Regular Board Meeting Agenda – 1:00 pm
Monday, August 30th, 2021

A – Action Items

A.1 Agenda	
A.2 Minutes of Regular Board Meeting held Monday, June 28th, 2021	**ENCLOSURE 1**
A.3 August 2021 Payment of Account	**ENCLOSURE 2**
A.4 Second & Final Reading of Policy IFCI – Suicide and Threat Assessment Protocols	**ENCLOSURE 3**
A.5 LDC: Big History (2019) 15	**ENCLOSURE 4**
A.6 LDC: Broadcast Video 15/25/35	**ENCLOSURE 5**
A.7 LDC: Chamber Ensemble (2021) 15/25/35	**ENCLOSURE 6**
A.8 LDC: Choir (2021) 15/25/35	**ENCLOSURE 7**
A.9 LDC: ESL Expository English (2020) 15/25	**ENCLOSURE 8**
A.10 LDC: ESL Introduction Mathematics (2020) 15/25	**ENCLOSURE 9**
A.11 LDC: Film and Media Art (2021) 15/25/35	**ENCLOSURE 10**
A.12 LDC: Forensic Studies (2021) 25/35-3	**ENCLOSURE 11**
A.13 LDC: Forensic Studies (2021) 35-5	**ENCLOSURE 12**
A.14 LDC: Instrumental Jazz (2021) 15/25/35	**ENCLOSURE 13**
A.15 LDC: Leadership, Character and Social Responsibility 15/25/35	**ENCLOSURE 14**
A.16 LDC: Religious Studies-Book of Mormon Part B 35	**ENCLOSURE 15**
A.17 LDC: Reading (2021) 15/25	**ENCLOSURE 16**
A.18 LDC: Religions of the World 15/25/35	**ENCLOSURE 17**
A.19 LDC: Stained Glass (2020) 15/25/35	**ENCLOSURE 18**
A.20 LDC: Understanding Video Games 15	**ENCLOSURE 19**
A.21 International Travel	
A.22 2022- 2023 Calendar	**ENCLOSURE 20**
A.23 Milk River Modernization Enhancements	

I - Discussion Items

D.1 Community Use of Facilities	
D.2 Board Representation at September/October Administrator's Meeting	
D.3 October Board Meeting Date	
D.4 ASBA Fall General Meeting Nov. 14-16, 2021	**ENCLOSURE 21**

I - Information Items

I.1 Superintendent's Report – Wilco Tymensen	
I.2 Trustee/Committee Report	
I.2.1 Facilities Meeting Report – Bruce Francis	
I.3 Associate Superintendent of Finance and Operations – Phil Johansen	
I.4 Associate Superintendent of Learner Services Report – Amber Darroch	**ENCLOSURE 22**
I.5 Vice Principals	**ENCLOSURE 23**

C-Correspondence C.1 [Alberta finance minister pushes salary rollback for nurses](#) C.2 United Nurses of Alberta bargaining: Statement from Minister Toews C.3 News Release: Cabinet changes support economic recovery and renewal C.4 EDC Minister: Minister's Teacher Advisory Council C.5 News Release: Expanding broadband internet in rural Alberta C.6 News Release: Extending timelines for COVID-19 transition	**ENCLOSURE 24**

Dates to Remember

- August 31 – First day back for students
- September 3 – Early Learning Meeting
- September 6 – Labour Day – Stat Holiday
- September 14 – Administrator's Meeting
- September 23 – School PD Day – no school
- September 24 – ISP Day – no school
- September 27 – Board Meeting
- September 29 - TEBA
- October 11 – Thanksgiving – Stat Holiday
- October 12 – Administrator's Meeting
- October 25 – Division Wide PD Day – no school
- October 25 – Board Meeting (?)
- November 10 – Administrator's Meeting (?)
- November 11 – Remembrance Day – Stat Holiday
- November 12 – School PD Day – no school
- November 17 – COSC Meeting

Horizon School Division

The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday, June 28th, 2021, beginning at 11:00 a.m.

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

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

VIA ZOOM   Christa Runka, Trustee

ACTION ITEMS

A.1	Moved by Blair Lowry approve the agenda with the following addition: A.5 – Rural Caucus Budget I.5 - 2022 Alberta Rural Education Symposium (ARES) Carried Unanimously	AGENDA APPROVED 66/21
A.2	Moved by Jennifer Crowson that the Board approve the Minutes of the Regular Board Meeting held Monday, May 31st, 2021, as provided by Enclosure #1 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 67/21
A.3	Moved by Bruce Francis that the Board approve the June 2021 Payment of Accounts in the amount of $5,794,187.54 as provided in Enclosure #2 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNT APPROVED 68/21
A.4	Moved by Derek Baron that the Board approve first reading of Policy IFCA – Suicide and Threat Assessment Protocols as provided by Enclosure #3 of the agenda. Carried Unanimously	FIRST READING POLICY IFCA APPROVED 69/21

A.5	Moved by Derek Baron that the Board approve the 2021-2022 Rural Caucus budget of $200.00.	RURAL CAUCUS BUDGET APPROVED
	Carried Unanimously	70/21

INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

Wilco Tymensen, Superintendent shared the June 2021 report with the Board:
- See Enclosure #4 of the agenda

I.2 TRUSTEE/COMMITTEE REPORT

I.2.1 ASBA Zone 6 Report
Marie Logan, Zone Director, Provided the following summary of the June 2021 Zone 6 ASBA Meeting:
- The next ASBA General Meeting will be held on September 15, 2021
- The November General Meeting will be elections for both the Chair and Vice-Chair. All committees are also up for election.

I.2.2 Facilities Report
Bruce Francis, Facilities Committee Chair, provided the following summary points to the Board, on the work undertaken by the Maintenance Department for the month of June 2021:
- Milk River Capital Project
  - Project to start in September
- Ongoing requirements for insurance (ARMIC)
- Caretaking protocol through the pandemic will cease
- IMR
  - New flooring at LT Westlake
- CMR
  - Lomond project

I.2.3 Administrator's Meeting Report
Wilco Tymensen, Superintendent, provided the following June 2021 Administrator's meeting summary points to the Board:
- Presentation from Career Counsellors
- Presentation from Hapara (online platform for teachers to connect with students)
- CUPE - Early Learning practices
- Student Achieve & PowerSchool
- OH&S - requirements for the new school year
- Intervention Grant
- Draft Curriculum
- August Staff Meeting reminders
- Administrator's Meeting dates
- AED training
- Afternoon PD – Indigenous Learning

I.3 ASSOCIATE SUPERINTENDENT OF OPERATIONS AND FINANCE REPORT

Phil Johansen, Associate Superintendent of Operations shared the following June 2021 summary with the Board:

- Ongoing Insurance requirements – inspection of 1 school
- Budget
- Staffing
- Municipal Election – October 18th, 2021

I.4 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

Amber Darroch, Associate Superintendent of Learner Services, shared the following June 2021 report with the Board:

- View June Report here

I.5 ALBERTA RURAL CAUCUS

2022 Alberta Rural Education Symposium (ARES)
March 6-8, 2022, in Edmonton

CORRESPONDENCE
No Discussion Items came forward from the Correspondence.

Moved by Rick Anderson that the meeting adjourn.   MEETING ADJOURNED
                                         Carried Unanimously   71/21

COMMITTEE ITEMS

Moved by Blair Lowry that the Board meet in Committee.   COMMITTEE
                                         Carried Unanimously   72/21

Moved by Derek Baron that the meeting adjourn.   MEETING ADJOURNED
                                         Carried Unanimously   73/21

_____   _____
       Marie Logan, Chair   Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT
Board Meeting - August 30, 2021

General	June 28/21		603316.40
General	July 6/21		252201.76
General	July 13/21		213225.89
General	July 20/21		1037589.02
General	July 27/21		330763.90
U.S.	July 28/21		639.55
General	August 3/21		160,419.49
General	August 10/21		456,998.41
U.S.	August 16/21		295.82
General	August 16/21		137,874.46
General	August 24/21		1,184,827.00
"A" Payroll	July 2021	Teachers	1,494,860.35
		Support	498,702.65
"B" Payroll	June 2021	Casual	24,636.16
		Subs	47,603.97
"A" Payroll	August 2021	Teachers	1,506,470.77
		Support	494,086.85
"B" Payroll	July 2021	Casual	7,982.22
		Subs	251.16
Total Accounts			8,452,745.83

Board Chair _____

PJ:dd
August 24, 2021

Horizon School Division July 2021 U.S. Accounts

	U.S. Funds	Canadian Funds
Amplified IT	500.00	639.55
Total U.S. Accounts	500.00	639.55

KO:dd
July 28, 2021

pp

Horizon School Division August 2021 U.S. Accounts

	U.S. Funds	Canadian Funds
Really Good Stuff	230.95	295.82
Total U.S. Accounts	230.95	295.82

KO:dd
August 16, 2021

HORIZON SCHOOL DIVISION	Policy Code:	IFCI
	Policy Title:	Suicide and Threat Assessment Protocols
POLICY HANDBOOK	Cross Reference:	EBCE, IFCH, IFGA, IG, IGAA, IGD, IHF, Emergency
		Preparedness
		Procedures
	Legal Reference:	Criminal Code, Sec. 25
	Adoption Date:	June 19, 2003
	Amendment or Re– affirmation Date:	December 8, 2005 February 27, 2019

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS COMMITTED TO CREATING AND MAINTAINING AN ENVIRONMENT IN SCHOOLS WHERE STUDENTS, STAFF, PARENTS, AND VISITORS FEEL SAFE. TO THIS END, THE BOARD SHALL ESTABLISH A PROTOCOL FOR RESPONDING TO WEAPONS ON SCHOOL PROPERTY, THREATS, AND HIGH-RISK BEHAVIOURS.

