Story of Canadian Aboriginal Spirituality - Students will understand the contemporary efforts for reconciliation and renewal	X

7.2 The Story of Hinduism - Students will learn about how Catholics and Hindus have committed themselves to meeting regularly to discuss matters of common concern; for example, human improvement, peace, ecological responsibility, social and economic development	X
7.3 The Story of Buddhism - Students will learn about Catholics and Buddhists shared deep concern for healing the earth	X
7.4 The Story of Sikhism - Students will understand that Sikhism professes and bases human relationships on a belief in the equality of all persons	X
7.5 Modernity and Religion - Students will learn about movements, trends, and beliefs in modern times as they relate to religion, including secularism, rationalism, exploration, trade, migration and globalization, atheism and agnosticism, humanism, and secular humanism	X
7.6 Modernity and Religion - Students will demonstrate respect for the nature of religious responses to secular humanism	X
7.7 Modernity and Religion - Students will reflect on the origins and basic beliefs of secularism and what it means to live in a secular world	X
7.8 Modernity and Religion - Students will study the beliefs and arguments of secular humanism	X
7.9 Modernity and Religion - Students will study how the role of religion in Canada has changed	X

8 Students will recognize proclamation and dialogue as two dimensions of the Catholic Church's evangelizing mission	**35-3**
8.1 Religions of the World and Religious Pluralism - Students will learn about the Catholic Church's position on interreligious dialogue	X
8.2 Religions of the World and Religious Pluralism - Students will describe the principles for the study of world religions and the four ways of participating in interreligious dialogue	X

8.3 Religions of the World and Religious Pluralism - Students will learn that all are called to catholic unity with God, a unity reflected in the Trinity	X
8.4 The Story of Sikhism - Students will demonstrate respect for Sikhism's belief in the existence of only one God on whom they depend	X

9 Students will acknowledge the need to respect peoples of all religions and cultures, accepting interreligious dialogue as an opportunity to be enriched by each other and not as a cause for division.	**35-3**
9.1 The Story of Judaism - Students will keep in mind the permanent covenantal relationship God has with the Jews and their share in God's plan of salvation	X
9.2 The Story of Hinduism - Students will demonstrate respect for the knowledge that despite the many differences in Catholic and Hindu worldviews, each in its own ways strives to discover the Truth and to find answers to the great questions about life that provoke unrest in the human heart	X
9.3 Living Faith Today - Students will learn about the dialogue of theological exchange, religious experience, everyday life and the dialogue of action	X
9.4 Living Faith Today - Students will learn about the challenge of living faith in a multi-religious world	X

10 Students will develop the knowledge and skills necessary for research and effectively communicating their findings	**35-3**
10.1 Students will access information from a variety of sources such as databases, maps, graphs, multimedia, email, software and the internet to experience both cognitive and social development and an improved attitude toward learning	X
10.2 Students will demonstrate their understanding of course content using a variety of media including computer-assisted and multi-media presentations	X

11 Students will describe the relationship of religious moral precepts to social responsibility, and offer opportunities to participate in activities promoting peace, justice and the betterment of society in general.	35-3
11.1 Religions of the World and Religious Pluralism - Students will acknowledge the challenges of living in societies with religious pluralism	X
11.2 Religions of the World and Religious Pluralism - Students will view dialogue as a new way for believers of different world religions to live together	X
11.3 Religions of the World and Religious Pluralism - Students will appreciate the need to respect all religions and cultures and the good that is found in them	X
11.4 The Story of Islam - Students will understand that while Muslims do not recognize Jesus as both human and divine, he is considered a revered prophet who plays a special role in what has happened and what is to come	X
11.5 The Story of Hinduism - Students will describe the contributions of Gandhi to interreligious dialogue	X
11.6 The Story of Buddhism - Students will understand the relationship between the Catholic Church and Buddhism	X
11.7 The Story of Sikhism - Students will understand that although Catholics and Sikhs have many beliefs that separate them, they share a common concern for peace and the care of both the environment and the poor	X
11.8 Living Faith Today - Students will discuss what it means to be human and the human search for God	X

Facilities or Equipment

Facility

Religions of the World 35 can be taught in any standard high school classroom.

<u>Facilities:</u>

Equipment

Religions of the World 35 does not require any special equipment beyond what is typically found in a high school classroom.

Learning and Teaching Resources

Recommended Resource:
World Religions: A Canadian Catholic Perspective.
Toronto, Ontario: Novalis/Nelson, 2011
Student Text and Teacher Resource Manual

Adapted Guide for *World Religions: A Canadian Catholic Perspective*

The Religions of the World Program is resource based. Teachers are encouraged to of a variety of reference sources to assist in the delivery of the content. The outline f course provides reference pages to specific approved resources. In addition, teache choose to provide additional resources that address the content covered from a Cath perspective.

Sensitive or Controversial Content

Any sensitive or controversial issues that may arise in Religions of the World 35 will be addressed with the guidance of the understandings and teachings of the Catholic Church.

Issue Management Strategy

Health and Safety

There are no health and safety risks anticipated for or associated with Religions of the World 35.

Risk Management Strategy

Statement of Overlap with Existing Programs

Religions of the World 35 does not overlap significantly with existing Alberta Government programs of study. Although there is a World Religion 30 course, the content does not address the specific Catholic approach to teaching about world religions which Religions of the World 35 addresses.

Student Assessment

The recommended resource for Religions of the World 35 provides numerous and varied strategies and tools designed to enable students to demonstrate the full extent of their learning and to allow teachers to accurately assess and evaluate student achievement. The resource's rubrics and other assessment tools for Assessment **for**, **as** and **of** learning provide students and teachers with information to judge growth and achievement in the course.

Differentiated instruction and active learning may be required to address the diversity of interests, abilities and needs as well as to engage all students. As a result, not all students have to be doing the same thing or using the same learning resources at a given time. Given this differentiated instruction, assessment tasks should provide students with choice in the ways that they can demonstrate achievement of specific learning expectations. Literacy development activities are embedded into the recommended resource for this course which will be greatly facilitated by regular assessment and the provision of timely formative feedback to students.

Assessment practice shall align with The Horizon School Division Policy HK: Student Assessment, Evaluation, and Reporting.

Course Approval Implementation and Evaluation

LOCALLY DEVELOPED COURSE OUTLINE

Religious Studies New Testament35

Religious Studies New Testament35

Submitted By:

The Horizon School Division

Submitted On:

Jun. 16, 2016

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
35-3	62.50	09/01/2016	08/31/2021	Acquired	Reauthorization	G10 G11 G12
35-5	125.00	09/01/2016	08/31/2021	Acquired	Reauthorization	G10 G11 G12

Course Description

CAUTION: All materials related to this course (located under the Student Assessment tab) must be downloaded and/or printed in order to offer this course.

Religious Studies NT35: The New Testament is a "faith-based" locally developed course for the study of the King James Version of The New Testament. The course has been developed in cooperation with the Church Educational System (CES) of The Church of Jesus Christ of Latter-day Saints and is intended to be taught as a full-year (5-credit) course but may be offered as two sequential semester (3-credit) courses. This locally developed course is based upon specific religious teachings 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.

This course is one in a series of four locally-developed courses to cover the scriptural canon of The Church of Jesus Christ of Latter-day Saints,

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

This locally developed religious course supports the mission statement of Westwind School Division No.74, as outlined in its 3-Year Combined Education Plan and AERR:

· "Westwind School Division No.74 enables partners to build a world class, lifelong learning community, one that enables learners to be responsible, caring, creative, self-reliant and contributing members of a democratic, knowledge-based and prosperous society."

This locally developed religious studies courses 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 behaviours of their children.

The majority of students from each of the communities served by Westwind School Division #74 value the teachings reflected in the scriptures. As students understand the principles taught in the scriptures, they begin to understand and have compassion for other individuals, communities and nations. There is developed within each student a comprehension of 'who they are', and 'the purpose of life'. This knowledge allows them to appreciate the worth of an individual and builds within each of them increasing self-confidence, understanding, and compassion. Hence, contributing to the vision of "Inspiring Education" in assisting students to become "Ethical and Engaged Citizens".

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 studying the teachings found in the scriptures students will have the opportunity to see conflict and opposition. They will see the mistakes of others, who those mistakes influenced, and how they were handled. Students will be expected to use their knowledge, skills, and attitudes to decide how they would have handled themselves in a similar situation. Hence, helping students to meeting the goal of developing an "entrepreneurial spirit" outlined in "Inspiring Education". Throughout each of the four 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.

Student Need (formerly: Rationale)

Many of the 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. BYU-Provo, BYU-Idaho and BYU-Hawaii). One of the requirements for admission to one of these fully accredited private universities is the completion of four years of seminary and the associated courses aligned with the scriptural canon of The Church of Jesus Christ of Latter-day Saints. Our locally-developed courses have been tailored to cover the content of the seminary courses, as well as meeting the 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).

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. His teachings are the foundation upon which all four courses are built. Students will study the teachings of Jesus Christ, as taught by prophets and apostles both past and present as found in the Old and New Testament, the Book of Mormon, the Doctrine and Covenants, and the Pearl of Great Price. They also follow the student study guides. (See point 13 in course outline).

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

Guiding Questions (formerly: General Outcomes

1   General KNOWLEDGE Outcome 1: Students will analyze scriptural examples that illustrate a devotion to God and draw parallels with beliefs and religious observances they experience.

2   Knowledge (General) - All outcomes apply to both the 5-credit and the 3-credit courses.

3   Knowledge (Specific) - Outcomes differ for the 5-credit course and the 3-credit course and are labelled as 5-credit or 3-credit course. Content and context for the 5-credit course will be drawn from the full text of The New Testament. Content and context for the 3-credit course will be drawn from the first half of the New Testament (Matthew through Acts) during the Fall semester and from the second half of the New Testament (Romans through Revelations) during the Spring semester.

4   General KNOWLEDGE Outcome 2: Students will identify and describe commandments and religious rites found in the New Testament text.

5   General KNOWLEDGE Outcome 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.

6   Skills (General) - All outcomes apply to both the 5-credit and 3-credit courses. Skills are taught best in the context of use rather than in isolation. There is a wide variety of thinking skills essential to religious learning. These skills are not intended to develop separately or sequentially, and are intertwined with the knowledge and attitude components.

7   General KNOWLEDGE Outcome 4: Students will discuss the "nature of God" as articulated in the New Testament, providing evidence from the Biblical text.

8   Skills (Specific) - Outcomes 4.1 (last bullet) and 4.4 are different for the 5-credit course and 3-credit course.

9   General KNOWLEDGE Outcome 5: Students will demonstrate an understanding of how time and culture enrich the meaning and interpretation of Biblical texts.

10   Attitude (General) - All outcomes apply to both the 5-credit and 3-credit courses. The attitude objectives describe ways of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another, and learning in an atmosphere of free and open inquiry.

11   Attitude (Specific) - All outcomes apply to both the 5-credit and 3-credit courses.

12   General KNOWLEDGE Outcome 6: Students will examine teachings and cultural traditions of three of the major world religions: mainstream Christianity, Judaism, and Islam.

13   General KNOWLEDGE Outcome 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 New Testament.

14   General SKILLS Outcome 1: 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   General SKILLS Outcome 2: 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.

16   General SKILLS Outcome 3: 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.

17   General ATTITUDE Outcome 1: 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.

18   General ATTITUDE Outcome 2: Students will demonstrate attitudes of respect, tolerance, appreciation, and understanding toward the rights of others to their own religious affiliation.

19   General ATTITUDE Outcome 3: Students will describe personal benefits of regular reading and studying of scripture.

Learning Outcomes (formerly: Specific Outcomes)

	35-3 35-5
1 General KNOWLEDGE Outcome 1: Students will analyze scriptural examples that illustrate a devotion to God and draw parallels with beliefs and religious observances they experience.	
1.1 Students will identify, interpret and analyze selected doctrines from the New Testament.	X X
1.2 Students will be able to identify and discuss the doctrines and principles found in the New Testament and articulate how these could be meaningfully applied to their lives.	X 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 X

	35-3 35-5
2 Knowledge (General) - All outcomes apply to both the 5-credit and the 3-credit courses.	
2.1 Students will recognize principles that contribute to becoming a faithful Christian. - To do this one needs to be well informed about the past as well as the present, and to be prepared for the future by drawing from religious history and the teachings of modern day prophets.	X X
2.2 Students will contrast and interpret the gospel of Jesus Christ as presented through the medium of the New Testament. Students will then compare New Testament teachings with the teachings of modern day prophets, as contained in the course study guide. - Students will learn that the message of the New Testament is the message of peace and good will. It is also a message of preparation for Christ and his teachings and gospel.	X X
2.3 Students will be able to define and explain the nature of God and His commandments through a study of the New Testament.	X X

2.4 Students recognize that differences of time and culture bring special challenges to the study of the New Testament. - Students will discuss the biblical historical context in order to gain an appreciation and understanding of cultural differences in order to make sense of the New Testament.	X X
2.5 Students will make connections and correlations between the scriptures, the teachings of modern day prophets, and their own lives.	X X
2.6 Students will be able to recognize and contrast the content and the context of the scriptures with the words of the prophets and relate them to the doctrines and principles found in the New Testament, and then apply them in their lives.	X X
2.7 Students will use a historical context to further develop and synthesize the information before them.	X X
2.8 Students will be able to recognize and explain the relationship of God and his association with man, the world, and all of his creations.	X X
2.9 Students will identify the many branches of world religions as they stem from Biblical teachings.	X X
2.10 Students will identify and illustrate issues and problems that result when various cultures, both historically/biblically and present-day, choose conflict and rejection, rather than understanding and toleration.	X X

3 Knowledge (Specific) - Outcomes differ for the 5-credit course and the 3-credit course and are labelled as 5-credit or 3-credit course. Content and context for the 5-credit course will be drawn from the full text of The New Testament. Content and context for the 3-credit course will be drawn from the first half of the New Testament (Matthew through Acts) during the Fall semester and from the second half of the New Testament (Romans through Revelations) during the Spring semester.	35-3 35-5
3.1 (5-credit course) Students will be able to identify and discuss the doctrines and principles found in the full text of the New Testament, and then apply them in their lives. (3-credit course) Students will identify and understand doctrines and principles found in the assigned portion of the text, and will be able to apply them in their lives.	X X

3.2 (5-credit course) Students will be able to describe and explain their knowledge and understanding of principles and doctrines found throughout the New Testament. (3-credit course) Students will demonstrate knowledge of principles and doctrines found in the assigned text of the semester in which they will be studying the New Testament.	X	X
3.3 (5-credit course) Using a historical context drawn from the full text of the New Testament, students will further develop and synthesize information and scenarios presented to them. (3-credit course) Students will use a historical context drawn from the assigned text of the New Testament they are studying to further develop and synthesize the information and scenarios presented to them.	X	X
3.4 (5-credit course) Students will recognize how the uniqueness of the full text of the New Testament provides a common bridge to better understand (and compare) three major world religions: Buddhism, Judaism, and Islam. (3-credit course) Students will recognize how the uniqueness of the full text of the New Testament provides a common bridge to better understand (contrast and compare) three major world religions: Buddhism, Judaism, and Islam.	X	X
3.5 (5-credit course) Students will analyze and dissect the teachings of the prophets studied in the assigned portions of the full text of the New Testament and relate it to previous religious studies courses they have taken. (3-credit course) Students will analyze and dissect the teachings of the prophets studied in the assigned portion of the text of the New Testament and relate it to previous religious studies courses they have taken.	X	X
3.6 (Both courses) Students will make comparisons between assigned portions of the of the full text of the New Testament, the teachings of modern day prophets, themselves, others, and the world, as well as previous religious studies courses they have taken.	X	X