DEFINITIONS

High-risk behaviors include, but are not limited to, possession of weapons, bomb threats, and threats to kill or injure others. Threats may be written, verbal, posted on the Internet, or made by gesture. They may be direct, indirect, conditional, or veiled. High risk behaviors are those of students twelve years of age and older who are believed to have contravened Section 264.1 (1) of the Criminal Code of Canada which states that a student "who in any manner, knowingly utters, conveys, or causes any person to receive a threat …to cause death or bodily harm" has committed an offense.

Immediate risk situations are those situations involving high-risk that require immediate police intervention, such as when a student is making a threat and is in possession of a weapon.

Threat Assessment Team (TAT) is composed of the Threat Assessment Team Leader (TATL), Clinical Team Leader), the principal, a police officer, Family-School Liaison Counsellor, and may also include the Classroom Support Teacher when involving a student with special needs. A larger TAT may be used in very serious cases and this team is expanded to include physicians, psychologists or psychiatrists, child welfare workers, mental health professionals, or criminal profilers.

Violence is harassing behavior that has as an element, the use, attempted use, or threatened use of physical force or substantial risk that physical force may be used against a person or property of another.

Violent Threat Risk Assessment A multidisciplinary team works together to make an actual determination of current risk of harm to self and others and plan a comprehensive data driven intervention based on the case specific data. The VTRA model is separate from any criminal investigation, which may run parallel to this protocol if needed.

Worrisome behaviors are those that cause concern for members of the school system that may indicate that a student is moving toward a greater risk of violent behavior. This may include

drawing pictures, writing stories, or making vague statements that do not, of themselves, constitute "uttering threats" as defined by law but are causing concern for some members of the school community because of their violent content.

GUIDELINES

1. For detailed information about specific types of critical incidents and the threat assessment protocol, refer to the red Emergency Preparedness Procedures duo-tang ~~and the Horizon School Division Handbook for the Prevention and Management of Critical Incidents~~.

2. Formal training and maintained certification in the Violence and Threat Assessment Protocol is required for the Clinical Team Leader and school principals.

3. Formal training and maintained certification in the Suicide Risk Assessment Protocol is required for those authorized to conduct the Suicide Risk Assessment.

~~3.~~4. Annual reminders of this policy shall be shared with all staff.

REGULATIONS

1. Students, staff, and other individuals (except Police Officers) are forbidden to use, possess, sell, or distribute a weapon or objects which are intended to or may be used to inflict or harm others, on school property, school buses, or at school sponsored activities.

    1.1. The Principal may, under exceptional circumstances, permit disabled weapons to be brought into school for instructional purposes and the superintendent should be informed of such practices.

2. **Reporting**

    2.1. Any person having knowledge of high risk behavior or having reasonable grounds to believe there is a potential for high risk behavior shall immediately report the information to the school principal and/or designate.

    2.2. The school administrator must then contact the Clinical Team Leader to discuss the nature of the threat.

    2.3. No action shall be taken against a person who makes a report unless it is made maliciously or without reasonable grounds.

    2.4. In cases where a report is made maliciously, the person shall be dealt with according to school division policy and the law, where applicable.

3. **Fair Notice**

    3.1. Prior to any threat assessment protocol being implemented, all students, staff, and parents shall be provided with information about the protocol and

procedures- so- that- "fair- notice"- is- given- that- threat- behavior- will- not- be tolerated.

    3.1.1. The- "fair- notice"- letter- and- pamphlet- should- be- sent- out- by- school- to- all families- annually- at- the- start- of- the- year- and- provided- to- students- new- to the- jurisdiction- who- register- throughout- the- year- (see- attachment- A).

3.2. The- Threat- Assessment- Team- Leader- (Clinical- Team- Leader)- shall- take- the- lead to- ensure- that- students,- staff,- and- parents- are- aware- of- the- protocol- and- that- a consistent- message- is- given- regarding- the- use- of- the- protocol.

4. Duty- to- Respond

4.1. Schools- shall- respond- to- all- high- risk/threat- related- behaviors

    4.1.1. All- high-risk- behaviors- shall- be- taken- seriously- and- assessed- accordingly.

5. Immediate- Risk- Procedures

5.1. The- school- principal- or- designate- shall- contact- the- police- immediately- and- take steps- to- ensure- the- safety- of- all- those- in- the- school- by- activating- established procedures- such- as- school- evacuation- or- school- security- (lock- down).

    5.1.1. Staff- attempting- to- remove- weapons- or- taking- action- against- a- person possessing- a- weapon- shall- exercise- due- care- for- their- safety- as- well- as the- safety- of- others.

    5.1.2. Any- weapons- confiscated- shall- be- disposed- of- forthwith- as- follows:
        5.1.2.1. Weapons- taken- from- students- or- other- individuals- shall- be immediately- turned- over- to- the- Principal.
        5.1.2.2. The- Principal- is- advised- to- contact- the- police- with- respect- to- the disposition- of- seized- knives,- guns,- or- other- weapons.
        5.1.2.3. Possession- of- a- weapon- may,- depending- on- specific circumstances,- be- grounds- for- suspension- and/or- expulsion.

    5.1.3. The- student- exhibiting- the- behavior- shall- be- escorted- to- a- safe,- supervised area.- When- this- is- not- possible,- the- safety- of- others- (staff- and- students) shall- be- ensured.

5.2. School- principal- shall- notify- the- TAT- leader- (Clinical- Team- Leader),- as- soon- as possible,- following- initial- police- contact.

    5.2.1. When- the- student- poses- imminent- risk- (i.e.- they- have- a- weapon- or- are physically- acting- out- in- a- manner- that- jeopardizes- immediate- safety- in- the school)- the- police- shall- be- responsible- to- determine,- in- consultation- with the- TAT- leader,- whether- to- arrest- and- charge- the- student- under- the Criminal- Code/Youth- Criminal- Justice- ACT- or- to- transport- to- the- Threat Assessment- Team- Physician- for- evaluation- under- the- Mental- Health- Act.

The Threat Assessment Team Child Welfare Worker shall be called where the Child Welfare Act may be utilized to obtain a secure treatment order.

5.3. The Clinical Team Leader shall keep the Superintendent or designate updated regarding immediate risk incidents.

6. Moderate Risk Behaviour

6.1. The TAT leader and the police, if involved, shall determine a course of action.

6.1.1. If there does not appear to be imminent risk the TAT leader shall proceed with an initial risk assessment.

6.1.2. If the student is assessed as imminent risk the police shall become involved and action shall proceed as in (5).

6.1.3. If the TAT leader assesses the student as moderate risk arrangements shall be made for a comprehensive mental health evaluation by a psychiatrist.

6.1.4. To ensure a safe and caring environment for students and staff, the TAT leader, in consultation with the administrator, parents and others as appropriate shall develop a short term plan that may include suspension of the student from school until the mental health evaluation is completed.

6.1.4.1. Results of the mental health evaluation shall need to be released by the parents to the school prior to the student returning.

6.1.4.2. Prior to a return to school the TATL, in consultation with the administrator, parents, and appropriate others shall determine further interventions, if necessary.

6.1.4.3. Conditions for re-admission to school shall be formalized in an intervention plan and that shall be signed by the student, parents, and appropriate school division representatives.

6.1.4.4. At least one follow-up meeting shall be held subsequent to a VTRA having been completed.

7. High Risk Behaviors

7.1. Upon receiving a report of high-risk behavior, the principal or designate shall initiate the protocol for the response of the TAT composed of the principal, clinical team leader, and police in order to assess the high-risk behavior.

7.1.1. The Clinical Team Leader shall keep the Superintendent or designate updated regarding high-risk incidents.

7.2. In cases where it is believed a Criminal Code violation has occurred, the police officer assigned to the Threat Assessment Team has the "first call" as to whether or not charges will be laid.

7.3. If the police choose not to lay initial charges, the TAT shall continue to conduct a risk assessment and determine follow-up recommendations.

7.4. Although there is ongoing collaboration among TAT members, each team member has his/her own "jurisdiction".

7.5. The school principal shall notify the parent(s) of the student making the threat at the earliest opportunity as well as the parents of those students against whom the threat was made.

   7.5.1. Parents shall be kept informed of the assessment process.

7.6. When information suggests that a student who has displayed high-risk behavior poses a threat, other members of the larger TAT may become involved in the comprehensive assessment phase.

7.7. In order to protect others and/or the threat-maker, students may be suspended from school by the principal during the assessment period (a suspension may create the necessary context for the high-risk student who is already struggling with suicidal or homicidal ideation. When a suspension occurs a key question beyond "when to suspend" is "where to suspend". The isolation and disconnection felt by high-risk students during a suspension may be exacerbated if steps are not taken to keep the student connected to healthy supports).