4 General KNOWLEDGE Outcome 2: Students will identify and describe commandments and religious rites found in the New Testament text.	35-3	35-5
4.1 Students will identify, interpret and analyze selected doctrines from the New Testament.	X	X

4.2 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 X

5 General KNOWLEDGE Outcome 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 35-5
5.1 Students will identify, interpret and analyze selected doctrines from the New Testament.	X X
5.2 Students will compare and contrast commandments and religious rites found in the New Testament to the teachings and practices of modern day prophets.	X X

6 Skills (General) - All outcomes apply to both the 5-credit and 3-credit courses. Skills are taught best in the context of use rather than in isolation. There is a wide variety of thinking skills essential to religious learning. These skills are not intended to develop separately or sequentially, and are intertwined with the knowledge and attitude components.	35-3 35-5
6.1 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.	X X
6.2 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.	X X
6.3 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.	X X
6.4 Students will learn how to discuss, explain, and share the concepts and principles of Jesus Christ, and recognize how to apply them in their lives.	X X
6.5 Students will develop research and memory skills through the completion of various assignments and projects.	X X

7 General KNOWLEDGE Outcome 4: Students will discuss the "nature of God" as articulated in the New Testament, providing evidence from the Biblical text.	35-3	35-5
7.1 Students will identify, interpret and analyze selected doctrines from the New Testament.	X	X
7.2 Students will be able to identify and discuss the doctrines and principles found in the New Testament and articulate how these could be meaningfully applied to their lives.	X	X
7.3 Students will compare and contrast descriptions found in the New Testament to the teachings and practices of modern day prophets.	X	X

8 Skills (Specific) - Outcomes 4.1 (last bullet) and 4.4 are different for the 5-credit course and 3-credit course.	35-3	35-5
8.1 Process Skills - Students will: - make use of study aids to link related thoughts and ideas from the various books of scripture - record and organize thoughts, feelings and opinions in written form (journals) - apply scriptural accounts to one's own life and apply principles therein - make decisions and defend their choice - (5-credit course) explain the application of doctrines and principles based on their mastery of the 25 scripture passages - (3-credit course) distinguish applications of doctrines and principles based on their mastery of 12 scripture passages	X	X
8.2 Communication Skills - Students will: - lead by example in encouraging others to express ideas and feelings. - lead groups in presenting ideas using various forms of media - relate relevant personal experiences and encourage others to do so - develop topics for classroom presentation and lead the discussion	X	X
8.3 Participation Skills - Students will: - interact with others in a variety of group settings - cooperate in acquiring and interpreting information - take alternating leadership roles in directing group decision making	X	X

8.4 (5 credit course) Students will memorize (up to 25) key scriptural passages and be able to explain the doctrines and principles contained in those passages. (3-credit course) Students will memorize up to 12 key scriptural passages and be able to explain the doctrines and principles contained in those passages.	X X
8.5 Students will read regularly in class and at home. Reading of selected portions of the text will be compulsory.	X X
8.6 Students will use computer and other sources of information technology in assignments and projects. This will help reinforce basic research skills needed in these areas.	X X

9 General KNOWLEDGE Outcome 5: Students will demonstrate an understanding of how time and culture enrich the meaning and interpretation of Biblical texts.	35-3 35-5
9.1 Students will identify, interpret and analyze selected doctrines from the New Testament.	X X
9.2 Students will be able to identify and discuss the doctrines and principles found in the New Testament and articulate how these could be meaningfully applied to their lives.	X X
9.3 Students will compare and contrast New Testament texts with other scriptural records, teachings of modern-day prophets, and their own lives - showing relationships with principles and history.	X X
9.4 Students will apply their understanding of New Testament cultures to make inferences about the meaning of the Biblical records.	X X
9.5 Students will apply their understanding of New Testament cultures to make inferences about the meaning of the Biblical records.	X X

	35-3 35-5
10 Attitude (General) - All outcomes apply to both the 5-credit and 3-credit courses. The attitude objectives describe ways of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another, and learning in an atmosphere of free and open inquiry.	
10.1 Students will develop a level of determination to reach their academic potential and commit to live a Christ-like life through service to individuals, their community and their country.	X X
10.2 Students will demonstrate attitudes of respect, tolerance, appreciation, and understanding toward the religions of individuals, groups, and cultures in one's community and in other communities: local, regional, national and global.	X X
10.3 Students will be able to articulate their commitment to fulfill their responsibility to God and their fellowman by serving others.	X X
10.4 Students will determine the value of daily reading and studying of the scriptures.	X X

	35-3 35-5
11 Attitude (Specific) - All outcomes apply to both the 5-credit and 3-credit courses.	
11.1 Students will demonstrate positive attitudes about learning (specifically religion).	X X
11.2 Students will develop a positive and realistic attitude about one's self.	X X
11.3 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 X
11.4 Students will develop an attitude of responsibility towards God and their fellowmen.	X X
11.5 Students will develop a desire to spend time reading the scriptures.	X X

12 General KNOWLEDGE Outcome 6: Students will examine teachings and cultural traditions of three of the major world religions: mainstream Christianity, Judaism, and Islam.	35-3 35-5
12.1 Students will compare and contrast teachings and cultural examples found in the New Testament with those found in major world religions.	X X
12.2 Students will compare and contract the New Testament to present-day issues that stem from differences in culture and religion.	X X
12.3 Students will identify, interpret and analyze selected doctrines from the New Testament.	X X
12.4 Students will be able to identify and discuss the doctrines and principles found in the New Testament and articulate how these could be meaningfully applied to their lives.	X X

13 General KNOWLEDGE Outcome 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 New Testament.	35-3 35-5
13.1 Students will identify, interpret and analyze selected doctrines from the New Testament.	X X
13.2 Students will be able to identify and discuss the doctrines and principles found in the New Testament and articulate how these could be meaningfully applied to their lives.	X X
13.3 Students will compare and contrast teachings and cultural examples found in the New Testament with those found in other world religions.	X X
13.4 Students will compare and contrast descriptions found in the New Testament to the teachings and practices of modern day prophets.	X X

14 General SKILLS Outcome 1: 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 35-5

14.1 Use a variety of study aids to assist in linking related thoughts and ideas from the various books of scripture	X X
14.2 Students will record and organize their thoughts, feelings and opinions in written form (journals).	X X
14.3 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 X
14.4 Students will make decisions and defend their choices, explaining application of doctrines and principles based on their mastery of scripture passages.	X X
14.5 Students will memorize key scriptural passages and be able to explain the doctrines and principles contained in or related to each passage.	X X

15 General SKILLS Outcome 2: 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 35-5
15.1 Work collaboratively with others, encouraging them to express ideas and feelings and respecting the opinions and feelings of all group members.	X X
15.2 Students will represent their ideas and understanding using various forms of media.	X X
15.3 Students will relate relevant personal experiences and encourage others to do so.	X X
15.4 Students will collaboratively develop topics for classroom presentation and lead the discussion.	X X
15.5 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 X
15.6 Students will use computer and other sources of information technology in assignments and projects. This will help reinforce basic research skills needed in these areas.	X X

16 General SKILLS Outcome 3: 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	35-5
16.1 Use a variety of study aids to assist in linking related thoughts and ideas from the various books of scripture	X	X
16.2 Students will record and organize their thoughts, feelings and opinions in written form (journals).	X	X
16.3 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	X
16.4 Students will make decisions and defend their choices, explaining application of doctrines and principles based on their mastery of scripture passages	X	X
16.5 Students will demonstrate research and memory skills through the completion of various assignments and projects.	X	X
16.6 Students will read regularly in class and at home. Reading of selected portions of the text will be compulsory.	X	X

17 General ATTITUDE Outcome 1: 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	35-5
17.1 Students will develop a positive and realistic attitude about one's self.	X	X
17.2 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	X
17.3 Students will develop an attitude of responsibility towards God and their fellowmen.	X	X

18 General ATTITUDE Outcome 2: Students will demonstrate attitudes of respect, tolerance, appreciation, and understanding toward the rights of others to their own religious affiliation.	35-3 35-5
18.1 Students will develop a positive and realistic attitude about one's self.	X X
18.2 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 X
18.3 Students will develop an attitude of responsibility towards God and their fellowmen.	X X

19 General ATTITUDE Outcome 3: Students will describe personal benefits of regular reading and studying of scripture.	35-3 35-5
19.1 Students will demonstrate positive attitudes about learning (specifically religion).	X X
19.2 Students will develop an attitude of responsibility towards God and their fellowmen.	X X
19.3 Students will demonstrate a personal desire to spend time reading the scriptures through regular entries in their journal and reading log.	X X

Facilities or Equipment

Facility

Where/if the course is taught at an off-campus location (ie. Church building) the facility will be a classroom style room with tables and chairs or desks.

Facilities:
 Humanities classroom

Equipment

The course will be taught in a classroom and as such no special facilities or teaching equipment will be required.
The course will use the King James Version of the New Testament (NT only)
The course will use the King James Version of the Old Testament (OT only)
The course will use the Doctrine and Covenants (DC only)
The course will use the Book of Mormon: another Testament of Jesus Christ (BM only)

Learning and Teaching Resources

The following list of learning resources has been approved for use by the school auth

· The Church of Jesus Christ of Latter-day Saints has a very large curriculum depa that creates and develops instructional supplies for use by both the teachers and stu These will be accessed as needed.

· The primary resources to be used in teaching Religious Studies NT35: The New Testament are as follows:

· The King James Version of the Holy Bible (Old and New Testaments)

· New Testament – Teacher Resource Manual

· New Testament – Student Study Guide

· Supplementary Resources may include:

· The Book of Mormon

· The Doctrine and Covenants

· The Pearl of Great Price

· New Testament Media Guide

· New Testament Media (24 VCR/DVD short video presentations) and CD Sour

· *Religions of the World Component*

· The teacher will use materials, from reliable digital/online sources, to provide t "authentic voice" of authors representing each particular religion.

Sensitive or Controversial Content

·It will be made clear in the course outline that eighty percent of the material covered in class will be taught using LDS materials and theology while the remaining twenty percent will be based on other major world religions. Regardless of the topic, there will be strict adherence to the promotion of understanding and respect for individuals and minority group differences. Critical thinking will always be encouraged.

·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 the instruction.

·It will be mandatory that each student have a signed permission slip on file at the school before signing up for the course.

·It is important that the terms "Diversity, Tolerance, and Religious Perspective," be well-defined for each student.

·It should be recognized that "Diversity" is a characteristic of this world, Canada, Southern Alberta and Horizon School Division, to the point that there are many widely-differing faith groups and differences even within each faith group. This should not be identified as a strength nor a weakness, but simply a fact which must be taken into consideration. It is not assumed that each student enrolled in this course will have the same view point. Instead, each person should be treated with care and respect by all others.

·More than 20% of this course will cover worldviews and major religions, showing the diversity in our world. Therefore, it could be recognized that "Tolerance" means that even though many people have prejudices, they should identify differences more humbly and accurately and choose to show consideration and respect for one another in spite of those differences. Without identifying the differences, there would be no need for tolerance and participants in class will be only encouraged to discuss differences if it is with a view toward more peaceful interaction (for example, it can be discussed that if a student was travelling to India, that care must be taken for the visitor to not harm or show disrespect to cattle. Then to share the reason for this is in Hindu culture, cattle are treasured and some are considered sacred). It should also be recognized that in this course, class participants will be expected to display tolerance to one another and that courtesy and respect of tolerance can be effectively shown for the perspective of spirituality.

·Horizon School Division has reviewed the course content and found that it meets Alberta Education's Recognizing Diversity and Promoting Respect Expectations. The course promotes understanding and respect for individual and minority group differences.

Issue Management Strategy

Health and Safety

Where/If the course is taught at an off-campus location (ie. Church building) the Off-Campus Manual will be followed (conduct a risk/hazard assessment of the site) to ensure the health and safety of everyone involved. This is not applicable if the course is taught on-campus.

Risk Management Strategy

Statement of Overlap with Existing Programs

The content of the "Religious Studies NT35: 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. This is a locally developed faith-based religious studies course to satisfy the needs of communities with significant LDS populations in Southern Alberta.

Student Assessment

· With regard to evaluation, 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.

· Evaluation 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 improve learning. Ongoing formative assessment will help the teacher to determine how well students are achieving course objectives and will support planning for specific learning experiences.

· Evaluation should assess the degree of overall success in meeting learning expectations in the program including knowledge, skill and attitude objectives. Knowledge and skill objectives will comprise the majority weighting for student evaluation to calculate grades.

· Assessment of attitude objectives will be limited in grade calculation. Contained in the supported teacher resource materials for **Religious Students NT35: The New Testament** are suggested methods and assessment instruments to assist with student evaluation. The teacher will be conscious of the need to assure a sufficient level of rigor for all students, dependent upon age and ability.

·

Basic expectations may include, but are not limited to the following:

1. Tests & Quizzes

2. Assignments and Projects

3. Portfolio or Journal containing a reflective Reading LogAssignments and assessment instruments will be such that the depth of work and thought expected, as reflected in their specific course outcomes and will be measured according to fair grade-specific rubrics co-created with students.

Course Approval Implementation and Evaluation

Each respective school principal is responsible for the supervision of teachers and those involved in the delivery of religious studies instruction. The monitoring of student attendance and academic program including regular class visits is the responsibility of the principal as well.

All attendance and achievement data is entered into our Student Information System-PowerSchool.

Course Outlines are submitted each year to the principal according to Policy HGAB

LOCALLY DEVELOPED COURSE OUTLINE

Stained Glass (Advanced Technique
Stained Glass (Advanced Technique
Stained Glass (Advanced Technique
Stained Glass (Advanced Technique

Submitted By:

The Horizon School Division

Submitted On:

Dec. 15, 2017

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	12/15/2017	08/31/2021	Acquired	Authorization	G10 G11 G12
25-3	62.50	12/15/2017	08/31/2021	Acquired	Authorization	G10 G11 G12
25-5	125.00	12/15/2017	08/31/2021	Acquired	Authorization	G10 G11 G12
35-5	125.00	12/15/2017	08/31/2021	Acquired	Authorization	G10 G11 G12

Course Description

Stained Glass (Advanced Techniques), has been developed to teach key aspects of functional design in glass. These courses will give students the opportunity to express themselves by exploring the use of glass as a design media. In this age of machine production, the students will learn to appreciate the skill, knowledge and patience required to create a quality hand-made project.

There is no pre-requistite for 15-3.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

Throughout time, stained glass has served an important role in the recording of historical events. For centuries, the mysteries of this art form have been reserved for a very select few. Only with innovations in the last century has stained glass become a more common medium for many artists.

Stained Glass provides an environment for the collaboration of ideas and solutions to problems of design and creativity. This is a course in traditional craftsmanship, allowing the student to become knowledgeable about an age-old art form through practice, persistence and focus. The students will use critical thinking skills to solve problems inherent with the creative expression in glass.

Student Need (formerly: Rationale)

Observations show that some students will choose Stained glass over other art forms. Stained Glass provides an opportunity for students who may otherwise be hesitant to enroll in an art course to explore their own creativity. For students deeply interested in the arts, it also provides opportunity for depth of study. There are no existing provincial courses that create the context for studying a single medium such as stained glass. The opportunity to study this medium to this depth and over multiple years allows students a depth and breadth that is not available in provincial programs of studies.

Scope and Sequence (formerly: Learner Outcomes)

General Program Outline

    The general outcomes span all course levels. Course 15 25 35 as a fine arts curriculum is spiral in nature. The detailed and specific demands required of students increase at each grade level. Prior knowledge is required to be connected as new skills are introduced and applied.

    Students working through successive levels of fine arts courses will find the material becomes more challenging, requiring higher thought processes and leading to complete understanding. Where a specific learner outcome spans all levels, students are expected to show an increase in a refinement of skills to demonstrate the outcome.

    General and specific outcomes can be achieved and assessed concurrently rather than sequentially.

• Stained glass construction techniques

• Stained glass studio management

• Stained glass history

• Idea / concept

• Critiques

Overarching Goals for Stained Glass (Advanced Techniques) 15

1. Students will acquire necessary skills and processes.

2. Students will aquire an appreciation for professional studio maintenance.

3. Students will acquire necessary construction techniques and processes.

4. The history component of stained glass will not be taught in isolation. Rather, students will deepen their appreciation for the medium by studying its development.

5. Students will develop the ability to discuss the medium.

6. Students will relate their technical knowledge to design principles.

Competency Connections

In parentheses at the end of each outcome are the related competency connections to the Ministerial Order on Student Learning. https://education.alberta.ca/policies-and-standards/student-learning/everyone/documents/

The abbreviations are as follows:

· L: Literacy

· N: Numeracy

· CT: Critical Thinking, Problem-Solving and Decision Making

· LL: Lifelong Learning, Personal Management and Well-Being

· CI: Creativity and Innovation

· CL: Collaboration and Leadership

· C: Communication

· DL: Digital and Technological Fluency

· S: Social, Global, Cultural & Environmental Responsibility

Guiding Questions (formerly: General Outcome

1 Construction Techniques 15a

Students will demonstrate knowledge of methods, materials, teminology and techniques unique to glass. (N, CT, CI, S, LL)

2 Studio Management 15a (Ethical Citizen)

Students will develop the ability to maintain a safe studio environment. (CL, S, L

3 Studio Management 15a (Ethical Citizen)

Students will develop the ability to maintain a safe studio environment. (CL, S, L

4 Studio Management 15b

Students will develop safety procedures necessary to maintain a safe studio environment. (S, LL, CL)

5 Studio Management 15b

Students will develop safety procedures necessary to maintain a safe studio environment. (S, LL, CL)

6 History of Stained Glass 15a

Students will examine the tradition of stained glass design throughout history. (C S, LL, CT, C)

7 History of Stained Glass 15a

Students will examine the tradition of stained glass design throughout history. (C S, LL, CT, C)

8 Critiques 15a

Students will learn to analyze stained glass works including their own. (CT, CI, C LL, L)

9 Critiques 15a

Students will learn to analyze stained glass works including their own. (CT, CI, C LL, L)

10 Idea/Concept 15a

Students will understand the connections between form, function and limitations (CI, N, LL, CT, C)

11 Idea/Concept 15a

Students will understand the connections between form, function and limitations (CI, N, LL, CT, C)

12 Construction Techniques 25a

Students will explore glass and concrete. (CI, CT, LL, N, S)

13 Construction Techniques 25a

Students will explore glass and concrete. (CI, CT, LL, N, S)

14 Construction Techniques 25b

Students will explore bonding glass. (CI, CT, LL, N, S)

15 Construction Techniques 25b

Students will explore bonding glass. (CI, CT, LL, N, S)

16 Construction Techniques 25c

Students will explore surface treatments of glass. (CT, CI, N, LL)

17 Construction Techniques 25c

Students will explore surface treatments of glass. (CT, CI, N, LL)

18 Construction Techniques 25d

Students will combine techniques previously studied. (DT, N, LL, CT, CI)

19 Construction Techniques 25d

Students will combine techniques previously studied. (DT, N, LL, CT, CI)

20 Studio Management 25a

Students will become more proficient in the operations and the maintenance of t
stained glass studio. (CL, N, LL, S, CT)

21 Studio Management 25a

Students will become more proficient in the operations and the maintenance of t
stained glass studio. (CL, N, LL, S, CT)

22 History of Stained Glass 25a (Engaged Thinkers)

Students will follow the historical roots of the stained glass industry. (C, S, DT, C
C, LL)

23 History of Stained Glass 25a (Engaged Thinkers)

Students will follow the historical roots of the stained glass industry. (C, S, DT, C, C, LL)

24 Critiques 25a

Students will analyze their own work and that of peers. (CT, C, CL)

25 Critiques 25a

Students will analyze their own work and that of peers. (CT, C, CL)

26 Idea/Concept 25a (Engaged Thinkers)

Students will observe how ideas are developed from culture, nature, ideology and technology. (CT, CI, LL, DT, N, CL)

27 Idea/Concept 25a (Engaged Thinkers)

Students will observe how ideas are developed from culture, nature, ideology and technology. (CT, CI, LL, DT, N, CL)

28 Construction Techniques 35a (Engaged Thinkers)

Students will learn to manipulate glass to create a desired effect. (CT, CI, N, LL)

29 Construction Techniques 35a (Engaged Thinkers)

Students will learn to manipulate glass to create a desired effect. (CT, CI, N, LL)

30 Studio Management 35a

Students will demonstrate ability in the operations and maintenance of the stained glass studio. (LL, CL, S, N)

31 Studio Management 35a

Students will demonstrate ability in the operations and maintenance of the stained glass studio. (LL, CL, S, N)

32 History of Stained Glass 35a

Students will understand major historical influences on the stained glass industry. (DT, LL, C, L)

33 History of Stained Glass 35a

Students will understand major historical influences on the stained glass industry. (DT, LL, C, L)

34 Critques 35a

Students will learn to analyze stained glass works including their own. (CT, C, D, LL, CL, C)

35   Critques 35a

Students will learn to analyze stained glass works including their own. (CT, C, D
LL, CL, C)

36   Ideas/Concepts 35a

Students will understand how ideas are developed from culture, nature, ideology
and technology. (CT, CL, N, CI, C, LL, DT)

37   Ideas/Concepts 35a

Students will understand how ideas are developed from culture, nature, ideology
and technology. (CT, CL, N, CI, C, LL, DT)

Learning Outcomes (formerly: Specific Outcomes)

1 Construction Techniques 15a	15-3 25-3 25-5 35-5
1.1 Students will cut and assemble glass projects using the copper foil (Tiffany) technique (i.e. foiled suncatchers). (CI, LL, CT)	X
1.2 Students will cut and assemble a 3-dimensional glass project (i.e. lampshades, candleholders, jewelry boxes, kaleidoscopes). (CI, CT, LL, N)	X
1.3 Students will cut and assemble a glass project using lead came (leaded suncatchers). (CI, S, CT, LL)	X
1.4 Students will demonstrate an increase in quality of work and efficient use of materials. (CI, LL, CT, S)	X

2 Studio Management 15a (Ethical Citizen)	15-3 25-3 25-5 35-5
2.1 Students will learn the organization and procedures of the studio (i.e. glass storage, project storage, tool use and storage). (CL, LL, S)	X
2.2 Students will understand and participate in the maintenance of tools and equipment (i.e. clean grinders, clean soldering irons, consistent use of personal safety equipment). (CL, LL)	X
2.3 Students will demonstrate respect for materials, supplies and products of the studio (i.e. minimize material waste, maintain a clean workspace, demonstrate respect for own and others' work). (CL, LL, S)	X

3 Studio Management 15a (Ethical Citizen)	15-3 25-3 25-5 35-5
3.1 Students will learn the organization and procedures of the studio (i.e. glass storage, project storage, tool use and storage). (CL, LL, S)	

	15-3 25-3 25-5 35-5
3.2 Students will understand and participate in the maintenance of tools and equipment (i.e. clean grinders, clean soldering irons, consistent use of personal safety equipment). (CL, LL)	
3.3 Students will demonstrate respect for materials, supplies and products of the studio (i.e. minimize material waste, maintain a clean workspace, demonstrate respect for own and others' work). (CL, LL, S)	

4 Studio Management 15b	15-3 25-3 25-5 35-5
4.1 Students will learn the importance of maintaining a safe studio environment (i.e. WHMIS, safe use of tools and equipment, proper glass handling techniques, safety protocols for cutting, grinding and soldering). (CL, LL, S)	

5 Studio Management 15b	15-3 25-3 25-5 35-5
5.1 Students will learn the importance of maintaining a safe studio environment (i.e. WHMIS, safe use of tools and equipment, proper glass handling techniques, safety protocols for cutting, grinding and soldering). (CL, LL, S)	X

6 History of Stained Glass 15a	15-3 25-3 25-5 35-5
6.1 Students will study the influence of the following on stained glass design: culture, nature, ideology, technology (i.e. John LaFarge, Louis Comfort Tiffany, influence of new technology). (C, S, LL, DT, L)	
6.2 Students will study the evolution of the glass making process (i.e. materials, hand rolled, consistency, continuous melting furnaces). (LL, L)	
6.3 Students will be able to identify different types of glass (i.e. cathedral, opalescent, different textures). (CT, LL)	

7 History of Stained Glass 15a	15-3 25-3 25-5 35-5

7.1 Students will study the influence of the following on stained glass design: culture, nature, ideology, technology (i.e. John LaFarge, Louis Comfort Tiffany, influence of new technology). (C, S, LL, DT, L)	X
7.2 Students will study the evolution of the glass making process (i.e. materials, hand rolled, consistency, continuous melting furnaces). (LL, L)	X
7.3 Students will be able to identify different types of glass (i.e. cathedral, opalescent, different textures). (CT, LL)	X

8 Critiques 15a	15-3 25-3 25-5 35-5
8.1 Students will analyze and integrate the vocabulary of art and stained glass (i.e. Feldman's four step model of critical analysis: description, analysis, interpretation, judgment; teacher models method; teacher/student conference; teacher-initiated informal group critique; teacher-initiated discussion of student work; oral or written critiques on personal work). (CI, CT, C, LL, L)	X

9 Critiques 15a	15-3 25-3 25-5 35-5
9.1 Students will analyze and integrate the vocabulary of art and stained glass (i.e. Feldman's four step model of critical analysis: description, analysis, interpretation, judgment; teacher models method; teacher/student conference; teacher-initiated informal group critique; teacher-initiated discussion of student work; oral or written critiques on personal work). (CI, CT, C, LL, L)	

10 Idea/Concept 15a	15-3 25-3 25-5 35-5
10.1 Students will consider function to create an appropriate form (i.e. lampshades, jewelry boxes, simple/complex suncatchers). (CI, N, LL, CT)	
10.2 Students will understand and appreciate material limitations on stained glass design (i.e. unrealistic inside curves). (CL, CT, LL)	

10.3 Students will understand the concepts of "light" and "colour" in the environment around them (i.e. nature studies). (CL, CT, C, LL)	
10.4 Students will demonstrate an appreciation of colour harmony (i.e. colour relationships.) (CI, CT, C, LL)	

11 Idea/Concept 15a	15-3 25-3 25-5 35-5
11.1 Students will consider function to create an appropriate form (i.e. lampshades, jewelry boxes, simple/complex suncatchers). (CI, N, LL, CT)	X
11.2 Students will understand and appreciate material limitations on stained glass design (i.e. unrealistic inside curves). (CL, CT, LL)	X
11.3 Students will understand the concepts of "light" and "colour" in the environment around them (i.e. nature studies). (CL, CT, C, LL)	X
11.4 Students will demonstrate an appreciation of colour harmony (i.e. colour relationships.) (CI, CT, C, LL)	X

12 Construction Techniques 25a	15-3 25-3 25-5 35-5
12.1 Students will understand some characteristics of concrete (i.e. reinforcement, mixing ratios, curing time, finishing, strength). CT, LL, N)	
12.2 Students will create a piece of artwork that contains concrete and glass inlay (i.e. bonded topping mix, regular concrete, reinforcement, molds). (CT, CI, LL, N, S)	

13 Construction Techniques 25a	15-3 25-3 25-5 35-5
13.1 Students will understand some characteristics of concrete (i.e. reinforcement, mixing ratios, curing time, finishing, strength). CT, LL, N)	X X
13.2 Students will create a piece of artwork that contains concrete and glass inlay (i.e. bonded topping mix, regular concrete, reinforcement, molds). (CT, CI, LL, N, S)	X X

14 Construction Techniques 25b	15-3 25-3 25-5 35-5
14.1 Students will design and construct a glass mosaic project (i.e. mosaic cutters, base glass, adhesives, sealant, grout). (CT, CI, LL, N)	X X
14.2 Students will experiment with glass mosaic technique (i.e. opalescent/cathedral glass for effect, complexity of projects, colour). (CI, CT, LL, N)	X X

15 Construction Techniques 25b	15-3 25-3 25-5 35-5
15.1 Students will design and construct a glass mosaic project (i.e. mosaic cutters, base glass, adhesives, sealant, grout). (CT, CI, LL, N)	
15.2 Students will experiment with glass mosaic technique (i.e. opalescent/cathedral glass for effect, complexity of projects, colour). (CI, CT, LL, N)	

16 Construction Techniques 25c	15-3 25-3 25-5 35-5
16.1 Students will conduct glass etching on clear glass and mirror (i.e. resist, reverse blast, positive blast, pattern transfer). (CI, CT, DT, LL, N)	

17 Construction Techniques 25c	15-3 25-3 25-5 35-5
17.1 Students will conduct glass etching on clear glass and mirror (i.e. resist, reverse blast, positive blast, pattern transfer). (CI, CT, DT, LL, N)	X X

18 Construction Techniques 25d	15-3 25-3 25-5 35-5
18.1 Students will design and assemble a major foil or major lead project (i.e. colour, opacity, cut lines, structure, design considersations, pattern transfer methods, use of surface treatments to enhance project). (CI, CT, DT, N, LL)	X X

19 Construction Techniques 25d	15-3 25-3 25-5 35-5

19.1 Students will design and assemble a major foil or major lead project (i.e. colour, opacity, cut lines, structure, design considersations, pattern transfer methods, use of surface treatments to enhance project). (CI, CT, DT, N, LL)	