7.8. The TAT (Clinical Team Leader) shall guide the process from initial assessment, to planning interventions to decrease risk, to plans for re-entry to school where a suspension has occurred.

7.9. If circumstances warrant and following the completion of necessary assessments, team members may work with the student and their parent(s) to develop a signed agreement to remain in or return to school.

8. Duty to Victims and Others

8.1. The TAT leader (Clinical Team Leader) shall ensure that appropriate support is provided to those against whom threats have been made.

8.2. Parents shall be informed immediately when their children are involved in more serious incidences such as physical attacks, fighting or the use of a weapon by a student or a group of students while on school division property or during a school sponsored activity.

8.3. The principal may notify all school staff, and parents, if necessary, within a reasonable time period, when the protocol has been activated as a result of high-risk behavior.

8.4. The principal (Clinical Team Leader) shall notify the Horizon School Division Transportation Coordinator if activation of the protocol effects transportation of students (eg. Management of students, restrictions pertaining to students or transported articles such as backpacks).

9. **Students Requiring Special Consideration**

9.1. When dealing with students under twelve years of age, students with special needs, or other exceptional students, accountability/maturation issues and cognitive abilities shall be taken into consideration.

9.2. Since these students can still pose a risk, the TAT leader (Clinical Team Leader) shall be consulted.

9.3. The school principal and the TAT leader (Clinical Team Leader) shall determine police involvement. (some of these students may benefit from police involvement as a way to provide a "teaching moment" for the child).

10. **Worrisome Behaviors**

10.1. The school shall communicate all worrisome behaviors (e.g. generalized threats with no specific target) to the TAT leader (Clinical Team Leader) for consultation.

10.2. The school principal shall consult with the TAT leader (Clinical Team Leader) and other appropriate staff as to whether or not a threat assessment needs to be conducted.

10.3. The police may be consulted but it is generally not done as a formal complaint.

11. **Threat Assessment Incident Report**

11.1. The TAT leader (Clinical Team Leader) shall be responsible for completing a Threat Assessment Incident Report (see attachment B).

11.2. One copy shall remain in the Clinical Team Leader's records. A second copy shall remain in the administrator's Threat Assessment file at the school.

11.3. Threat Incident Reports shall be destroyed on the date indicated in the report.

12. **Discipline**

12.1. Incidences involving physical attacks, fighting or the use of a weapon by a student or a group of students while on school division property, school bus, or during a school sponsored activity may result in either:

12.1.1. suspension- of- the- student(s)- from- one- (1)- to- five- (5)- days;- or

12.1.2. making- a- recommendation- to- the- Board- for- expulsion- of- the- student(s) engaged- in- the- violent- incident.

12.2. Prior- to- re-admittance- to- school- following- a- suspension- or- expulsion- resulting from- an- incidence- involving- physical- attacks,- fighting- or- the- use- of- a- weapon by- a- student- or- a- group- of- students- while- on- school- division- property,- school bus,- or- during- a- school- sponsored- activity,- the- principal- shall- communicate- and enforce- conditions- for- re-admittance- such- as:

12.2.1. - Positive- behavior- support- plan,

12.2.2. counselling,- or

12.2.3. any- other- conditions- consistent- with- the- circumstances- and- nature- of- the violent- act(s).

13. Suicide- Risk- Assessments

13.1 If any Horizon School Division employee is made aware of a student making suicidal ideation statements they must immediately disclose this information to the Family School Liaison Counsellor or Child and Youth Care Worker.

13.1.1   If the FSLC or a CYC is not available, the employee must contact the Clinical Team Leader CTL).

13.1.2   At the discretion of the Clinical Team Leader, a Wellness Coach may be asked to complete the assessment.

13.2   All Family School Liaison Counsellors, Child and Youth Care Workers, and Wellness Coaches must be trained to conduct Suicide Risk Assessments.

13.2.1   For junior/senior high students, the Adult Suicide Risk Assessment should be used.

13.2.2 For younger children, the Child's Suicide Risk Assessment should be used.

13.2.3 If a Family School Liaison Counsellor/Child and Youth Care Worker is not certified in Suicide Intervention and suspects that a student is suicidal, a preliminary assessment of suicide risk should be completed.

13.2.3.1 This may involve asking the questions and evaluating if there is a need for peer support to facilitate a Suicide Risk Assessment, consulting with the Clinical Team Leader, and properly documenting the initial assessment/consultations.

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13.3   Consultation with the CTL shall follow after every Suicide Risk Assessment, regardless of level of risk, to inform the CTL an assessment has been completed and inquire about additional recommendations.

13.4   The Family School Liaison Counsellor or Child and Youth Care Worker shall communicate as needed upon completing the assessment.

13.4.1 Parents/Guardians shall be contacted, informed that a formal Suicide Risk Assessment has been completed, and provided with recommendations.

13.4.1.1 Parents/Guardians shall not be notified in the case of independent students.

13.4.1.2 If the Family School Liaison Counsellor/Child and Youth Care Worker is unable to contact the parents/guardians, a consultation with the CTL is necessary to determine how to proceed.

13.4.2 The FSLC in consultation with the Clinical Team Leader will make referrals to outside agencies as needed, including hospital emergency, medical clinic, AHS Addiction and Mental Health, or psychiatrist.

13.4.3 Principals shall be informed that a formal Suicide Risk Assessment occurred when the harm to self is considered mid/high risk.

13.5   The Family School Liaison Counsellor or Child and Youth Care Worker shall document and file the assessment.

13.6   The Family School Liaison Counsellor or Child and Youth Care Worker will follow up with the student following any referrals to ensure the appropriate supports are in place.

13.1. If a Family School Liaison Counselor/Child and Youth Care Worker suspects a student is suicidal:

13.1.1. All Family School Liaison Counselor/Child and Youth Care Worker should be trained to conduct an Initial Suicide Assessment.

13.1.2. If a Family School Liaison Counselor/Child and Youth Care Worker is certified in Suicide Intervention and suspects that a student is suicidal, a Suicide Risk Assessment should be completed.

13.1.2.1. For junior/senior high students, the Adult Suicide Risk Assessment should be used.

13.1.2.2. For younger children, the Child's Suicide Risk Assessment should be used.

13.1.3. If a Family School Liaison Counselor/Child and Youth Care Worker is not certified in Suicide Intervention and suspects that a student is suicidal, an Initial Suicide Assessment should be completed.

13.1.3.1. This may involve asking the questions and evaluating if there is a need for peer support to facilitate a Suicide Risk Assessment, consulting with the Clinical Team Leader, and properly documenting the initial assessment/consultations.

13.2. The Family School Liaison Counselor/Child and Youth Care Worker shall consult with the Clinical Team Leader (CTL):
13.2.1. Consultation with the CTL should follow after every Suicide Risk Assessment regardless of level of risk, to inform the CTL an assessment has been completed and inquire about additional recommendations.

13.3. The Family School Liaison Counselor/Child and Youth Care Worker shall contact parents/guardians:
13.3.1. Parents/Guardians shall be contacted, informed that a formal Suicide Risk Assessment has been completed and provided with recommendations.
13.3.1.1. Principals shall be informed that a formal Suicide Risk Assessment occurred when the harm to self is considered mid/high risk.
13.3.2. If Family School Liaison Counselor/Child and Youth Care Worker is unable to contact the parents/guardians, a consultation with the CTL is necessary to determine how to proceed.
The Family School Liaison Counselor/Child and Youth Care Worker shall document and file the assessment:

Attachment A

Fair Notice Letter

VTRA Parent Notification Letter

Date:

Dear Parent/Guardian:

Horizon School Division is committed to providing safe learning environments for all students, staff, school visitors and community members.

When students' behaviours pose a potential threat to safety or serious harm, the Southwest Alberta Regional Violence Risk Threat Assessment (VTRA) Protocol helps Principals take steps to protect students' well-being. The protocol helps schools respond quickly to worriesome behaviours and/or threatening incidents such as: possession of a weapon or a replica weapon, bomb threats or plans, verbal, written or electronic (internet, text) threats to kill or injure oneself or others or other threats of violence, fire setting.

The Southwest Alberta Regional VTRA Protocol outlines how a school responds immediately to threatening behaviour. The purpose of the VTRA protocol is to support students and their families in addressing these worrisome behaviours. We believe that students demonstrating such behaviours require a team to support them. Principals may first bring together a School Threat Assessment Team, which ideally includes the Principal/Vice-Principal, a school-based clinician/jurisdictional lead, and police. If the situation is serious, the Principal may also consult with the Superintendent of Schools, and call in members of the Community Threat Assessment Team. This community team may include representatives of community agencies who work with us to keep our schools safer such as local police, children's mental health organizations or Human Services. Parents and guardians will be notified as soon as possible in the Stage I-VTRA process. If parents/guardians cannot be reached, or if they choose not to provide consent, but a concern for safety still exsists due to threatening behaviour, the threat assessment may still proceed. Personal information shared throughout this process will respect and balance each individual's right to privacy with the need to ensure the safety of all.

As always, student safety is our first priority. If you have any questions regarding Horizon School Division, Southwest Alberta Regional VTRA Protocol, please contact Angela Miller at 403-634-9767 or angela.miller@horizon.ab.ca

Sincerely,

School Administrator's Name
School Name

Big History (2019)15-5

Submitted By:

The Horizon School Division

Submitted On:

Jul. 13, 2021

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-5	125.00	09/01/2021	08/31/2023	Acquired	Authorization	G10

Course Description

Big History (2019) 15-5 is an interdisciplinary study of change over time from the Big Bang to the present with projections for the future. The course is founded on three essential skills and three core concepts. The essential skills are: thinking across scales, integrating multiple disciplines, and making and testing claims. The core concepts are: thresholds of history, collective learning, and origin stories.

Big History (2019) 15-5 prompts students to examine big questions:

· How has the Universe and life within it grown more complex over the past 13.8 billion years?

· How do we know what we know about the past?

· How can we judge claims about the past?

· Why does what we "know" change over time?

· How does what happened during the early days of the Universe, the Solar System, and the Earth shape what we are experiencing today?

The Big History (2019) 15-5 course can be delivered by one or more teachers in a classroom setting. Students engage in various writing assignments, hands-on activities, as well as a variety of formative and summative assessments. Big History (2019) 15-5 culminates in a "Little Big History" project that is used as the final assessment for the course. It is a cumulative research project in which the student must present a history of a single topic (ie. an idea, innovation, invention, object) from the beginning of the universe up to the present day and consideration of its possible future, making connections across time and space along the way.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

Where did we come from? What causes change? Where are we heading?
Big History (2019) 15-5 is an interdisciplinary study of change over time from the Big Bang to the present with projections for the future. The course is founded on three essential skills and three core concepts. The essential skills are: thinking across scales, integrating multiple disciplines, and making and testing claims. The core concepts are: thresholds of history, collective learning, and origin stories.

Big History (2019) 15-5 takes on existential questions that originated with the dawn of conscious thought, exploring the story of humanity's place in the Universe. More than a history course, Big History (2019) helps students see the whole picture and make sense of the pieces: it looks at the past from the Big Bang to modernity, seeking out common themes and patterns that can help us better understand people, civilizations, and the world in which we live.

In contrast to delving deeply into narrow topics across a range of specialized subjects, the broader, interdisciplinary approach of Big History (2019) 15-5 serves as a solid foundation for students entering high school streams of social studies, science, mathematics and language arts. If individual course concepts are considered parts of a mosaic, this course has students step back to see the interplay of the larger artwork. Big History (2019) 15-5 encourages students to think critically and to develop a thoughtful, consistent, and rigorous approach to testing new ideas and information in a world in which they are bombarded with information. Big History (2019) 15-5 can be delivered and assessed collaboratively by science, social studies and language arts teachers.

Student Need (formerly: Rationale)

Big History (2019) 15-5 arose from a desire to transcend traditional self-contained fields of study and grasp history as a whole, looking for linked ideas and connections across history's entire spectrum. By teaching students to explore these connections and effectively question, analyze and postulate their learning, the course provides a foundation for thinking not only about the past, but also about the future and the changes that are reshaping our world. Throughout Big History (2019) 15-5, students encounter challenging ideas and questions and learn to connect ideas across 13.8 billion years of time within an array of disciplines. The course asks students to thoughtfully and rigorously engage with the claims they encounter along the way, which in turn will change their thinking.

Scope and Sequence (formerly: Learner Outcomes)

· Thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative.

· Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change.

· Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.

· Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one's thinking, and present findings that are well supported by scientific and historical evidence.

· Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well crafted and carefully supported written and oral arguments.

· Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats.

· Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact the narrative of Big History (2019) 15-5.

· Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.

Essential Skills

1. *Thinking Across Scales*

Big History (2019) 15-5 encourages students to think across orders of magnitude from the massive expanse of the Universe to the smallest of atoms. Thinking across scales in terms of both time and distance helps frame human experience at the personal, family, community, national and geological levels.

2. *Integrating Multiple Disciplines*

Big History (2019) 15-5 encourages the use of interdisciplinary thinking and methodologies. Students integrate the insights of multiple disciplines including social, physical and natural sciences, when analyzing and drawing conclusions about historical information.

3. *Making and Testing Claims*

Big History (2019) 15-5 encourages students to develop a thoughtful, consistent, and rigorous approach to testing new ideas and information. These learned techniques inform their writing and broaden academic pursuits.

Core Concepts

1. *Thresholds*

Big History (2019) 15-5 looks at the Universe as a series of significant moments called thresholds. These moments are characterized by a set of ingredients and just-right "Goldilocks Conditions" that result in new forms of complexity. Big History (2019) 15-5 tells the story of the Universe by using these moments to describe Universal change. While the use of thresholds is unique to Big History (2019) 15-5, it provides a helpful means of analysis that can be applied to more traditional historical contexts and other disciplines.

2. *Collective Learning*

Collective learning is the human ability to share, preserve, and build knowledge over time. In Big History (2019) 15-5, this is the defining characteristic that separates humans from other species.

3. *Origin Stories*

There are numerous explanations of the origins of our planet as well as the Universe as a whole. Since the time of the earliest humans, we have attempted to make sense of our world, our origins and our purpose. Big History represents one point of view, and is considered a modern, scientific origin story. The Big History (2019) 15-5 origin story is incomplete and will continue to evolve as science and scholarly inquiry continue to advance.

Guiding Questions (formerly: General Outcomes

1   Formations and Early Life: What is Big History? Why do we look at things from far away and close up?

2   The Big Bang: How and why do individuals change their minds?

3   Stars and Elements: How can looking at the same information from different perspectives pave the way for progress?

4   Our Solar System and Earth: How and why do theories become generally accepted?

5   Life: How are we still evolving?

6   Early Humans: What makes humans different from other species?

7   Agriculture and Civilization: Was farming an improvement over foraging?

8   Expansion and Interconnection: What are the positive and negative impacts of interconnection?

9   Acceleration: To what extent has the Modern Revolution been a positive or a negative force?

10   The Future: What the next threshold?

Learning Outcomes (formerly: Specific Outcomes)

1 Formations and Early Life: What is Big History? Why do we look at things from far away and close up?	**15-5**
1.1 Define thresholds of increasing complexity, origin stories, and scale.	X
1.2 Understand that Big History is a modern, science based origin story that draws on many different types of knowledge.	X
1.3 Understand how you fit into the Big History narrative, using the concept of "thresholds" to frame your past, present, and future, as well as the history of the Universe.	X
1.4 Understand what disciplines are and consider how the viewpoints of many different scholars can be integrated for a better understanding of a topic.	X

2 The Big Bang: How and why do individuals change their minds?	**15-5**
2.1 Explain the basics of the Big Bang theory and the primary evidence that supports this theory.	X
2.2 Using evidence from texts, explain why views of the Universe have changed over time and the roles that scientists played in shaping our understanding of the origin of the Universe. Understand how to use claim testing to evaluate a claim or resource.	X

3 Stars and Elements: How can looking at the same information from different perspectives pave the way for progress?	**15-5**
3.1 Describe how stars form.	X
3.2 Explain what happens in the life of a star and explain what happens when a star dies.	X
3.3 Explain how the death of stars results in the creation of heavier elements.	X

3.4 Explain why the formation of stars and the emergence of elements are so important in our world.	X
3.5 Understand what scholars from multiple disciplines know about a topic and the questions they can ask to understand the topic from an integrated perspective.	X

4 Our Solar System and Earth: How and why do theories become generally accepted?	**15-5**
4.1 Explain why planets are more complex than stars.	X
4.2 Use evidence to explain how the Earth and its atmosphere developed and changed over time.	X
4.3 Explain the basic mechanisms and key pieces of evidence for plate tectonics, and how plate tectonics impacts life on Earth.	X
4.4 Explain why geology is important to understanding the history of the Earth.	X
4.5 Understand how geologists can work with scientists and historians from other disciplines to form a deeper understanding of the history of the Earth.	X

5 Life: How are we still evolving?	**15-5**
5.1 Describe the conditions that made it possible for life to emerge on Earth.	X
5.2 Explain the differences between life and non-life.	X
5.3 Describe the major events in the development of life on Earth and explain what is meant by the term biosphere.	X
5.4 Use evidence to explain adaptation and evolution, including Darwin's theory of natural selection and DNA.	X

6 Early Humans: What makes humans different from other species?	**15-5**
6.1 Describe human evolution, using evidence and connection to other species of mammals.	X
6.2 Explain whether or not symbolic language makes humans different.	X

6.3 Describe how early humans lived.	X
6.4 Explain collective learning.	X
6.5 Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective.	X

7 Agriculture and Civilization: Was farming an improvement over foraging?	15-5
7.1 Define agriculture and describe where it emerged.	X
7.2 Identify the features of agrarian civilizations.	X
7.3 Understand the similarities and differences between the lifestyles of hunter and gatherers and farmers.	X
7.4 Describe how early civilizations formed and their key features.	X
7.5 Understand what scholars from multiple disciplines know about agriculture and civilization and the information each field offers to your overall understanding.	X

8 Expansion and Interconnection: What are the positive and negative impacts of interconnection?	15-5
8.1 Analyze what propelled the expansion and interconnection of agrarian civilizations.	X
8.2 Investigate the implications of interconnected societies and regions by looking at how commerce has spread.	X
8.3 Explain how new networks of exchange accelerated collective learning and innovation.	X

9 Acceleration: To what extent has the Modern Revolution been a positive or a negative force?	15-5
9.1 Describe accelerating global change and the factors that describe it.	X
9.2 Understand the key features that define the Anthropocene.	X

9.3 Describe how economies have developed and changed since the Industrial Revolution.	X

10 The Future: What the next threshold?	**15-5**
10.1 Explain the Big History story and its defining features and patterns.	X
10.2 Identify important human and environmental issues that affect the future of our species and the biosphere.	X
10.3 Propose a vision of the future based on new understandings of the past.	X

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

Access to the internet and an electronic device for research purposes.