20 Studio Management 25a	15-3 25-3 25-5 35-5
20.1 Students will participate in the organization and procedures of the studio (i.e. project storage, mixing of grout, mixing of concrete, preparation of molds, proper use of sandblaster, proper use of air compressor). (CL, CT, LL, N, S)	
20.2 Students will participate in the maintenance of tools and equipment (i.e. cleaning and storage of equipment). (CL, LL, S)	
20.3 Students will participate in the maintenance of a safe studio environment (i.e. safe use of tools and equipment, proper use and storage of chemicals). (CL, S, LL)	
20.4 Students will organize and clean the workspace materials and supplies of the studio (i.e. maintain a clean workspace, minimize material waste, demonstrate respect for own and others' work). (CL, LL, S)	

21 Studio Management 25a	15-3 25-3 25-5 35-5
21.1 Students will participate in the organization and procedures of the studio (i.e. project storage, mixing of grout, mixing of concrete, preparation of molds, proper use of sandblaster, proper use of air compressor). (CL, CT, LL, N, S)	X X
21.2 Students will participate in the maintenance of tools and equipment (i.e. cleaning and storage of equipment). (CL, LL, S)	X X
21.3 Students will participate in the maintenance of a safe studio environment (i.e. safe use of tools and equipment, proper use and storage of chemicals). (CL, S, LL)	X X
21.4 Students will organize and clean the workspace materials and supplies of the studio (i.e. maintain a clean workspace, minimize material waste, demonstrate respect for own and others' work). (CL, LL, S)	X X

22 History of Stained Glass 25a (Engaged Thinkers)	15-3 25-3 25-5 35-5

22.1 Students will research the significance of some major historical events of stained glass (i.e. recording of historical events, aspects of religious stained glass). (C, S, DT, LL, L)	X X
22.2 Students will research the history of glass mosaics (i.e. tessera, tessalations, limitation of painting, Greece, Egypt, Rome, Byzantine Empire). (CN, LL, L)	X X
22.3 Students will research the history of glass etching (i.e. acid etching, sandblasting, Vincenzo D'Angelo). (C, LL, L)	X X

23 History of Stained Glass 25a (Engaged Thinkers)	**15-3 25-3 25-5 35-5**
23.1 Students will research the significance of some major historical events of stained glass (i.e. recording of historical events, aspects of religious stained glass). (C, S, DT, LL, L)	
23.2 Students will research the history of glass mosaics (i.e. tessera, tessalations, limitation of painting, Greece, Egypt, Rome, Byzantine Empire). (CN, LL, L)	
23.3 Students will research the history of glass etching (i.e. acid etching, sandblasting, Vincenzo D'Angelo). (C, LL, L)	

24 Critiques 25a	**15-3 25-3 25-5 35-5**
24.1 Students will critique art work integrating the vocabulary of art and stained glass (i.e. fit and finish, personal reflection, Feldman's method, quality of workmanship, written or oral critique on personal work, teacher-initiated formal group critique). (CT, CL, C)	

25 Critiques 25a	**15-3 25-3 25-5 35-5**
25.1 Students will critique art work integrating the vocabulary of art and stained glass (i.e. fit and finish, personal reflection, Feldman's method, quality of workmanship, written or oral critique on personal work, teacher-initiated formal group critique). (CT, CL, C)	X X

26 Idea/Concept 25a (Engaged Thinkers)	**15-3 25-3 25-5 35-5**

	15-3	25-3	25-5	35-5
26.1 Students will explore expression of ideas through different structures (i.e. stepping stones, glass mosaics, grout lines). (CT, CI, CL, LL)	X	X		
26.2 Students will experiment with affecting change to the surface of the glass (i.e. etching, student-designed projects). (CT, CI, LL, CT, N)	X	X		

27 Idea/Concept 25a (Engaged Thinkers)	15-3	25-3	25-5	35-5
27.1 Students will explore expression of ideas through different structures (i.e. stepping stones, glass mosaics, grout lines). (CT, CI, CL, LL)				
27.2 Students will experiment with affecting change to the surface of the glass (i.e. etching, student-designed projects). (CT, CI, LL, CT, N)				

28 Construction Techniques 35a (Engaged Thinkers)	15-3	25-3	25-5	35-5
28.1 Students will study traditional glass painting techniques (i.e. binder, vehicle, matting, shading, substrate, blenders, tracing lines). (CI, CT, LL, N)			X	
28.2 Students will explore the techniques of slumping glass (i.e. assembly, kiln wash, use of molds). (CI, CT, DT, LL, N)			X	
28.3 Students will use techniques of fusing glass (i.e. kiln operation, coefficient of expansion, time/temperature curves). (CT, CI, DT, LL, N)			X	
28.4 Students will learn the steps involved in vitri-fusaille (i.e. introduction of color to traditional painting). (LL, CL, CI, CT, N)			X	
28.5 Students will design and assemble a major project (lead or foil) including previously learned techniques (i.e. fusing, etching, painting). (CI, CT, CL, DT, LL, N, C)			X	

29 Construction Techniques 35a (Engaged Thinkers)	15-3	25-3	25-5	35-5
29.1 Students will study traditional glass painting techniques (i.e. binder, vehicle, matting, shading, substrate, blenders, tracing lines). (CI, CT, LL, N)				

29.2 Students will explore the techniques of slumping glass (i.e. assembly, kiln wash, use of molds). (CI, CT, DT, LL, N)	
29.3 Students will use techniques of fusing glass (i.e. kiln operation, coefficient of expansion, time/temperature curves). (CT, CI, DT, LL, N)	
29.4 Students will learn the steps involved in vitri-fusaille (i.e. introduction of color to traditional painting). (LL, CL, CI, CT, N)	
29.5 Students will design and assemble a major project (lead or foil) including previously learned techniques (i.e. fusing, etching, painting). (CI, CT, CL, DT, LL, N, C)	

30 Studio Management 35a	15-3 25-3 25-5 35-5
30.1 Students will help manage the studio (i.e. project storage, preparation of molds, mixing of vitreous paint, loading the kiln). (CL, LL, S, N)	
30.2 Students will help mantain tools and equipment (i.e. cleaning and storage of equipment). (LL, CL, S)	
30.3 Students will assure a safe studio environment (i.e. safe use of equipment/tools, maintain a clean workspace, proper use and storage of chemicals). (CL, LL, S)	

31 Studio Management 35a	15-3 25-3 25-5 35-5
31.1 Students will help manage the studio (i.e. project storage, preparation of molds, mixing of vitreous paint, loading the kiln). (CL, LL, S, N)	X
31.2 Students will help mantain tools and equipment (i.e. cleaning and storage of equipment). (LL, CL, S)	X
31.3 Students will assure a safe studio environment (i.e. safe use of equipment/tools, maintain a clean workspace, proper use and storage of chemicals). (CL, LL, S)	X

32 History of Stained Glass 35a	15-3 25-3 25-5 35-5
32.1 Students will research the evolution of traditional painting on glass (i.e. vitri-fusaille, master, apprentice, introduction of color). (CL, LL, DT, L)	X

32.2 Students will research the contributions of master glass painters (i.e. Peter McGrain, Albinus Elskus, Richard Mallard). (DT, LL, C, L)	X
32.3 Students will research the influence technology has had on the stained glass industry (i.e. fusing glass, electric gas kiln, COE technology). (DT, L, C)	X

33 History of Stained Glass 35a	15-3 25-3 25-5 35-5
33.1 Students will research the evolution of traditional painting on glass (i.e. vitri-fusaille, master, apprentice, introduction of color). (CL, LL, DT, L)	
33.2 Students will research the contributions of master glass painters (i.e. Peter McGrain, Albinus Elskus, Richard Mallard). (DT, LL, C, L)	
33.3 Students will research the influence technology has had on the stained glass industry (i.e. fusing glass, electric gas kiln, COE technology). (DT, L, C)	

34 Critques 35a	15-3 25-3 25-5 35-5
34.1 Students will analyze in various ways (i.e. formal critiques, written reflection, informal group discussion, written critique of personal work, group discussion of work from outside the classroom). (CT, C, DT, LL, CL)	
34.2 Students will assemble an electronic portfolio of their own work. (DT, C)	

35 Critques 35a	15-3 25-3 25-5 35-5
35.1 Students will analyze in various ways (i.e. formal critiques, written reflection, informal group discussion, written critique of personal work, group discussion of work from outside the classroom). (CT, C, DT, LL, CL)	X
35.2 Students will assemble an electronic portfolio of their own work. (DT, C)	X

36 Ideas/Concepts 35a	15-3 25-3 25-5 35-5

36.1 Students will solve problems of expression by using surface treatments (i.e. traditional glass painting). (CT, CI, LL, CL, C, DT, N)	X
36.2 Students will solve problems of expression by affecting physical changes to the class (i.e. fusing). (CT, CI, DT, LL, N)	X
36.3 Students will explore the expression of ideas by manipulating warm glass (i.e. slumping). (LL, CT, CI, DT, N)	X

37 Ideas/Concepts 35a	**15-3 25-3 25-5 35-5**
37.1 Students will solve problems of expression by using surface treatments (i.e. traditional glass painting). (CT, CI, LL, CL, C, DT, N)	
37.2 Students will solve problems of expression by affecting physical changes to the class (i.e. fusing). (CT, CI, DT, LL, N)	
37.3 Students will explore the expression of ideas by manipulating warm glass (i.e. slumping). (LL, CT, CI, DT, N)	

Facilities or Equipment

Facility

A stained glass studio or special accommodations within a regular classroom environment with the equipment listed below is required.

Facilities:

Equipment

The stained glass studio should be equipped with:

• glass cutters, glass grinders, soldering irons with stands;

• adequate space for storage of projects, glass and lead came;

• sandblasting cabinet with air compressor and dust collection system;

• electric glass kiln;

• light table;

• adequate space for students to work.

Learning and Teaching Resources

The List of Learning Resources and Assessment Tools as suggested in the course v
used as available and appropriate. In addition, teachers may supplement with additic
resources and assessment tools to meet the course intent and learner outcomes.

Print Resources for Stained Glass (Advanced Techniques) 15

Introduction to Stained Glass

Randy & Judy Wardell

1985.

Video Resources for Stained Glass (Advanced Techniques) 15

The Continuous Ribbon

Spectrum Glass Company

Art Glass Construction, Vicki Payne

Cutters Productions

Art of Cutting, Vicki Payne

Cutters Productions

Sensitive or Controversial Content

There are no sensitive or controversial issues anticipated through the course content.

Issue Management Strategy

Health and Safety

Equipment training and procedures are explicitly taught and modeled by the teacher. Supervision of students is necessary to ensure safe use of equipment. Project and content selections will be made by the teacher with consideration for the students, school and the community context.

Risk Management Strategy

Statement of Overlap with Existing Programs

The content and learner outcomes in this course are unique in allowing students to go into a depth of artistic expression via a single medium in a way that is not available in another Program of Studies.

Student Assessment

Course Approval Implementation and Evaluation

Understanding Video Games15-5

Submitted By:

The Horizon School Division

Submitted On:

May. 15, 2020

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-5	125.00	09/01/2020	08/31/2021	Acquired	Authorization	G10 G11 G12

Course Description

Video games are a globally entrenched entertainment medium that entertains, informs, educates, and challenges us. These games are influenced and defined by our modern culture. In this course students will begin to develop an understanding about the mechanics of video games, multiple theories of game development, and the social and cultural aspects of games. Students will learn how to study video games in order to engage in informed discussions about them.

Major topics include:
- ·Differentiating between games and play
- ·Emergent and progressive gameplay
- ·Game mechanics
- ·Story and games
- ·Interpreting games
- ·Gaming culture
- ·Violence and games
- ·Gender and games
- ·Race and games

Please note, some of the content discussed in the course, including but not limited to, representations of violence, gender, and race in video games, are serious topics that are better addressed if students display an appropriate level of maturity.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

Video games are a globally entrenched entertainment medium that entertains, informs, educates, and challenges us. These games are influenced and defined by our modern culture. Given the relevance of video games in our students' lives, this course will expose students to the interdisciplinary nature of the video game industry, including the multitude of employment opportunities available within this fast-growing field. Students will learn how to critically study games and engage in informed discussions about them, which are transferable skills when students approach other topics or subjects in school and are useful skills they can apply to other jobs and career outside of school. Ultimately, this course is about understanding the literacy of video games and the social and cultural impacts of this field. The cross-curricular competencies that students will develop throughout the course include:

· Thinking critically □ students will learn to conceptualize, apply, analyze, synthesize, and evaluate knowledge as it pertains to video games.

·

Managing information □ students will access, interpret, evaluate, and use information in a variety of ways and through a variety of media to analyze video games as objects and as a culture.

·

Innovation and creation of opportunities □ students will explore video games in a comprehensive and multidisciplinary way so as to enable them to identify and explore new and innovative ways of addressing challenges within the video game industry. They will learn to develop entrepreneurial skills by exploring the video game industry in a comprehensive way.

Student Need (formerly: Rationale)

Although many students play video games, this course takes something students are interested in and leverages this in order to educate them about how to critically analyze something in an interdisciplinary way. There are video game clubs in schools and students have expressed a desire to talk about video games in their classes. This course approaches video games from a multitude of disciplines, including computer science, social studies, language arts, and visual arts. The multidisciplinary nature of this course will expose students to the collaborative work that exists in this and many other industries, as well as post-secondary opportunities.

Scope and Sequence (formerly: Learner Outcomes)

Essential Understandings
  ·Game mechanics includes terminology and criteria - developed by experts in the field and by students - which allows for the evaluation of games from multiple perspectives.
  ·Video games are developed through interdisciplinary collaboration and use a variety of storytelling methods and theoretical frameworks.
  ·Video games are a globally entrenched medium that are influenced and defined by modern culture.

Guiding Questions (formerly: General Outcomes

1 How can 'games' be differentiated from 'play'?

2 How can 'rules' shape emergence and progression in games to promote creativity and freedom?

3 How can narrative and interpretative frameworks be used to analyze video games?How can narrative and interpretative frameworks be used to analyze video games?

4 : How can different choices provided to players in video games, including consequences, rewards, purpose, and social and cultural situations, be used to explore the culture of gaming?

5 How are video games used to motivate, persuade, and educate?

Learning Outcomes (formerly: Specific Outcomes)

1 How can 'games' be differentiated from 'play'?	15-5
1.1 Define characteristics of game and play.	X
1.2 Develop criteria to place games along a spectrum of structured or unstructured.	X
1.3 Identify a set of core requirements of games.	X

2 How can 'rules' shape emergence and progression in games to promote creativity and freedom?	15-5
2.1 Define game taxonomy.	X
2.2 Define 'rules' in video games.	X
2.3 Generate criteria to judge how different rules impacts gameplay.	X

3 How can narrative and interpretative frameworks be used to analyze video games?How can narrative and interpretative frameworks be used to analyze video games?	15-5
3.1 Analyze the role narrative and narrative components have in video games.	X
3.2 Analyze games using different interpretive frameworks.	X
3.3 Evaluate a series of games, using different gaming concepts, to determine how games impact people differently.	X

4 : How can different choices provided to players in video games, including consequences, rewards, purpose, and social and cultural situations, be used to explore the culture of gaming?	15-5
4.1 Identify how representations of violence, gender, and race influence perceptions of who can/should/does play video games.	X

4.2 Develop criteria to evaluate the extent to which a video game includes racial and gender diversity and suggest ways in which games might be made more diverse.	X	

5 How are video games used to motivate, persuade, and educate?	**15-5**	
5.1 Investigate how different games balance promotion versus keeping players motivated to play.	X	
5.2 Explain how different gaming components contributes to an understanding of gaming culture and to how gamers define themselves and others.	X	

Facilities or Equipment

Facility

No required facilities specified for this course.