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

Name of provincial course(s) with overlap and/or similarity:

· Biology 20 / Social Studies 10

Identify the overlap or similarity:

· Big History (2019) 15-5 has some overlap with the topic of evolution in Biology 20. Big History (2019) 15-5 discusses Nationalism, Globalism, and the Industrial Revolution, which are covered in Social Studies 10.

Indicate reason as to why the LDC is necessary:

· This course provides a great foundation for further study in Biology 20 and enables students to see how humans fit into the evolutionary epic of life on our planet. This course provides an opportunity to introduce and reinforce important concepts discussed in Social Studies 10-30.

Name of LDC with overlap and/or similarity:

· None

Identify the overlap or similarity:

· None

Student Assessment

All assessment and evaluation must follow Horizon School Division's Policy HK - Student Assessment, Evaluation and Reporting.

Course Approval Implementation and Evaluation

Broadcast Video15-5

Broadcast Video25-5

Broadcast Video35-5

Submitted By:

The Horizon School Division

Submitted On:

Jul. 12, 2021

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-5	125.00	09/01/2021	08/31/2024	Acquired	Reauthorization	G10
25-5	125.00	09/01/2021	08/31/2024	Acquired	Reauthorization	G10
35-5	125.00	09/01/2021	08/31/2024	Acquired	Reauthorization	G10

Course Description

The course sequence consists of Broadcast Video 15 - 25 - 35. Major topics include:

Use various forms of communication and expression to represent and interpret our understandings of the world in multiple ways.

Develop professionalism through understanding the roles, economic practices and ethics within the broadcast production industry.

Understand the relationship of broadcast production and various techniques to the broadcast industry.

An infrastructure of video production equipment is required that will allow students to be involved in the creation, editing, and broadcasting of video. A classroom space is needed and it is recommended that an additional editing space be available. Sufficient storage space is needed for equipment.

There are no risks and hazards or controversial and sensitive issues unique to this course.

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 technology have now made the production of a high quality video images 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, a social media site or a channel on a streaming site such as YouTube. 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 an environment where these broadcasters are looking more and more to independent producers to create content for their round the clock channels. Content creation is necessary for a successful corporate brand and the proliferation of digital media in our

globalized world has made this a fertile time for employment in this industry. By giving our students a solid foundation in the principles of broadcast production, we open a door to a vibrant and growing profession. Yet we should not focus exclusively on the trade aspect of broadcast production.

The creation of a quality broadcast 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 production is also a 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 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 broadcast production. Students will learn the operation of professional-quality video equipment going far beyond the operation of standard home consumer electronics. They will also learn to write for the broadcast industry in both a creative and news/ documentary environment.

This course is intended for high school students with an interest in expressing ideas and feelings through a visual medium. Students interested in the broadcasting industry, film industry as well as digital media production 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 Broadcast Video 15-25-35 is to help the students achieve a high level of mastery of broadcast production 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 communicate through video.

Course Prerequisites

Broadcast Video 15: no prerequisites
Broadcast Video 25: prerequisite is Broadcast Video 15 (or Video 15)
Broadcast Video 35: prerequisite is Broadcast Video 25 (or Video 25)

Sequence Introduction (formerly: Philosophy)

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Student Need (formerly: Rationale)

 The sequence of Broadcast Video 15-25-35 provides students with an opportunity to create and collaborate in the expression of ideas, thoughts and feelings through video production. The focus is on the development of a variety of skills that students can apply to real life situations. Students who complete this course sequence acquire production techniques in video, broadcasting, audio and design and the ability to connect these skills to the field of video production, broadcast arts and social media..

 Broadcast Video 25 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 video 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)

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.

Essential Understanding 2
Investigating the roles, economic practices, and ethics within the broadcast production industry will enable us to develop professionalism to guide our choices.

Essential Understanding 3
Exploring connections strengthens our understandings of relationships of broadcast production and various techniques to the broadcast industry.

Guiding Questions (formerly: General Outcome

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

2   How can pre-production processes be used to support production quality and artistic vision?

3   How can post production tools and processes be used to support production quality and artistic vision?

4   How is the broadcast production industry organized in terms of roles and practices?

5   What relationship does economics have with the broadcast production industry?

6   What relationship does ethics have with broadcast production?

7   How can video production shape contemporary society?

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

9   How can pre-production planning quality be improved to better support artistic vision?

10   How do broadcast production roles relate to industry practices?

11   How do broadcast production roles relate to industry practices?

12   How can economics impact broadcast production industry practices?

13   How can ethical practices be employed in broadcast production?

14   How can technology influence the broadcast industry?

15   How can broadcast production quality be maximized to support artistic vision?

16   How can pre-production planning be maximized to support artistic vision?

17   How can post production quality be maximized to support artistic vision?

18   How can our current interests translate to potential avenues to explore in broadcast production?

19 How can our understanding of the broadcast production industry economics help us in our career planning?

20 How can a personal code of ethics be applied in broadcast production?

21 How has video production and the broadcast industry influenced each other?

Learning Outcomes (formerly: Specific Outcomes)

1 How can broadcast production tools and processes be used to support production quality and artistic vision?	15-5 25-5 35-5
1.1 Students describe and apply basic production tools and processes to support production quality.	X
1.2 Students describe and apply basic production tools and processes to support a given artistic vision.	X

2 How can pre-production processes be used to support production quality and artistic vision?	15-5 25-5 35-5
2.1 Students describe and apply pre-production planning tools and processes to support a developing artistic vision.	X
2.2 Students apply pre-production planning techniques and processes to enhance production quality.	X

3 How can post production tools and processes be used to support production quality and artistic vision?	15-5 25-5 35-5
3.1 Students will utilize basic editing tools in order to enhance the audio and video production.	X
3.2 Students will use basic editing tools in order to enhance an artistic vision.	X

4 How is the broadcast production industry organized in terms of roles and practices?	15-5 25-5 35-5
4.1 Students identify various professional broadcast production roles and professional industry practices.	X

5 What relationship does economics have with the broadcast production industry?	15-5 25-5 35-5
5.1 Students describe the types of revenues and expenditures in the broadcast production industry.	X

6 What relationship does ethics have with broadcast production?	15-5 25-5 35-5
6.1 Students describe the ethical industry practices in broadcast production.	X

7 How can video production shape contemporary society?	15-5 25-5 35-5
7.1 Students describe types of broadcast productions in contemporary society.	X
7.2 Students explain the influence of broadcast production on the news industry in a contemporary context.	X

8 How can broadcast production quality be improved to better support artistic vision?	15-5 25-5 35-5
8.1 Students apply broadcast production tools and processes to enhance production quality.	X
8.2 Students describe and apply basic production tools and processes to support a developing artistic vision.	X

9 How can pre-production planning quality be improved to better support artistic vision?	15-5 25-5 35-5
9.1 Students apply pre-production planning techniques and processes to enhance production quality.	X
9.2 Students apply a variety of pre-planning production tools and processes that support an artistic vision.	X

10 How do broadcast production roles relate to industry practices?	15-5 25-5 35-5
10.1 Students use post production tools and processes to enhance production quality.	X
10.2 Students apply a variety of post production tools and processes that support an artistic vision.	X

11 How do broadcast production roles relate to industry practices?	15-5 25-5 35-5
11.1 Students explore a variety of professional broadcast production roles and professional industry practices.	X

12 How can economics impact broadcast production industry practices?	15-5 25-5 35-5
12.1 Students analyze the impact of a range of economic practices on the broadcast production industry.	X

13 How can ethical practices be employed in broadcast production?	15-5 25-5 35-5
13.1 Students apply ethical industry practices in video production.	X

14 How can technology influence the broadcast industry?	15-5 25-5 35-5
14.1 Students describe how trends in the broadcast production industry have been influenced by technology.	X
14.2 Students analyze the relationship between broadcast production and the broadcasting industry in historical contexts.	X

15 How can broadcast production quality be maximized to support artistic vision?	15-5 25-5 35-5
15.1 Students apply an array of broadcast tools and techniques to achieve production quality.	X
15.2 Students use a range of broadcast production tools and processes to achieve an overall artistic vision.	X

16 How can pre-production planning be maximized to support artistic vision?	15-5 25-5 35-5
16.1 Students apply an array of pre-production planning techniques to achieve production quality.	X
16.2 Students use a range of pre-production tools and processes to achieve an overall artistic vision.	X

17 How can post production quality be maximized to support artistic vision?	15-5 25-5 35-5
17.1 Students apply a wide array of post production tools and processes to achieve production quality.	X
17.2 Students use a range of post production tools and processes to achieve an overall artistic vision.	X

18 How can our current interests translate to potential avenues to explore in broadcast production?	15-5 25-5 35-5
18.1 Students explain personal connections to various broadcast production roles and use professional industry behaviours.	X

19 How can our understanding of the broadcast production industry economics help us in our career planning?	15-5 25-5 35-5
19.1 Students develop a personal action based on an understanding of the broadcast production industry.	X

20 How can a personal code of ethics be applied in broadcast production?	15-5 25-5 35-5
20.1 Students describe and apply a personal ethic of broadcast production industry practice.	X

21 How has video production and the broadcast industry influenced each other?	15-5 25-5 35-5
21.1 Students analyze the role of the broadcast production industry in the development of news and documentaries.	X
21.2 Students relate contemporary and historical contexts of the broadcast production industry to contemporary and/ or future broadcast production.	X

Facilities or Equipment

Facility

Classroom Space:

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.

For Studio Production:

·   A production space at least the size of a classroom (preference given to high ceilings)

·   Ability to control ambient light and noise levels in the production space

·   Ample availability of 120-volt power receptacles on multiple 20-amp breakers throughout the studio space.

Editing Suites:

Quality production requires that video footage is 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 access to an editing suite. In an ideal setting the editing suites are separate from the production floor.

Storage space:

Sufficient storage space will be required to store a multitude of equipment

Facilities:

Equipment

A successful video program requires a developed infrastructure of video production equipment to allow each student sufficient access to allow them a high degree of hands on involvement in the creation of their video projects. As the industry continues to innovate the functionality of the equipment and the compatibility of the equipment and production infrastructure has always got to be considered. Anyone who is interested in developing a program needs to work with industry professionals to do so to ensure a wise investment of capital. Continual updating and maintenance of infrastructure is expected.

For Studio Production:

.

A lighting system

.

A production switcher (live preference)

.

Audio equipment (Switcher, microphones, etc.)

.

One large screen studio monitor (can serve as a teleprompter)

.

A computer set up to provide keyed text and graphics for productions

.

A communication network

.

Appropriate cabling for hooking up various production equipment

For Field Production:

Listed below is the necessary equipment needed to field a production team. A typical production team would feature between 4-6 students. The following equipment is needed for one team

A field production camera like the Canon XA 35

A lighting kit

A portable monitor

A heavy tripod-rated correctly for the size of camera with a fluid head.

A variety of microphones (Shotgun, Lavalier)

Boom Pole

Audio mixer

Headphones

Appropriate cables for connecting equipment

Sufficient Power

Battery packs

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
-COM1015: MEDIA
Identified Overlap/Similarity

1.
identify and describe current media

2.
explore the impact media has on society, considering: • technology; e.g., smartphones, Internet, economics; e.g., consumerism, spending habits community; e.g., lifestyle, environment, politics; e.g., grassroots movement

3.
analyze various types of media used to communicate ideas and information

4.
prepare and deliver a presentation using media of choice

Reasoning as to Why LDC Is Necessary
Broadcast Video 15/25/ and 35 will all explore the impact of the media on contemporary society. They will conduct research into the economics of the broadcast production industry, the impact that the industry has on contemporary society and youth. They will also explore career opportunities in the contemporary media and make some inferences on the future of the industry.

Provincial Courses with Overlap and/or Similarity
-Economics for Consumers 20
Identified Overlap/Similarity

1.
be able to collect, arrange, process, read and use economic data

2.
be able to construct economic models

3.
be able to draw conclusions, inferences and generalizations from relevant economic data

Reasoning as to Why LDC Is Necessary
Broadcast Video 15, 25 and 35 students will all explore the finances of the broadcast production industry. They will explore the revenues and the expenditures of the production industry, they will create budgets, explore the purchasing process, investigate the costs of

equipment, explore leasing, labour costs and maintenance costs.

Provincial Courses with Overlap and/or Similarity
Career and Life Management
Identified Overlap/Similarity

C1. examine the components of effective career development as a lifelong process
C2. update and expand a personal profile related to potential career choices
C5. develop a quality career portfolio
C6. investigate the range of learning opportunities in post-secondary programs, on-the-job training and apprenticeship training programs

Provincial Courses with Overlap and/or Similarity
-COM2105-AV PREPRODUCTION
 Identified Overlap/Similarity

1.
describe various media preproduction considerations

2.
identify and use an appropriate planning process in creating preproduction for a media format

3.
identify copyright restrictions and permissions and put them into practice

4.
present and discuss a production plan; e.g., project plan, shot list or storyboard, edited project

Reasoning as to Why LDC Is Necessary
The students in the broadcast video 25 course will introduce strong production planning skills and students will learn to plan for shoots in an EFP (Electronic Field Production) and ENG (Electronic News Gathering) setting as well for shoots in a studio, podcasts and a variety of other scenarios such as a basic documentary. These courses will go beyond the basic foundations of preproduction offered in the COM2105 course and look at the realities of shooting in a fast-paced ever-changing environment such as on location news, and sporting events.
Provincial Courses with Overlap and/or Similarity
-COM2115 AV PRODUCTION 1
Identified Overlap/Similarity

1.
develop skills using production elements

2.
complete a production, using audio and/or video equipment

3.
identify copyright restrictions and permissions and put them into practice

4.

present a selection of work completed in this course to an audience

Reasoning as to Why LDC Is Necessary
The Broadcast Video 25 course will enhance the basics of production offered in COM2115. The Broadcast Video course is more vigorous as the students will be using these skills each and every day and they will use them in a variety of settings such as live production, live to tape, studio production, ENG and EFP production.
Provincial Courses with Overlap and/or Similarity
Com2125—AV Post Production 1
Identified Overlap/Similarity

1.

apply postproduction techniques to complete an audio and/or a video project according to a production plan

2.

identify copyright restrictions and permissions and put them into practice

3.

present the final work completed in this course to an audience; e.g., production plan, shot list or storyboard, edited project

Reasoning as to Why LDC Is Necessary
The Broadcast Video 25 course will enhance the basic elements provided in COM2125. Students in the broadcast video program will use these skills on a regular basis as they are completing a multitude of projects, they will also utilize a variety of editing and graphic platforms to complete their work to a high standard on a tight timeline. A variety of platforms are required as the ENG or EFP platforms may be different from the classroom environment. For example, the Speed Edit program on the Tricaster platform versus Premier Pro in the classroom. The students will also explore copyright issues, ethics, and processes for licensing materials.

Provincial Courses with Overlap and/or Similarity
-**COM3165: AV BROADCASTING**
Identified Overlap/Similarity
1. identify and describe different methods of image capture appropriate to various light conditions.
2. apply the theory and operation of light-metering devices and electronic-flash devices in a photographic assignment
3. apply studio lighting techniques to a photographic assignment
4. discuss camera stabilization techniques; e.g., tripods
5. present a selection of work completed in this course to an audience

Reasoning as to Why LDC Is Necessary
The Broadcast Video 25 and 35 courses will allow the students to delve deeper into the skills of COM3165—the basics of broadcasting, basics of writing and piecing a story together. The broadcast course will expand on these basic skills quite significantly. The students will do a high volume of writing, refine their reporting/broadcast journalism techniques, and refine their hosting techniques; shooting specifically for both ENG and EFP productions as well as studio production. All studio productions will utilize live switchers such as the Tricaster 460,

live-recorded sound and graphics.   Students in the broadcasting course will focus on a variety of broadcast events such as news production, podcasts, documentaries, vignettes, live events, studio productions and sporting events. They will also develop strong lighting techniques for a wide array of settings and weather conditions.

Student Assessment

No required student assessments

Course Approval Implementation and Evaluation

Chamber Ensemble (2021)15-3
Chamber Ensemble (2021)15-5
Chamber Ensemble (2021)25-3
Chamber Ensemble (2021)25-5
Chamber Ensemble (2021)35-3
Chamber Ensemble (2021)35-5

Submitted By:

The Horizon School Division

Submitted On:

Jul. 20, 2021

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	09/01/2021	08/31/2025	Acquired	Authorization	G10
15-5	125.00	09/01/2021	08/31/2025	Acquired	Authorization	G10
25-3	62.50	09/01/2021	08/31/2025	Acquired	Authorization	G10
25-5	125.00	09/01/2021	08/31/2025	Acquired	Authorization	G10
35-3	62.50	09/01/2021	08/31/2025	Acquired	Authorization	G10
35-5	125.00	09/01/2021	08/31/2025	Acquired	Authorization	G10

Course Description

Chamber Ensemble 15-25-35 is designed as an extension of Instrumental and Choral Music 10-20-30 courses. It 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.

This course requires a facility with engineered acoustics appropriate for amplified music performance as well as acoustically acceptable practise rooms for individualized/small group practice and sectionals. Equipment required includes a variety of instruments suited to the musicians in the ensemble.