Facilities:

Equipment

No required equipment specified for this course.

Learning and Teaching Resources

To discuss additional details of the course, including the use of video resources, please contact:

Scott Onuczko
CTS Department Head, Spruce Grove Composite High School
Parkland School Division No. 70
(780) 962-0800 ext. 1050
sonuczko@psd70.ab.ca

Sensitive or Controversial Content

The exploration of the following topics, gender representations, violence, race, and cultural topics, may bring up sensitive components, for example, criminal activity as a positive to win the game, treatment of females, the sexualization of characters, and military/police action. These issues will be dealt with through a critical examination of these topics. Students who have experienced trauma associated with any of these topics may have the option to opt out of particular topics. Parents are not required to be notified under Section 50.1 of the School Act as these topics do not primarily or explicitly deal with religion or human sexuality. A pilot project involving the use of video material created for this course has already been reviewed and vetted for a high school aged audience through the Edmonton and Calgary Public Libraries.

Issue Management Strategy

Health and Safety

No specific risks/hazards identified for this course.

Risk Management Strategy

Statement of Overlap with Existing Programs

Currently, there are no provincially approved curriculum for Understanding Video Games. Similar competencies are addressed in other curricula, such as thinking critically, managing information,

and innovation and creation of opportunities. However, the outcomes of this course are unique to this curriculum. The following courses were compared and no significant overlap was found:

·English Language Arts Senior High Programs of Study (10 – 1, 10 – 2, 20 – 1, 20 – 2, 30 – 1, 30 – 2)
·Social Studies Programs of Study Inclusive (K – 12)
·Career and Technology Studies Programs (including CTR 1010, 2010, 3010; COM 1015, 2015, 3015; COM Project A, B, C)
·Special Projects 10 – 20 – 30

Student Assessment

Assessment practices in this course will follow The Horizon School Division Policy HK: Student Assessment, Evaluation and Reporting

Course Approval Implementation and Evaluation

Video25-5

Video35-5

Submitted By:

The Horizon School Division

Submitted On:

May. 11, 2020

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
25-5	125.00	09/01/2020	08/31/2021	Acquired	Authorization	G10 G11 G12
35-5	125.00	09/01/2020	08/31/2021	Acquired	Authorization	G10 G11 G12

Course Description

Coursework in Video 15-25-35 follows the pattern of an independent production house, taking on the creation and production of a variety of video formats. The complexity and sophistication of productions will reflect the level of student capabilities at the 15, 25, and 35 levels. This model of organization allows the students to explore the artistic possibilities of a variety of video forms while gaining sufficient understanding of the video technology to achieve their esthetic goals.

In this course of studies, production plans are built around concepts of teaming and student group work in order to create a product within the restrictions of a school setting (e.g. limited by availability of equipment, 80 minute classes). . These models of working are to reflect the realities of production teaming found in industry.

This course goes into more depth regarding topics such as use of video cameras, news reporting directing, on location, live reporting, studio production equipment and the broadcast industry, etc. This LDC provides students with in-depth experience in this industry.

Course Prerequisites

Video 25 as prerequisite or corequisite

Sequence Introduction (formerly: Philosophy)

The production of television and film was once a highly arcane and expensive craft. This is no longer the case. The digital revolution brought on by the rapid improvements in computing technology over the last decade have now made the production of a high quality video image something a casual amateur can aspire to. Finding venues to share ones work, which in the past required the support of a broadcast TV network or a film distribution chain, now only requires a well designed web page. Never has it been easier for an artist to express himself or herself visually through video. We seek to provide our students with the skills to apply critical thinking skills to creatively combine technical ability with artistic style.

The explosion of the digital cable and satellite television channels has created a environment where these broadcasters are looking more and more to broadcast journalists to create content for their round the clock channels. This is a fertile time for find employment in this profession. By giving our students a solid foundation in the principles of broadcast journalism we open a door to a vibrant and growing profession.

Yet we should not focus exclusively on the trade aspect of video production. The creation of a quality video production is a collaborative endeavor that teaches students a variety of skills that readily transfer to other professions. Working with a production team, creating a shooting schedule, assigning tasks to a production crew; these are all examples of skills our students can readily apply to any professional work environment.

Direct hands on involvement in broadcast journalism is also an highly effective way to train students in media awareness. Our students live in a world awash in media and generally their role is a passive one. By actively participating in the creation of media they become knowledgeable of how media can be manipulated so as to provoke a certain response in an audience. A student trained in these techniques becomes much more immune to this sort of manipulation and this in turn makes them a more able and effective citizen.

Students in this course will learn to support a professional level of news and documentary production. Students will learn the operation of professional-quality video equipment going far beyond the operation of standard home consumer electronics. The care and maintenance of this equipment is an important aspect of developing the student's sense of professionalism comparable to real life industry requirements.

This course is intended for high school students with an interest in capturing ideas and

feelings through a visual medium. Students interested in the news, broadcasting, and documentary industries would make good candidates for this program as well as students who enjoy working collaboratively in the creation of concrete projects.

The overall philosophy with Video 15-25-35 is to help the students achieve a high level of mastery of broadcast journalism so that they can express a broad and comprehensive artistic vision with a high degree of success. The goal is not to create just television technicians but rather skilled artisans who can craft a meaningful, informative story through video.

Student Need (formerly: Rationale)

as above

Scope and Sequence (formerly: Learner Outcomes)

Coursework in Video 15-25-35 follows the pattern of broadcast newsroom. The complexity and sophistication of productions will reflect the level of student capabilities at the 15, 25, and 35 levels. This model of organization allows the students to explore the artistic possibilities of a variety of video forms (e.g. news , sports, documentaries) while gaining sufficient understanding of the broadcast techniques to achieve their goals.

In this course of studies, production plans are built around concepts of teaming and student group work in order to create a product within the restrictions of a broadcast setting. These models of working are to reflect the realities of production teaming found in industry.

Guiding Questions (formerly: General Outcomes)

1 What is broadcast Journalism: Students will explore the history of broadcast journalism as well as the evolution of broadcasting with a particular focus on the cultural impact it has had on Canada.

2 Videography: Students will research the history of the videographer and identify the key role that it plays in contributing to the ways that news stories are developed.

3 Audio: Students will develop knowledge and operational skills with a wide array of microphones and sound equipment that can be utilized to enhance the production of the news in a variety of settings.

4 Lighting: Students will explore the different types of lighting, techniques and equipment that is standard in a broadcast news environment.

5 Reporting: Students will develop their reporting skills by researching the history of news reporting as well as developing a wide array of reporting skills.

6 Story writing: Students will explore the elements of how to write a television news story for a variety of mediums.

7 Voice: A broadcast journalist must be able to control a variety of elements when they are utilizing their voice to complete their assigned tasks.

8 Students will work individually in the course but will also be required to fulfill a wide array of crew positions in order to complete productions.

9 Directing: Students will learn the proper techniques of directing a newscast, a single person interview, a two person interview and a multi-person interview, a sporting event and various other broadcast productions.

10 ENG: Students will explore the elements involved in the ENG production process: (live, live to tape, or simple news gathering).

11 EFP: Students will explore the procedures necessary to complete a field production (live or live to tape).

12 Documentary: This is an integral part of the broadcast news environment. Documentaries are productions designed to inform the audience as well as to entertain them. Students will learn the documentary process for broadcast news and will complete projects in order to enhance the news productions.

13   Copyright and intellectual property is a significant challenge to the broadcasting industry. Students will develop and understanding of copyright and intellectual property and the important roles that they play within the industry.

14   Privacy laws play an important role in broadcasting in Canada. Students will develop an understanding of these laws and will apply acceptable practice in all of their productions.

15   Visual Presentation: Students will host the public and display their various productions in a setting of the teachers choice. This will allow students to enhance their presentation skills and to also interact with the public in order to garner feedback on their productions.

16   Studio Production: Students will explore the elements of studio news production in a live television setting and a live to tape television setting.

17   Students will develop an awareness of the economic value of television ratings.

18   Budgeting : Students will formulate production budgets in order to simulate the production costs of a variety of broadcast productions.

Learning Outcomes (formerly: Specific Outcomes)

1 What is broadcast Journalism: Students will explore the history of broadcast journalism as well as the evolution of broadcasting with a particular focus on the cultural impact it has had on Canada.	25-5 35-5
1.1 Explore the history of broadcast journalism in order to develop an understanding of the important role that broadcast journalism plays in society.	X X
1.2 explore the history of broadcasting in Canada in order to understand the cultural impact that it has had on Canadian society.	X X
1.3 Explore the broadcast medium as it is utilized in contemporary society .	X X
1.4 Students will develop knowledge with regards to Canadian Radio and Television and telecommunication Commission and the vital role that it plays in protecting the Canadian identity.	X X
1.5 Explore the differences between public broadcasters and private broadcasters in Canada and around the world in order to identify the differences between cultural programming and for profit programming	X X

2 Videography: Students will research the history of the videographer and identify the key role that it plays in contributing to the ways that news stories are developed.	25-5 35-5
2.1 demonstrate how the composition of the shot supports and enhances the news story	X X
2.2 demonstrate a variety of camera shots that can be utilized in a variety of settings to enhance the story	X X
2.3 incorporate a variety of camera movements to enhance the story	X X
2.4 utilize a variety of camera settings will be utilized to assure that the image is of broadcast quality	X X

2.5　utilize a variety of tripods to fulfill the needs of the production	X　　X
2.6　incorporate the reporter into the story.	X　　X
2.7　develop the skills to be both shooter and reporter in a single crew member setting	X　　X

3　Audio: Students will develop knowledge and operational skills with a wide array of microphones and sound equipment that can be utilized to enhance the production of the news in a variety of settings.	25-5　35-5
3.1　Students will explore the typical broadcast variety microphones as well as wireless microphones, headsets, lavalieres, booms etc..	X　　X
3.2　Students will learn the safe handling and operation of microphones, cables and how to properly manage the power requirements.	X　　X
3.3　Students will learn to utilize ambient sound in the production of the news story.	X　　X
3.4　Students will learn to operate mixing boards and digital mixing boards in production and post production modes for live production, live to tape, sports, documentary and features..	X　　X
3.5　Students will learn techniques to improve the sound within the locations that they are recording.	X　　X
3.6　Students will explore the techniques utilized within the industry to eliminate ambient sound in order to enhance the production quality of the audio.	X　　X
3.7　Students will demonstrate the ability to record audio in studio and on location. Students will develop post production audio skills in order to enhance the sound of the project.	X　　X
3.8　Students will demonstrate the ability to record audio in studio and on location.	X　　X

4　Lighting: Students will explore the different types of lighting, techniques and equipment that is standard in a broadcast news environment.	25-5　35-5

4.1 Students will utilize on camera lighting (Sun Gun) in order to enhance the quality of production.	X	X
4.2 Students will experience lighting in a variety of location (EFP/ENG) environments in a variety of weather conditions.	X	X
4.3 Students will learn to light a variety of sets and stages in a studio with a wide array of lighting options at their disposal.	X	X
4.4 Basic lighting procedures for utilizing a limited number of lights in a variety of settings (3 and 5 point lighting).	X	X
4.5 Students will explore the challenges of working in a sports stadium/arena .	X	X
4.6 Students will explore the challenges and the delights of utilizing natural light. The students will shoot in a variety of natural lighting settings in order to overcome the challenges that natural lighting can present.	X	X
4.7 Students will explore the different challenges presented by lighting a theatre production.	X	X
4.8 Students will utilize materials to bounce light in order to offset a limited number of lights in order to properly highlight a subject or a set.	X	X
4.9 Students will learn to utilize a variety of tools to enhance the lighting of a set. (Gels, barn doors, etc..)	X	X
4.10 Students will learn the proper use and safe handling procedures of lighting stands.	X	X
4.11 Students will work with a variety of lighting, cables, controls, tripods and enhancements and will demonstrate safe handling procedures.	X	X
4.12 students will work with light meters in order to properly apply the principles of lighting to their productions	X	X

5 Reporting: Students will develop their reporting skills by researching the history of news reporting as well as developing a wide array of reporting skills.	25-5	35-5
5.1 Students will explore the history of news reporting. They will complete an assigned research project and present their findings to their classmates.	X	X
5.2 What is the role of the reporter?	X	X

5.3 Students will explore the different tasks that are generally assigned to the news reporter and will thoroughly explore those roles and put their knowledge into practice.	X X
5.4 Story development:--Students will explore the best practices in story generation.	X X
5.5 Students will explore proper questioning techniques and will practice the questioning techniques in a variety of settings (live, live to tape, documentary and feature).	X X
5.6 Interview techniques: Students will explore the nuances of the interview and will utilize that knowledge and incorporate it into the production setting.	X X
5.7 The television reporter needs to master the basics of the intro and the extro. Students will develop skills in the intro and extro aspects of reporting.	X X
5.8 The News Desk--Students will write and read the news for television.	X X

6 Story writing: Students will explore the elements of how to write a television news story for a variety of mediums.	25-5 35-5
6.1 Students will learn how to capture the attention of the audience as well as present the important elements of a News story.	X X
6.2 Students will explore the importance of time management and the different types of time expectations for the different types of stories that they will be producing.	X X
6.3 Students will develop skills in the use of vocabulary and style (CP style)--Students will explore a variety of styles of writing for the broadcast industry. They will explore the elements of CP style.	X X

7 Voice: A broadcast journalist must be able to control a variety of elements when they are utilizing their voice to complete their assigned tasks.	25-5 35-5
7.1 All good hosts, anchors, sportscasters and reporters need to have a superior command of diction. Students will develop diction skills in a variety of different manners in order to fulfill the requirements of the production.	X X

7.2 Students will work on exercises to improve projection.	X X	
7.3 Students will work on exercises to control breathing patterns.	X X	
7.4 Students will work to improve their annunciation skills so that they can meet the expectations of the broadcast industry.	X X	
7.5 Students will work on their tone in order to ensure they are meeting the expectation of a broadcast journalist.	X X	
7.6 Students will work on pacing in order to ensure they are meeting the time requirements of the production	X X	

8 Students will work individually in the course but will also be required to fulfill a wide array of crew positions in order to complete productions.	25-5 35-5	
8.1 Audio Operator: Operating a mixing console (desk) in a studio or outside broadcast control room. Performing sound-related duties in a studio such as microphone placement, etc. Operating a portable sound mixer and/or recorder on location.	X X	
8.2 Camera Operation--Students will receive and apply the directions of the director/technical director to perform the tasks required to complete a variety of productions.	X X	
8.3 Set director/manager--The floor manager represents the director on the studio floor.	X X	
8.4 Director--Instructing camera operators where to go and what shots to provide. Directing the sound operator which audio feeds to bring into the mix. Calling for various pre-recorded shots to be played in at the appropriate time. Cueing presenters and providing them with information. Liaising with the floor manager to ensure that everything flows smoothly in the presentation area.	X X	
8.5 Graphics-Will will be required to create a variety of graphics, titles and credits as per the requirements of the production. The majority of the tasks will be completed prior to the commencement of the production though during live events that may not be the case.	X X	