Course Prerequisites

15 | Instrumental Music 10 OR Choral Music 10 / None

25 | Instrumental Music 20 OR Choral Music 20 AND Chamber Ensemble 15

35 | Instrumental Music 30 OR Choral Music 30 AND Chamber Ensemble 25

Sequence Introduction (formerly: Philosophy)

Musical ensembles are a collective artistic expression of our humanity, community, and history. Chamber Ensemble engages students in a creative environment with opportunities to develop, apply, and extend their musicianship in primarily student-directed small ensembles. 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. Flexible ensemble groups are formed based on interest, repertoire and skill level. The openness and flexibility of groupings is responsive to the creative nature of musicianship.

Student Need (formerly: Rationale)

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. In these small ensembles, there are many opportunities for creativity and innovation through music performance, improvisation, and interpretation.

Chamber Ensemble provides the opportunities for engagement in artistic collaboration and performance that fosters inspiration, analysis and exploration of varied repertoire and instrumentation. 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.

Scope and Sequence (formerly: Learner Outcomes)

Chamber Ensemble 15-25-35 fosters the development of creative and collaborative competencies through active participation in small ensembles. The essential understandings focus on how the elements of music are related to communication and expression by the ensemble as a whole. The focus of each course is performance-based with outcomes that promote increased musical understanding, awareness, and interaction.
Chamber Ensemble, as a curriculum, is process-based. The specific approaches and repertoire undertaken by students increase in difficulty as students progress, requiring more comprehensive understanding and involving higher thought processes.

Guiding Questions (formerly: General Outcomes

1   How can students demonstrate musical skills through performance of diverse small ensemble repertoire?

2   How can students participate as a collaborative musician within a small ensemble?

3   How can students critically reflect upon, respond to, and appreciate small ensemble performances?

Learning Outcomes (formerly: Specific Outcomes)

1 How can students demonstrate musical skills through performance of diverse small ensemble repertoire?	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Develop, interpret, and apply technical skills from Instrumental Music 10/ Choral Music 10 to a small ensemble setting.	X	X				
1.2 Develop, interpret, and apply technical skills from Instrumental Music 20/Choral Music 20 to a small ensemble setting.			X	X		
1.3 Develop, interpret, and apply technical skills from Instrumental Music 30/ Choral Music 30 to a small ensemble setting.					X	X
1.4 Recognize and apply basic musical elements unique to the genre.	X	X				
1.5 Identify and apply musical elements unique to the genre and repertoire.		X	X			
1.6 Describe and apply musical elements unique to the genre and repertoire.				X	X	
1.7 Model and refine musical elements unique to the music genre and repertoire.						X
1.8 Recognize and demonstrate basic stylistic interpretation and/or improvisation appropriate to the genre of music.	X	X				
1.9 Demonstrate stylistic interpretation and/or improvisation appropriate to the genre of music		X	X	X	X	
1.10 Model advanced stylistic interpretation and/or improvisation appropriate to the genre of music						X
1.11 Identify and respond to the individual's role in the ensemble using basic aural discrimination skills.	X	X				
1.12 Predict and respond to the individual's role in the ensemble using intermediate aural discrimination skills.		X	X			
1.13 Respond to the individual's role in the ensemble using advanced aural discrimination skills.				X	X	X

	15-3	15-5	25-3	25-5	35-3	35-5
1.14 Examine written music and identify the features of melody and various accompaniment types.	X	X				
1.15 Anticipate and enact the features of melody and various accompaniment types.			X	X	X	X

2 How can students participate as a collaborative musician within a small ensemble?	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Identify and develop personal practice routines.	X	X	X			
2.2 Demonstrate effective personal practice routines to demonstrate personal responsibility				X	X	
2.3 Model and relate effective personal practice routines to demonstrate personal responsibility.						X
2.4 Develop creative and collaborative group practice routines.	X	X				
2.5 Demonstrate effective, creative, and collaborative group practice routines.		X	X	X	X	
2.6 Model and relate effective, creative, and collaborative group practice routines.						X
2.7 Develop appropriate rehearsal etiquette.	X	X				
2.8 Apply appropriate rehearsal etiquette.		X	X			
2.9 Model effective rehearsal etiquette.				X	X	
2.10 Lead effective rehearsals.						X

3 How can students critically reflect upon, respond to, and appreciate small ensemble performances?	15-3	15-5	25-3	25-5	35-3	35-5
3.1 Develop an emerging ability to analyze a performance as musician, ensemble member, and audience.	X	X				
3.2 Demonstrate an emerging ability to critically analyze a performance.		X	X			
3.3 Critically analyze a performance using appropriate musical descriptors.				X	X	
3.4 Critically analyze a performance through complex and nuanced musical descriptors.						X
3.5 Describe the variables of performing.	X	X				

3.6 Recognize and respond to the variables of performing.	X X		
3.7 Predict and respond to the variables of performing in a variety of situations.		X X	
3.8 Model and explain a professional response to the variables of performing in a variety of situations.			X
3.9 Examine how music and engagement in music produces positive impacts within society and self.	X	X	X

Facilities or Equipment

Facility

☐ 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.

☐ Acoustically acceptable practise rooms or modules for individualized/small group practice and sectionals

Facilities:

Equipment

• A variety of instruments suited to the musicians in the ensemble.

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

☐ Instrumental Music 10-20-30, Choral Music 10-20-30

Identified Overlap/Similarity

☐ Musical skills are developed and refined in Chamber Ensemble, Instrumental Music, and Choral Music.

Reasoning as to Why LDC Is Necessary

☐ Chamber Ensemble is designed as an extension of the Instrumental Music 10-20-30 and Choral Music 10-20-30 courses. Individual musical skills developed in Instrumental Music and Choral Music are reinforced, enhanced, and applied through participation in small ensembles. In Chamber Ensemble 15-25-35, students develop the ability to self-direct, collaborate with other musicians, interpret repertoire, and respond to small ensemble musical performances.

Locally Developed Courses with Overlap and/or Similarity

☐ Choir 15-25-35, Band 15-25-35

Identified Overlap/Similarity

☐ Collaborative musicianship is developed and refined in Chamber Ensemble, Choir, and Band

Reasoning as to Why LDC Is Necessary

☐ 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. The selection of repertoire for small student ensembles is not limited to Western classical styles or instrumentation. Furthermore, Chamber Ensemble may include both vocal and instrumental music.

Student Assessment

All assessment must follow Horizon School Division's Policy HK – Student Assessment, Evaluation and Reporting.

Course Approval Implementation and Evaluation

Choir (2021)15-3
Choir (2021)15-5
Choir (2021)25-3
Choir (2021)25-5
Choir (2021)35-3
Choir (2021)35-5

Submitted By:

The Horizon School Division

Submitted On:

Jul. 20, 2021

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	09/01/2021	08/31/2025	Acquired	Authorization	G10
15-5	125.00	09/01/2021	08/31/2025	Acquired	Authorization	G10
25-3	62.50	09/01/2021	08/31/2025	Acquired	Authorization	G10
25-5	125.00	09/01/2021	08/31/2025	Acquired	Authorization	G10
35-3	62.50	09/01/2021	08/31/2025	Acquired	Authorization	G10
35-5	125.00	09/01/2021	08/31/2025	Acquired	Authorization	G10

Course Description

Choir 15-25-35 is designed as an extension of the Choral Music 10-20-30 courses. Individual musical skills developed in Choral Music are reinforced, enhanced, and applied through participation in a large ensemble of similar or mixed voice (eg. SSA, SATB, SAB, etc). Choir is process-driven and gives students the opportunity to develop skills necessary to understand and communicate musically, culminating with ensemble performance opportunities. Students develop personal and collaborative goals as they participate in and refine personal and group practice routines, rehearsal, and performance. Furthermore, students experience, analyze and appreciate how choirs are a vehicle for communicating the emotional and intellectual intent of diverse repertoire, while provoking the same in both performer and audience. Genres could include but are not limited to the following and can be selected from multiple eras throughout history: madrigal, motet, mass, opera, spiritual, oratorio, cantata, fugue, requiem, gospel, pop, musical theatre, folk, and world music.

Choir 15-25-25 requires an acoustically appropriate facility large enough to accommodate a large ensemble and the following equipment: choir risers, piano, and a stereo system. There are no specifically required resources; however, a broad repertoire specifically written for choir ensembles is recommended.

Course Prerequisites

15: Choral Music 10

25: Choral Music 20 and Choir 15

35: Choral Music 30 and Choir 25

Sequence Introduction (formerly: Philosophy)

Choir is a collective artistic expression of our humanity, community, and history. Choir 15-25-35 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.

In Choir 15-25-35, students not only extend their vocal skills, but their ability to pay attention to, interpret, and respond to fellow musicians in a participatory way. Collectively, as ensemble members, students create music that is much more than the sum of the individual parts. Students are encouraged to develop awareness of themselves as musicians and members of the ensemble as they take creative risks through performance. Participation in a large ensemble engages students to synthesize and apply their understandings of technique and theory to a new, dynamic, and collaborative environment.

Student Need (formerly: Rationale)

The ensemble nature of Choir fosters creative collaboration, leadership, communication, problem-solving, self-expression, and individual responsibility. 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 participation in the ensemble, students build confidence in their interactions with others while embracing the diverse abilities of their peers. Healthy collaborative relationships within a musical community foster the ability for students to set and reach collective goals and build resiliency.