8.6 Editor: The editor is required to perform specific edits as instructed by a director or producer. The majority of the editing process will be completed prior to the production though that may not be the case during live television events.	X	X
8.7 Gaffer: This general role is based upon set up and tear down of the production and is a vital role as there are many safety features that need to be followed in order to have an orderly set.	X	X
8.8 On air talent--Presenting information and/or opinions based upon the requirements of the production. The presenter will introduce people and aspects of the show, interview guests, link segments and take part in onscreen activities.	X	X
8.9 Producer: The producer is usually the boss of the production and works under the Executive Producer. The producer is responsible for all aspects of the production.	X	X
8.10 Executive Producer: The executive producer usually has final say on all elements of the production. The position is a leadership role.	X	X

9 Directing: Students will learn the proper techniques of directing a newscast, a single person interview, a two person interview and a multi-person interview, a sporting event and various other broadcast productions.	25-5	35-5
9.1 Students will learn the proper terminology to use while directing a television production. (on location, and studio)	X	X
9.2 Students will demonstrate their knowledge of camera angles, shot movement and camera movement.	X	X
9.3 Students will learn the basic skills required to direct a single camera shoot. This can occur in a studio, or on location.	X	X
9.4 Students will learn the basic skills required to direct a two camera shoot. This will be done using a digital switcher that will allow for the possibility of this being a live studio or on location shoot.	X	X
9.5 Students will demonstrate the proper techniques for directing three cameras at a time.	X	X
9.6 Students will learn the proper techniques of directing a live media event. (sports, interview, grad etc.)	X	X

10 ENG: Students will explore the elements involved in the ENG production process: (live, live to tape, or simple news gathering).	25-5 35-5
10.1 Students will undertake a Location visit to Pre-scout the location in order to ensure that the proper materials are brought, the proper permissions are granted and to ensure that a location that will meet the needs of the production is selected.	X X
10.2 Students will prep the news story for the production process.	X X
10.3 Students will go through the process to arrange interviews in order to complete their assigned task.	X X
10.4 Students will develop[a list of camera shots that are needed to complete the project.	X X
10.5 Students will create/select a list of crew members required to complete the production.	X X
10.6 Students will identify potential hazards and development of a plan to avoid those hazards.	X X
10.7 Students will learn how to safely shoot in a variety of weather conditions--Students will explore shooting in different types of weather conditions and will explore the precautions that are necessary to ensure the safety of all crew members as well as the equipment.	X X

11 EFP: Students will explore the procedures necessary to complete a field production (live or live to tape).	25-5 35-5
11.1 Students will Pre-scout the location in order to ensure that the proper materials are brought, the proper permissions are granted and to ensure that the location meets the needs of the production .	X X
11.2 Students will learn to interact with the public in order to complete the project. i.e. Work with a sporting organization in order to ensure that the selected production is completed in a high quality fashion. This can include pre-recorded interviews etc..	X X
11.3 Students will establish a home base for the production suite to ensure it fulfills the requirements of the production.	X X

11.4 Students will explore the process to select the best camera angles to complete their shoot.	X X
11.5 Students will set up all equipment necessary to complete the production.	X X
11.6 Students will rehearse if a rehearsal is required to ensure the production value of the project	X X
11.7 Students will develop a list of camera shots that are needed to complete the project.	X X
11.8 students will develop a list of crew members required to complete the production.	X X
11.9 Students will identify safety concerns and potential hazards and will create a plan to avoid these hazards	X X
11.10 Students will learn how to shoot in a variety of weather conditions--Students will explore shooting in different types of weather conditions and will explore the precautions that are necessary to ensure the safety of all crew members as well as the equipment.	X X

12 Documentary: This is an integral part of the broadcast news environment. Documentaries are productions designed to inform the audience as well as to entertain them. Students will learn the documentary process for broadcast news and will complete projects in order to enhance the news productions.	25-5 35-5
12.1 Students will learn techniques of brainstorming and story development. Site inspections Production Post Production Marketing	X X
12.2 Students will develop skills in pre production planning.	X X
12.3 Students will develop skills in the budgeting procedures that are necessary to efficiently produce a documentary	X X
12.4 Students will develop skills in site inspections and the identification of hazards	X X
12.5 Students will develop skills in documentary production.	X X
12.6 Students will develop skills in post production.	X X
12.7 Students will learn and utilize marketing skills in order to promote their completed documentaries	X X

13 Copyright and intellectual property is a significant challenge to the broadcasting industry. Students will develop and understanding of copyright and intellectual property and the important roles that they play within the industry.	25-5 35-5
13.1 Students will research copyright laws in Canada and present their findings to their peers.	X X
13.2 Students will research intellectual property laws in Canada and present their findings to their peers.	X X

14 Privacy laws play an important role in broadcasting in Canada. Students will develop an understanding of these laws and will apply acceptable practice in all of their productions.	25-5 35-5
14.1 Students will develop a working knowledge of privacy laws in Alberta and Canada and will implement this knowledge into their daily practice.	X X

15 Visual Presentation: Students will host the public and display their various productions in a setting of the teachers choice. This will allow students to enhance their presentation skills and to also interact with the public in order to garner feedback on their productions.	25-5 35-5
15.1 Students will learn how to promote their productions.	X X
15.2 Students will learn to work with outside agencies in order to demonstrate their productions.	X X
15.3 Students will interact with the public in order to garner feedback on their productions.	X X

16 Studio Production: Students will explore the elements of studio news production in a live television setting and a live to tape television setting.	25-5 35-5
16.1 Students will learn to crew all of the positions involved in a studio production.	X X
16.2 Students will learn to set up the studio for production.	X X

16.3 Students will learn to design sets for production.	X X
16.4 Students will learn to operate the video switcher.	X X
16.5 Students will learn to operate the audio mixer.	X X
16.6 Students will learn to light the studio to ensure that the quality of the production is of the highest quality	X X
16.7 Students will learn to set up the proper microphones for a variety of different types of studio shoots.	X X
16.8 Students will also work on the tearing down of the studio and the safe storage of the materials.	X X

17 Students will develop an awareness of the economic value of television ratings.	**25-5 35-5**
17.1 Students will analyze television ratings in Alberta, Canada and the United States and draw conclusions on the importance of the ratings with regards to financing public and private television news productions.	X X
17.2 Students will complete a social media analysis to develop an awareness of how rating are driving the economics of social media sites.	X X

18 Budgeting : Students will formulate production budgets in order to simulate the production costs of a variety of broadcast productions.	**25-5 35-5**
18.1 Students will explore shooting efficiencies in order to stay on budget.	X X
18.2 Students will develop a working knowledge of Alberta Labour Laws.	X X
18.3 Students will explore occupational health and safety procedures to make sure the workplace is safe.	X X
18.4 Students will explore the cost of equipment, cost of rental equipment and the cost of contract employees, and the cost of post production.	X X
18.5 Students will explore financing options that are available for professional productions.	X X

Facilities or Equipment

Facility

A successful video program requires a developed infrastructure of video production equipment sufficient to allow each student sufficient access to equipment to allow them a high degree of hands on involvement in the creation of their video projects. An outline such an infrastructure of equipment is provided but it must be noted that this is a technical field that is experiencing a period of unprecedented innovation. Issues involving ease of use, durability of equipment in the classroom, maintenance costs, and compatibility of equipment, are very complicated and they change rapidly. It is critical that anyone considering launching a program does considerable research and consultation with industry experts before attempting to set up the production infrastructure to offer this program of study. Continuing updating and maintenance of infrastructure is expected.

For Studio Production

· a production studio space at least as large as a classroom – preferably with high ceilings
· a lighting system
· Production space
· a production switcher
· audio equipment
· one large screen studio monitor
· a computer set up to provide keyed text and graphics for productions
· A communication network
· appropriate cabling for hooking up various production equipment
· ability to control ambient light and noise levels in the production studio space
· ample availability of 120 volt (standard household level) power receptacles on multiple 20 amp breakers throughout   the studio space

Facilities:

Equipment

For Field Production

Listed below is the necessary equipment needed to field a production team. A production team typically would have around 6 students in it maximum.

For one team
·   a field production camera – Canon XA25 or similar
·   a field lighting kit
·   a portable field TV monitor, colour
·   a heavy tripod rated correctly for the size of camera with a fluid dampened head
·   s hyper-cardiod (shotgun) microphone
·   s Boom pole
·   A field audio mixer
·   headphones
·   appropriate cables for connecting equipment
·   power bars and AC Power cables
·   battery packs

Quality video production requires that video footage be edited together and mixed with sound effects, music, and graphics to achieve the final quality product. To maintain a sufficient level of student achievement with this vital aspect of production each production team requires its own editing suite.

Editing suites need to be set up in a separate area from the studio production floor and ideally they should be organized so as to be acoustically separate from each other.

A classroom space for delivery of theory and review of student work is advisable. This space should be provided with screening equipment appropriate to the video formats used in the program.

In addition to these equipment needs a video production facility will require storage areas for video tape, archived student work, props, sets, and costumes. A wash up area for students to remove makeup and other cleaning is also a good idea.

Learning and Teaching Resources

Books

1. Television Production Handbook, 12th Edition
Herbert Zettl San Francisco State University
ISBN-10: 1285052676 | ISBN-13: 9781285052670

2. Speaking Clearly: Improving Voice and Diction, 6th Edition
isbn 13: 9781478600947 Author(s): Jeffrey Hahner; Martin Sokoloff; Sandra Salis

3. Broadcast Journalism Handbook

Gary Hudson, Sarah Rowlands
Pearson Longman, 2007 - Language Arts & Disciplines - 572 pages

Web Sites:
1. http://www.mediacollege.com/

2. http://www.nikonusa.com/en/learn-and-explore/article/hojlp4dt/introduction-to-three ting-other-video-lighting-techniques.html
3. http://www.thenewsmanual.net/Manuals%20Volume%202/volume2_48.htm
4. https://helpx.adobe.com/premiere-pro/tutorials.html
5. https://helpx.adobe.com/audition/tutorials.html
6. http://schoolvideonews.com
7. http://studentpress.org/nspa/

Sensitive or Controversial Content

Broadcast Journalism can, at times , delve into topics that are uncomfortable. As with any course, the decision to investigate and produce a segment on a topic ultimately rests with the teacher and principal.
Please refer to Administrative Procedures 205 Controversial Issues.

Issue Management Strategy

Health and Safety

In order to provide a realistic simulation of a news production studio the teacher takes the role of an Executive Producer providing policy decisions that guide the artistic explorations of the students. This format provides the students with insights into the practical and artistic concerns of the industry.

The teacher should be a media specialist with familiarity with the processes and skills required in broadcast production. Technical expertise with professional quality production equipment is necessary. As well a background in managing computer systems and digital editing software is strongly advised. The teacher should possess knowledge of the history, tradition of broadcast journalism.
Instruction should conform to the guidelines specified in the "Safety in the Classroom" manual from Ab. Ed.

Risk Management Strategy

Statement of Overlap with Existing Programs

·   Many of the CTS Communication Technology (COM) courses provide a breadth of information about TV & Video production in which a variety of techniques and end results can be explored.   This LDC provides a more focused approach for students to learn in depth about television news production and broadcasting. The CTS COM courses provide a foundation for students to begin to explore broadcast journalism, with one advanced level course specific to broadcasting within the occupational area: COM3165: AV Broadcasting. While television news could be explored within the CTS COM courses, the LDC goes into more depth regarding topics such as the use of video cameras, news reporting, directing, on location live reporting, studio production equipment, the broadcast industry, etc. Given the unique opportunity to work within a professional level production environment, this LDC would provide students with in-depth experience in this industry.

Student Assessment

Theory 20%

Students will be assessed 20% of their grade based on their comprehension of the theoretical components of the course using:

- · Unit Exams

- · Presentations

- · Field questioning

- · Quizzes

Production Process 50%

Students will be assessed 50% of their graded based on their comprehension and ability perform components of the production process using:

- · Written and oral reflection on the production process

- · Effective participation in group discussions that contribute to the production process.

- · Presentations to the class

- · Participation in class critiques of professional and student work

- · Written analysis of professional and student work

- · Field assessments of the effectiveness of a student as a member of a production crew.

- · Field assessments of students technical skills

- · Field assessments of reporting skills

- · Assessment of story writing

Video Productions 30%

Students will be assessed 30% of their grade based on the overall effectiveness of the broadcast productions they create using:

· Instructor critiques of finished video productions

· Industry critiques of finished video productions

· Students self-critiques of finished video productions

Course Approval Implementation and Evaluation

HORIZON SCHOOL DIVISION	**Policy Code:**	GB
	Policy Title:	Occupational Health and Safety
POLICY HANDBOOK	**Cross Reference:**	GBEA, EBCE, EBCD, EBCE, FH, FE
	Legal Reference:	Occupational Health and Safety Act, Occupational Health and Safety Regulation, Occupational Health and Safety Code9
	Adoption Date:	November 14, 2011
	Amendment or Re-affirmation Date:	

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS COMMITTED TO A HEALTH AND SAFETY PROGRAM THAT PROTECTS OUR STAFF, OUR PROPERTY AND OTHER WORKERS WHO ENTER OUR PROPERTY. OUR COMMITMENT TO SAFETY IS IN ACCORDANCE WITH STANDARDS OUTLINED IN THE ALBERTA OCCUPATIONAL HEALTH AND SAFETY LEGISLATION. EMPLOYEES ARE EXPECTED TO MODEL SAFE WORK PRACTICES AND BEHAVIOURS TO CONTRIBUTE TO A SAFE WORK ENVIRONMENT.

DEFINTIONS

Dangerous condition – Alberta OHS described it as something that is "not normal for the job" or "normal hazards" that are not properly controlled. Alberta OHS suggests that while a worker is obligated to bring theoretical, anticipated or potential risks to the attention of the employer, they do not constitute reasonable grounds for a work refusal. Dangerous conditions are systemic dangers that can affect multiple workers, and less compatible with concerns that are unique to one worker (e.g. vulnerable worker)

GUIDELINES

1. The program objective is to prevent injuries and property damage in all work execution and operations. To achieve this objective, employees will demonstrate a shared commitment to creating a work atmosphere in which health and safety practices are implemented with everyday operations.

2. Health and Safety is a shared responsibility and applicable procedures, regulations, codes and statues of the authorities apply to all members of the Horizon School Division community (including Horizon School Division employees, students, contractors and subcontractors, general public using or renting the Horizon School Division facilities.

3. All workers have an obligation to:

    3.1. take reasonable care to protect health and safety of themselves and others;

    3.2. cooperate with the employer;

    3.3. use hazard control devices and PPE;

    3.4. report concerns about unsafe acts or conditions; and

    3.5. reframe from violence and harassment.

4. All workers have the right to:

    4.1. be informed of workplace hazards and control measures;

    4.2. participate in health and safety matters and express concerns;

    4.3. refuse dangerous work; and

    4.4. be free from retaliation for exercising an OHS right or duty.

5. Work may be refused under four conditions:

    5.1. The employee sincerely believes there is an imminent danger: any worker can refuse work if they honestly believe that it would pose an imminent danger to their own or another person's health and safety.

    5.2. The employee's belief is reasonable: the health and safety concern must be reasonable.

        5.2.1. The hazard must be one that an average, everyday worker with reasonable training and experience would consider dangerous.

    5.3. The danger is unusual: Work refusals don't apply to dangers that are a normal part of the job.

    5.4. The refusal doesn't endanger anyone else: refusals are not permitted if they endanger the health and safety of another person.

REGULATIONS

1. Employees will be familiar with the requirements of the Alberta Occupational Health and Safety Legislation and the Horizon School Division Health and Safety program and while engaged in their occupation shall:

    1.1. take reasonable care to protect the health and safety of the worker and others persons,

    1.2. cooperate with the worker's supervisor or employer or any other person for the purposes of protecting the health and safety of the worker and others,

    1.3. when required, use all devices and wear all personal protective equipment designated provided for the worker's protection by the worker's employer or required to be used by legislation,

    1.4. refrain from causing or participating in harassment or violence,

    1.5. report to the employer or supervisor a concern about an unsafe or harmful work site act or condition,

    1.6. cooperate with any person exercising a duty imposed by OHS legislation, and

    1.7. comply with OHS legislation.

2. The Horizon School Division shall ensure, as far as it is reasonably practicable to do so,

2.1. the health and safety and welfare of working staff and others at the worksite,

2.2. that the employer's workers are aware of their rights and duties under OHS legislation and of any health and safety issues arising from the work being conducted at the work site,

2.3. that none of the employer's workers are subjected to or participate in harassment or violence at the work site,

2.4. that the employer's workers are supervised appropriately,

2.5. that the employer consults and cooperates with the joint work site health and safety committee or the health and safety representative, as applicable, to exchange information on health and safety matters and to resolve health and safety concerns,

2.6. that health and safety concerns raised by workers, supervisors, self-employed persons and the joint work site health and safety committee or health and safety representative are resolved in a timely manner,

2.7. that on a work site where a prime contractor is required, the prime contractor is advised of the names of all of the supervisors of the workers, and

2.8. that workers are adequately trained to protect their health and safety.

3. All contractors shall meet the Horizon School Division health and safety requirements and Occupational Health &Safety legislation.

3.1. A contractor services safety orientation shall be provided to a contractor representative prior to the commencement of any work done by a contractor who is new to working within the Division.

4. The Horizon School Division shall establish joint site-specific health and safety committees or utilize a work site health and safety representative, as applicable, and have an ongoing process of both formal and informal health and safety inspections of all facilities and job sites.

4.1. All Division employees are responsible for participating in and contributing to the inspection program by conducting informal inspections (visual/observational) on a daily basis and prior to the commencement of work.

4.2. Site-specific health and safety committee members or health and safety representatives shall participate in quarterly formal inspections.

4.2.1. The frequency of formal inspections may be increased based on the level of risk.

4.3. All deficiencies noted from the inspection process shall be documented and reported to the Associate Superintendent of Finance and Operations so corrective measures are put in place and subsequently monitored for completion.

4.4. Principals/Site Supervisors are responsible for directing and documenting formal inspections on job sites that they oversee and for involving workers in such inspections.

4.5. Site specific health and safety committee members or health and safety representatives shall partake in training.

5. All employees will receive appropriate orientation and training for their jobs or assigned tasks that shall include but is not limited to:

   5.1. an introduction to Division Workplace Health and Safety practices;

   5.2. emergency procedures;

   5.3. a review of hazard assessments and relevant controls;

   5.4. procedures and requirements for reporting hazards or incidents;

6. Refusal to Work

   6.1. Every work site party is accountable for workplace health and safety and as such, all parties have responsibilities and obligations.

   6.2. An employee has the right to refuse work if the employee believes on reasonable grounds that there is a dangerous condition at the work site or that the work constitutes a danger to the employee's health and safety or to the health and safety of another employee that are outside the specific field of work and normal duties or tasks (see Appendix A – work refusal flowchart).

      6.2.1. Employers and Employees must distinguish this work refusal procedure from due diligence associated with the recognition, reporting and correction of workplace safety hazards.

         6.2.1.1. Due diligence is the level of judgment, care, prudence, determination, and activity that a person would reasonably be expected to do in a particular position and under particular circumstances. It is understood that there are workplace safety hazards that are associated with work assigned to employees. These safety hazards are identified via hazard assessments for the employee's position with controls that the employer and employee are responsible for implementing. The hazard assessments are reviewed annually through notification from Public School Works (PSW) and updated whenever a new working condition exists that has potential hazards.

         6.2.1.2. Employees have a duty to take reasonable care to ensure the safety of themselves and their coworkers; this includes following safe work practices and complying with regulations.

         6.2.1.3. Employers have a duty to provide reasonable efforts to comply with legislation through OHS policies, practices, and procedures that demonstrate workplace safety requirements.

      6.2.2. Employees must first notify their principal/ site supervisor if they believe on reasonable grounds that a dangerous condition exists which constitutes a credible danger to themselves or that of another person. The employee completes **Section A** of the "Work Refusal Investigation Form" (Appendix B). This form is reviewed with the principal/site supervisor (e.g. principal or site supervisor) to ensure that the employee is aware of the recommended hazard controls that have been put in place by the employer and the

employee has considered the hazard controls they can put in place as an employee. Hazards controls may include personal protective equipment (PPE) (e.g. masks/gloves/eye protection), engineering controls (e.g. safety guards), and administrative controls (e.g. safe work practices/cleaning protocols/ behavior plans for students).

6.2.2.1. The principal/site supervisor must review and discuss **Section A** of the "Work Refusal Investigation Form" (Appendix B) with the employee and within one workday investigate the circumstance of the refusal to work.

6.2.3. If the refusal to work is associated with a health-related concern, the form should be forwarded to Human Resources department by the principal/site supervisor.

6.2.4. The principal/site supervisor may take immediate remedial action necessary to address the dangerous condition(s) or ensure that such an action is put in place.

6.2.5. If the safety concern from **Section A** has been addressed, the principal/site supervisor will submit the "Work Refusal Investigation Form" to OHS Management Committee via the Associate Superintendent of Finance and Operations. The work refusal is considered resolved.

6.2.6. If the dangerous condition or the danger to the employee's health and safety or to the health and safety of another employee or another person is not remedied after the above investigation and actions taken by the principal/site supervisor, the employee who refused to perform the work, may proceed to **Section B** of "Work Refusal Investigation Form" (See Appendix B) and file a complaint with the OHS Management Committee.

6.2.6.1. When a worker continues to refuse to work or to do particular work, the employer shall not request or assign another worker to do the work until the employer has determined that the work does not constitute a danger to the health and safety of any person or that a dangerous condition does not exist.

6.2.6.2. Where the employer assigns another worker to do the work, the employer shall advise that worker, in writing **(Appendix C)**, of
6.2.6.2.1. the first worker's refusal,
6.2.6.2.2. the reasons for the refusal,
6.2.6.2.3. the reason why, in the opinion of the employer, the work does not constitute a danger to the health and safety of any person or that a dangerous condition is not present, and
6.2.6.2.4. that worker's right to refuse to do dangerous work under this section.

6.2.7. On receiving the **Section B** complaint, the OHS Management Committee shall assign an OHS Investigative Team to the matter within 5 working days. The OHS Investigation Team will decide whether there is a dangerous condition or whether the work the employee has refused to do constitutes a danger of the health and safety of the employee or of any other employee or person at the work site. This shall be completed within 15 working days upon being assigned.

6.2.8. If the OHS Investigative Team determines that there is a dangerous condition or a danger to the employee's health and safety or to the health and safety of any other employee or person at the work site, the OHS Investigative Team shall:

        6.2.8.1.   make a written report stating the OHS Investigative Team's determination;

        6.2.8.2.   make any order under the *Alberta Occupational Health and Safety Act* that the OHS Investigative Team considers necessary; and

        6.2.8.3.   give a copy of the report and order to the employee, principal/site supervisor and the site-specific Joint Health and Safety Committee, or health and safety representative, if applicable.

6.2.9.   If the OHS Investigative Team determines that a dangerous condition is not present, the committee shall, in writing:

        6.2.9.1.   inform the principal/site supervisor and the employee of the determination;

        6.2.9.2.   inform the site-specific Joint Health and Safety Committee, or health and safety representative, if applicabl, of the determination; and

        6.2.9.3.   inform the employee that they no longer are entitled to refuse to do the work.

6.2.10. Every reasonable effort shall be made to resolve any dangerous work conditions that may exist as soon as reasonably practical however, if the dangerous condition is not considered remedied by the employee after 6.2.9 above, the employee or any person present during the inspection may file a complaint with Alberta Occupational Health and Safety who will assign an Officer to investigate (www.alberta.ca).

horizon'
school division

Appendix A – Work Refusal Flow Chart

Work Refusal Flow Chart

START HERE
Employee believes on the reasonable grounds that there is a dangerous condition at the work site or work is dangerous to the employee or other persons, and completes the Work Refusal Investigation Form A (Appendix B - Work Refusal Investigation Form "A" Section A)

The principal/site supervisor must review and discuss Section A of the "Work Refusal Investigation Form" (Appendix B)

If Work Refusal is related to the employee's personal health concern, send form to Human Resources

The principal/site supervisor finds ground for remedial action and ensures such action is taken. If the safety concern from Section A has been addressed, the principal/site supervisor will submit the "Work Refusal Investigation Form" to OHS Management Committee via the Associate Superintendent of Finance and Operations. The work refusal is considered resolved

If the dangerous condition or the danger to the employee's health and safety or to the health and safety of another employee or another person is not remedied after the above investigation and actions taken by the principal/site supervisor, the employee who refused to perform the work, may proceed to **Section B** of "Work Refusal Investigation Form" (Appendix B) and file a complaint with the OHS Management Committee via the Associate Superintendent of Finance and Operations

Employee can return to work

On receiving the Section B complaint, the OHS Management Committee shall assign an OHS Investigative Team. The OHS Investigative Team will decide whether there is a dangerous condition or whether the work the employee has refused to do constitutes a danger of the health and safety of the employee or of any other employee or person at the work site

If the OHS Investigative Team determines there is a dangerous condition they shall:
- make a written report stating the OHS Investigative Team's determination
- make any order under the Alberta Occupational Health and Safety Act that the OHS Investigative Team considers necessary; and
- give a copy of the report and order to the employee, principal/site supervisor, the Site-specific Health and Safety Committee or site health and safety representative (if applicable), and the OHS Management Committee

If the OHS Investigative Team determines there is not a dangerous condition they shall:
- inform the principal/site supervisor and the employee of the determination
- inform the Site Health and Safety Committee of the determination; and
- inform the employee that they no longer are entitled to refuse to do the work.

Every reasonable effort shall be made to resolve any dangerous work conditions that may exist as soon as reasonably practical however, if the dangerous condition is not considered remedied by the employee after the above, the employee or any person present during the inspection may file a complaint with Alberta Occupational Health and Safety who will assign an Officer to investigate (www.alberta.ca).

Appendix B - Work Refusal Investigation Form "A"

SECTION A

INVESTIGATION DETAILS (completed by the assigned OHS Investigative Team)
Date & Time of Investigation:
OHS Investigative Team Member(s):
Observations of existing conditions and hazards during investigation (please provide specific details):
Does the Investigative Team agree that hazardous conditions exist? ☐ **YES - Complete Action Plan**   ☐ **NO**

RECOMMENDED ACTION PLAN TO RESOLVE CONCERN (completed by Investigative Team)		
Action	**Target Date**	**Completion Date**

☐ **This Action Plan is agreed upon by both the Employee and Principal/Site Supervisor. Resolution of Work Refusal.**

☐ **This Action Plan is not agreed upon by both the Employee and Principal/Site Supervisor. The employee or any other person present during the investigation may file a complaint with Alberta Occupational Health and Safety.** (https://www.alberta.ca/file-complaint-online.aspx#toc-1)

Employee Signature:	**Date:**
OHS Investigative Team Worker Representative Signature:	**Date:**
OHS Investigative Team Management Representative Signature:	**Date:**

SECTION B

DETAILS OF WORK REFUSAL (to be completed by the employee)	
Employee Name:	**Date & Time Reported:**
Site / Location:	**Room #:**
Principal/Site Supervisor Name:	**Position:**

Employee's reason for work refusal (please provide specific details):
Has the employee's hazard assessment been reviewed for identified controls put into place and implemented? (PPE, Engineering Controls, Administrative Controls).
What hazard controls have been put in place by the employer?
What hazard controls has the employee put into place to keep themselves safe?
Has the employee reviewed the safety plans and procedures relative to their job? (e.g. Student Behavior Plans, Safe Work Practices, Hazard Assessments, PPE)
INTERNAL RESOLUTION (Principal/Site Supervisor Response)
☐ **Job is felt to be safe.** ☐ **Job is not safe. To be made safe by completion of recommendations below.** ☐ **For the privacy of the employee if the reason for work refusal is associated with an employee personal health-related concern, Human Resources will contact the employee to review the health-related concern.**
Recommendations / Immediate Action Taken (if any):
☐ **I agree that my safety concern has been addressed.** ☐ **I do not agree that my safety concern has been addressed.**

Employee Signature	**Date:**
Principal/Site Supervisor Signature	**Date:**

The Principal/Site Supervisor submits Section A to Associate Superintendent of Finance and Operations

Policy GB – Occupational Health and Safety – Cont'd

Appendix B - Work Refusal Investigation Form "B"
Internal documentation
To be completed by the OHS Management Committee

If the dangerous conditions was not considered remedied by the employee or any person present during the investigation, a complaint with Alberta Occupational Health and Safety may be filed.		
Date OHS Contacted:	**Date OHS Arrived:**	**Date OHS Report Received:**
OHS Investigation Notes (Findings, Decision, Orders Written, etc.):		

Policy GB – Occupational Health and Safety – Cont'd

Appendix C - Work Refusal Alternate Employee
Internal documentation
To be completed by the Principal/Site Supervisor and forwarded to
Associate Superintendent of Finance and Operations

ASSIGNMENT OF ALTERNATIVE EMPLOYEE TO PERFORM WORK	
Alternative Employee Name:	
☐ **I have been informed of the work refusal on this work assignment and the reasons for it. I understand my right to refuse this assignment for the same or different reasons than stated above.**	
Alternative Employee Signature:	**Date:**
☐ **I confirm that the nature and circumstances of this refusal have been conveyed to the person named above.**	
Principal/Site Supervisor Signature:	**Date:**

Horizon School Division
Electoral Ward Review

Population data is approximate.

Population data has been gathered in consultation with counties and referencing the 2016 census. Electoral wards and attendance boundaries do no align with county boundaries. Some estimates have been made.

		Total Population		Student Head Count		Per Trustee Total Population		Per Trustee Student Head Count	
		Current Wards	Addendance Boundaries	Current Wards	Addendance Boundaries	Current Wards	Addendance Boundaries	Current Wards	Addendance Boundaries
Ward 1	Lomond, Enchant	1,937	1,351	332	280	1,937	1,351	332	280
Ward 2	Vauxhall, Hays	2,862	2,914	537	537	2,862	2,914	537	537
Ward 3	Barnwell, Taber	11,729	12,682	1,908	1,989	3,910	4,227	636	663
Ward 4	Warner, Grassy Lake	3,089	2,670	469	440	3,089	2,670	469	440
Ward 5	Milk River, Coutts	1,535	1,535	180	180	1,535	1,535	180	180

Levelling the playing field in local elections

June 24, 2020 Media inquiries

The government has introduced Bill 29, the *Local Authorities Election Amendment Act*, which, if passed, will level the playing field for candidates and increase voter participation.

The previous government updated the act in 2018 – but failed to address many critical gaps. The proposed changes will address those gaps, such as creating a level playing field for challengers and incumbents and more democratic elections for voters and citizens.

The proposed changes were informed by an extensive consultation process with voters, community advocacy groups, elected officials, school board associations, municipalities and municipal associations.

"The next round of local elections will be critical for the future of Alberta. These changes are about levelling the playing field, so the best candidates for local office – regardless of where they stand on the political spectrum – are running and winning."

Kaycee Madu, Minister of Municipal Affairs

"AUMA and its members support many of these practical changes to the *Local Authorities Election Act* that enable fair, transparent elections. It is paramount that local elections remain local, and that amendments preserve the non-partisan, democratic processes that Albertans expect."

Barry Morishita, president, Alberta Urban Municipalities Association

"It is crucial that municipal elections focus on local issues and provide a level playing field for all candidates. The *Local Authorities Election Act* continues to be an important tool in supporting local democracy and strong municipal governance. RMA looks forward to working with members to implement changes to the act in advance of the upcoming 2021 municipal election."

Al Kemmere, president, Rural Municipalities of Alberta

"This legislation was updated in 2018, but those changes didn't do a lot to help newcomers. As a previously unknown challenger who successfully defeated an incumbent by working extremely hard, I know first-hand how hard it is to break into local politics. These changes create hope and opportunity for all those seeking to represent their communities."

Jon Dziadyk, Ward 3 councillor, City of Edmonton

"Local leadership matters. These common-sense improvements will help level the playing field and remove barriers to entry. We need a diverse field of candidates to step forward to offer their leadership through our many present challenges. By reducing advantages for incumbents, and increasing financial oversight over large campaigns, Albertans will have more tools and better opportunity to hold their elected officials accountable. Alberta is set to have races that celebrate our full diversity and allow for the most competitive local elections in the country."

Jeromy Farkas, Ward 11 councillor, City of Calgary

Some of the proposed amendments to municipal and school board elections include:

- Ensuring campaign surpluses over $1,000 are donated to charity, instead of requiring municipalities and school boards to open trust accounts to hold them – levelling the playing field for new candidates who may not have previously raised funds.
- Allowing Albertans to support and donate to as many candidates as they choose, up to $5,000 per candidate – ensuring those without public name recognition have more flexibility to raise funds and get their message out.
- Protecting freedom of speech for third-party advertisers, like unions and corporations, by removing the definition of "political advertising" from the act – creating more open debates on issues and policies.
- Allowing candidates to self-finance up to $10,000 a year for their campaigns.
- Increasing the limit that potential candidates can raise outside of the campaign period from $2,000 to $5,000 annually – allowing candidates, particularly newcomers, to take steps to increase public awareness earlier.
- Making it so candidates do not have to file any disclosures before election day, meaning they can spend their time on their main priority – running for office.
  - To increase transparency, candidates who receive contributions of $50,000 or who spend more than $50,000 will be required to have a chartered

professional accountant review their financial statements before submitting them to the municipality or school board.

Quick facts

- A surplus of less than $1,000 may be kept by the candidate and used at their discretion.
- The electoral changes will be made as soon as possible to give municipalities and school boards time to prepare materials, candidate packages, municipal bylaws and procedures for the 2021 elections.
- If passed, Bill 29 will take effect on Sept. 1.

Related information

- [Local election rule changes](#)

Dear Mrs. Logan:

Alberta Education was thrilled to receive 138 applications from junior and senior high school students across Alberta interested in becoming members of the Minister's Youth Council. Thank you for your support throughout the recruitment process. I admire Alberta students' passion for leadership and their desire to make a difference in our education system.

I have the great pleasure of informing you that the following student from your school jurisdiction has been selected for the 2020/21 Minister's Youth Council:

Joshua Aaron Gardner, W. R. Myers High School

Working at the provincial level, this 41-member council will share diverse student perspectives and provide input on education issues. Collectively, the council members will bring a broad and diverse range of life experiences, knowledge and skills from across the province.

All council members have received phone calls and follow-up emails from department staff. In the coming weeks, Alberta Education staff will contact council members and their parents with more details. All travel and accommodation arrangements and costs, as well as supervision, will be provided by the Government of Alberta.

Council members will attend three meetings: October 2 to 5, 2020; February 5 to 8, 2021; and May 7 to 10, 2021. Each meeting will begin Friday evening and end Monday afternoon.

If you have any questions regarding our provincial student engagement strategy, please contact Rhonda Jessen, Manager, Strategic Engagement Branch, at rhonda.jessen@gov.ab.ca or 587-986-7100 (toll-free by first dialing 310-0000).

Sincerely,

Adriana LaGrange
Minister of Education

Students returning to school for 2020-21 school year

July 21, 2020 <u>Media inquiries</u>

Students will return to learning in classrooms across Alberta at the beginning of the new school year.

Schools will be ready to welcome students under scenario 1, which is near-normal daily operations with health measures.

Alberta's government has developed a <u>re-entry tool kit</u> to prepare parents and students for what to expect in the new school year. The tool kit includes videos for students explaining some of the health measures, a guide for parents, frequently asked questions, school posters, a self-screening questionnaire in multiple languages, and links to health guidelines.

"Alberta continues moving ahead with our recovery and relaunch plan. I'm proud of our comprehensive plan that supports the safe return to daily in-school learning. The return of more than 750,000 students to near-normal learning in the new school year is indicative of Alberta's continued recovery as we work to relaunch our economy and return to our regular everyday lives."

Jason Kenney, Premier

"We are determined to do everything that we can to safely return our students, teachers and staff to school. I appreciate the input and support of school authorities across the province, as well as our education partners, in developing and refining our school re-entry plan. We are providing clear and detailed guidelines and a re-entry tool kit so everyone can do their part and prepare for a safe return to school."

Adriana LaGrange, Minister of Education

"We are committed to doing everything possible to protect the health and safety of students, staff and families during the upcoming school year. There is no risk-free approach to COVID-19 but there are also risks to children's overall health from school closures. We are continually

refining our public health advice for schools based on best available evidence. We also have plans in place to respond quickly when cases are identified. Limiting the spread of the virus in schools will require the dedication and support of all Albertans when the school year begins this fall."

Dr. Deena Hinshaw, chief medical officer of health

Under scenario 1, schools will implement a number of public health measures, which include frequent cleaning of surfaces, placing hand sanitizers at school entrances and classrooms, grouping students in cohorts, and planning the school day to allow for physical distancing, which could include staggering start times for classes, recesses and lunches. Additional public health measures may be established prior to September on the advice of the chief medical officer of health in consultation with the education system.

In addition, students, staff, parents and school visitors will be expected to use a [self-screening questionnaire](#) daily to determine whether they can enter the school.

"The Alberta School Boards Association is pleased that this plan was released earlier than expected as it provides more time for finalizing school board plans. We appreciate the various experts, parents and community members that helped inform a plan that prioritizes the health and safety of students and staff. ASBA and all school boards will work diligently to implement this plan and look forward to continuing to work with the Minister of Education throughout the upcoming school year."

Lorrie Jess, president, Alberta School Boards Association

"The College of Alberta School Superintendents appreciates the opportunity to work alongside government and education partners to develop a detailed re-entry plan. The CASS board of directors strongly believes that the re-entry plan offers the appropriate balance of guidance from the chief medical officer of health and the government while providing for the authority and autonomy for individual school divisions to assure their students, parents and staff that a successful return to school will be safe."

Bevan Daverne, president, College of Alberta School Superintendents

"We value the government's efforts to actively work with the education system, including independent schools, as they finalized details for the 2020-21 school year. Re-entry under scenario 1 gives us the information and confidence we need to prepare our schools for reopening. We appreciate the requirements set out by the government to ensure that student

and staff safety remains the priority as we navigate through these times to safely move closer towards a sense of normalcy."

Simon Williams, president, Association of Independent Schools & Colleges in Alberta

"The health of students and staff is the priority. In our recent survey on re-entry, 86 per cent of parents that participated indicated they were in favour of a return to school plan for K-12 students. Community efforts are essential to ensure a safe learning environment for our children."

Brandi Rai, president, Alberta School Councils' Association

"The Association of Alberta Public Charter Schools is pleased the government invested the time to engage with the education system as they pragmatically developed the 2020-21 school re-entry plan. This announcement provides Alberta's public charter schools with the confidence and responsiveness they need to ensure a safe and successful return for the upcoming school year."

Ron Koper, chair, The Association of Alberta Public Charter Schools

Successful transition to summer school and child care

Alberta's school re-entry plan works, and already has mitigated risks to students and teachers. Throughout the summer, the Calgary Catholic Separate School Division ran in-person summer school programming in accordance to the guidelines developed and issued by the province. These comprehensive guidelines have mitigated risk, resulting in no COVID-19 outbreaks among teachers or students participating in summer school.

Additionally, Alberta has seen a successful reopening of child care centres across the province. Children and staff have safely returned to these centres with no outbreaks occurring.

School authority funding

School authorities have returned to full funding levels as of July 1, and every school authority in Alberta is receiving a funding increase for the 2020-21 school year – roughly $120 million across the province. A list of funding for every school authority is available [here](#).

In addition, the Minister of Education has approved the use of school board reserves, if needed, to help cover local COVID-19-related costs. The total amount of money sitting in school board reserves is $363 million.

Accelerated capital school funding

The province has also provided school boards an additional $250 million to support accelerated capital maintenance and renewal projects, as part of the more than $10 billion infrastructure spending announced in the Alberta Recovery Plan.

This funding supports infrastructure enhancements that will help in a COVID-19 learning environment. Seventy-nine school projects totalling $15 million are moving forward with this primary purpose, including upgrades for enhanced hygiene such as hands-free sinks, automatic flush toilets, touchless soap and paper towel dispensers, automatic doors and water bottle filling stations to replace water fountains.

New online Student Learning Hub

A new Student Learning Hub on new.learnalberta.ca is available for parents, students, and teachers to more easily access educational materials to support development of student literacy and numeracy, and provide health and wellness information.

The online hub is another resource to support Alberta's school re-entry plan, with recognition that more online learning resources may be needed during the upcoming school year. Additional resources will also be added throughout the school year.

Expanding diploma exams

Diploma exams will be offered in every subject in the November and April exam sessions. Expanding the offerings of the diploma exams will support school authorities who are shifting high school programming to a four-semester system as part of their COVID-19 re-entry plan. This shift allows for better cohorting by limiting the number of classes a student is in during a term without affecting total learning time over the course of a year.

Personal protective equipment

Students and staff may wear a mask if they choose to. However, practices such as physical distancing, cohorting, frequent handwashing, staying home when sick and increased cleaning of surfaces will continue to be the priority public health measures.

COVID-19 cases at school

If a student or staff tests positive for COVID-19, a public health team will investigate to determine when symptoms developed and support the school to minimize transmission.

While each case will be addressed based on its unique circumstances, it is anticipated that in most cases only the group of students and staff who came in close contact will likely be required to stay home for 14 days, and not the entire school population.

Parents will be notified if a case of COVID-19 is confirmed at school and public health officials will contact those who were in close contact with that person.

Transitioning to scenario 2 or scenario 3

If there is an outbreak of COVID-19 in a community or school, health officials will work with Alberta Education and impacted school authorities to make any decision to potentially transition to partial in-class learning or at-home learning. Decisions will be based on multiple factors including the number of cases in a community or school and the risk of ongoing transmission.

The [health guidance for scenario 2](#) has been updated to allow for a maximum of 20 students per class.

Related information

- [Return to School tool kit](#)
- [Student Learning Hub](#)

Multimedia

- [Returning to school videos](#)

Improving student learning in Alberta

A new vision to guide education will transform student learning, update curriculum and strengthen the K-12 system.

Alberta's government is honouring its commitment to end the focus on so-called "discovery" or "inquiry" learning by repealing the 2013 ministerial order on student learning and replacing it with one that will give students a foundation of literacy and numeracy and a knowledge of the rich and diverse history of Alberta and Canada. The new ministerial order emphasizes civic virtues, core knowledge, and outcomes students need to succeed in school and throughout life.

"This new ministerial order on student learning is a return to proven teaching methods that will set up Alberta's students for rich personal and work lives. Moving forward, education will promote skills development and knowledge pursuit, equipping students to explore opportunities that will help them develop their talents and unleash their potential."

Adriana LaGrange, Minister of Education

The new ministerial order was developed after the government broadened consultations to hear a wider range of perspectives from parents, teachers, and subject matter experts. It places an emphasis on essential core knowledge, evidence and fact-based materials, and focuses on literacy and numeracy as foundational elements woven throughout the entire curriculum.

"As a lifelong teacher, I fundamentally believe that students should gain the knowledge and skills they need to form foundations for successful and fulfilling lives. Literacy and numeracy are the bedrock for successful learning, and I am pleased that the final ministerial order recognizes that importance."

Angus McBeath, chair, Curriculum Advisory Panel

Now that the new ministerial order is in place, the 2018 draft K-4 curriculum will be reviewed and future curricula will be drafted for the next grades. All draft curricula will be aligned with the new vision.

Due to delays resulting from the COVID-19 pandemic, timelines for piloting the new draft curriculum are being adjusted. Validation will be expanded from K-4 to include Grades 5 and 6. Participating schools will start piloting this curriculum in classrooms in September 2021. At a minimum, a draft curriculum for Grades 7-10 will be ready for classroom validation in September 2022.

It is anticipated that all students attending school in Alberta will be learning from the new K-6 curriculum by the 2022-23 school year.

Quick facts

- In August 2019, the independent 12-member Curriculum Advisory Panel was established.
- In December 2019, the panel submitted a draft ministerial order on student learning and recommendations on curriculum direction to government.
- In February 2020, more than 8,500 Albertans, including education partners, gave feedback on the draft ministerial order during a public engagement.

Related information

- [Ministerial Order on Student Learning](#)
- [Arrêté Ministériel Sur L'Apprentissage Des Élèves](#)
- [Curriculum Development](#)
- [Curriculum Advisory Panel](#)