Choir 15-25-35 is intended to provide Choral 10-20-30 students with the opportunity to perform music in a large ensemble. Practice, rehearsal and performance in a large ensemble offers students the opportunity to learn new musical skills and experience them within a unique performance environment and repertoire. The repertoire that can be performed by large ensembles is unique and allows students an authentic learning opportunity to extend their musicianship that cannot be replicated. 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. Repertoire could include but are not limited to: madrigal, motet, mass, opera, spiritual, oratorio, cantata, fugue, requiem, gospel, pop, musical theatre, folk, and world music.

Scope and Sequence (formerly: Learner Outcomes)

Choir 15-25-35 fosters the development of creative and collaborative competencies through active participation in large ensembles. The essential understandings focus on how the elements of music are related to communication and expression by the ensemble as a whole. The focus of each course is performance-based with outcomes that promote increased musical understanding, awareness, and interaction. The detail and specific demands required of students increases at each grade level. As well, the literature studied also becomes increasingly more challenging, requiring more comprehensive understanding and involving higher thought processes.

 The learning outcomes of Choir 15-25-35 are intended to be achieved through performance, reflection, and discussion.

Guiding Questions (formerly: General Outcomes

1   How can students demonstrate choral skills through performance of diverse repertoire?

2   How can students participate as a collaborative musician within a choir ensemble?

3   How can students critically reflect upon and respond to choir performance?

Learning Outcomes (formerly: Specific Outcomes)

1 How can students demonstrate choral skills through performance of diverse repertoire?	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Identify and demonstrate basic technical vocal skills within a large ensemble setting including attention to vowel and consonant sound. (lifted palate, lowered larynx)	X	X				
1.2 Model basic technical vocal skills within a large ensemble setting including the use of vibrato to add vocal colour			X	X		
1.3 Refine specific technical vocal skills including balance, blend, and texture within a large ensemble setting.					X	X
1.4 Explore stylistic characteristics of multiple genres including timbre, tone quality, and articulation.	X	X				
1.5 Demonstrate stylistic characteristics of multiple genres including timbre, tone quality, and articulation.			X	X		
1.6 Refine stylistic characteristics of multiple genres including timbre, tone quality, and articulation.					X	X
1.7 Develop an understanding of good posture and breathing as they relate to singing.	X	X				
1.8 Demonstrate an understanding of good posture and breathing as they relate to singing.			X	X		
1.9 Effectively and consistently utilize good posture and breathing as they relate to singing.					X	X
1.10 Identify interpretation of varied genres and styles	X	X				
1.11 Demonstrate interpretation of varied genres and styles			X	X		
1.12 Apply a refined understanding of varied genres and styles to lead interpretation within the ensemble.					X	X
1.13 Identify and explore specific language elements in each performance pieces including diction, pronunciation, and accents.	X	X				
1.14 Demonstrate specific language elements in each performance pieces including diction, pronunciation, and accents.			X	X		
1.15 Model specific language elements in each performance pieces including diction, pronunciation, and accents.					X	X

	15-3	15-5	25-3	25-5	35-3	35-5
1.16 Identify musical vocabulary, concepts, and instructor directions and gestures.	X	X				
1.17 Respond musically to the instructor's direction and gestures.			X	X		
1.18 Respond musically and interpret the instructor's direction and gestures.					X	X
1.19 Utilizing beginner aural discrimination skills, identify, and demonstrate responses and adjustments within the ensemble.	X	X				
1.20 Utilizing intermediate aural discrimination skills, identify, and demonstrate responses and adjustments within the ensemble.			X	X		
1.21 Utilizing advanced aural discrimination skills, identify, and demonstrate responses and adjustments within the ensemble.					X	X

2 How can students participate as a collaborative musician within a choir ensemble?	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Develop understanding of the use and care of the voice through personal practice routines.	X	X				
2.2 Demonstrate understanding of the use and care of the voice through personal practice routines.			X	X		
2.3 Effectively use and care of the voice through personal practice routines.					X	X
2.4 Develop creative and collaborative group practice routines including respect for ensemble members.	X	X				
2.5 Demonstrate effective, creative, and collaborative group practice routines including reflection on feedback.			X	X		
2.6 Model effective, creative, and collaborative group practice routines including articulating critical observations.					X	X
2.7 Develop appropriate rehearsal etiquette.	X	X				
2.8 Apply appropriate rehearsal etiquette.			X	X		
2.9 Model effective rehearsal etiquette.					X	X

3 How can students critically reflect upon and respond to choir performance?	15-3	15-5	25-3	25-5	35-3	35-5

Outcome						
3.1 Demonstrate an emerging ability to analyze a choral performance as musician, ensemble member and audience.	X	X				
3.2 Demonstrate an emerging ability to critically analyze a choral performance as musician, ensemble member and audience.			X	X		
3.3 Critically analyze a choral performance as musician, ensemble member and audience through complex and nuanced musical descriptors.					X	X
3.4 Explore and identify a variety of music from time periods and cultures.		X				
3.5 Demonstrate appreciation of and respect for music from a variety of time periods and cultures.				X		
3.6 Demonstrate knowledge of and respect for music of recognized quality and skillful performance from a variety time periods and cultures.						X
3.7 Describe the relationship between the elements of expression and the acoustics of the performance environment including audience, hall, and environment.	X	X				
3.8 Respond appropriately to acoustics of the performance environment including variables associated with live performance including audience, hall, and environment.			X	X		
3.9 Draw upon and use personal insights derived from performing in a variety of acoustical environments.					X	X
3.10 Examine how a lifelong engagement in music produces positive impacts and presents a variety of career opportunities.		X		X		X

Facilities or Equipment

Facility

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

Facilities:

Equipment

- Choir risers

- Piano

- Stereo system to accommodate appropriate input devices

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

·

Choral Music

Identified Overlap/Similarity

·

Vocal skills are developed and refined in both Choir and Choral music.

Reasoning as to Why LDC Is Necessary

· Choir 15-25-35 is designed as an extension of the Choral Music 10-20-30 courses. Individual musical skills developed in Choral Music are reinforced, enhanced, and applied through participation in a large ensemble. In Choir 15-25-35, students develop the ability to attune to the director, collaborate with ensemble members, and respond to choir performances as a means to fulfilling the goals of the choir ensemble.

Provincial Courses with Overlap and/or Similarity

·

Vocal Jazz

Identified Overlap/Similarity

·

Collaborative vocal skills are developed and refined in both Vocal Jazz and Choir.

Reasoning as to Why LDC Is Necessary

·

Students in Choir develop skills to produce acoustical projection versus an amplified sound. This requires very specific training to produce vertical sound and employ vowel modification and vibrato for more acoustical projection to fill a hall in an acoustic setting. On the other hand, Vocal Jazz fosters the development of straight tone or minimal vibrato and focuses on the subtleties of the vocal sound which is amplified through sound systems.

·

Traditional Choirs and Jazz Ensembles study and perform entirely different music (repertoire).

·

Choir has its roots in European Church music whereas Jazz has its roots in 20th Century American (mostly southern African American) communities. This speaks to the unique repertoire (music) that is studied in both classes.

·

The Style of music in Choir and Vocal Jazz is very different and requires the time and space to be developed. The style of Vocal Jazz is a relaxed, subtle sound as compared to traditional/acoustical (non-microphoned) choir music. Furthermore the language/vernacular of the music/lyrics are very different and require different training of the vocal instrument in order to produced.

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Improvisation is a major component in Vocal Jazz that is not in any way mentioned in or developed through Choir music. Skills in improvisation (spontaneous melodic invention) are only developed through repeated exposure to a multitude of Jazz musicians and the opportunity to practice personally and with others to attempt and employ improvisation skills. Choir does not provide the repertoire or space for this practice.

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Classical Choir training does not completely serve Jazz styles which are more intimate and personal. Choir emphasizes vibrato and acoustical projection whereas Vocal Jazz develops straight tone or minimal vibrato and amplified sound, all of which supports the need for separate courses.

Student Assessment

All assessment must follow Horizon School Division's Policy HK – Student Assessment, Evaluation and Reporting.

Course Approval Implementation and Evaluation

ESL Expository English (2020)15-5

ESL Expository English (2020)25-5

Submitted By:

The Horizon School Division

Submitted On:

Jul. 20, 2021

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-5	125.00	09/01/2021	08/31/2024	Acquired	Authorization	G10
25-5	125.00	09/01/2021	08/31/2024	Acquired	Authorization	G10

Course Description

The primary goal of ESL Expository English 15-25 is to provide English Language Learners (ELLs) with the opportunity to build communicative competence with the English language while developing and extending their listening, speaking, reading and writing skills through the exploration and creation of expository English texts.

Communicative Competence

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

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

Linguistic Competency:

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

Strategic Competency:

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

Socio-Linguistic Competency:

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

knowledge)

Discourse:

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

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

Listening: auditory discrimination

Speaking: pronunciation

Reading: fluency

Writing: editing

The English Language Development (ELD) Framework

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

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

1. Explicit language instruction

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

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

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

3. Capitalizing on the teachable language learning moments.

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

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

Adjusting Scaffolds as Language Develops

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

Academic Language – The Language of Success for All

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

Course Prerequisites

15: No prerequisites

25: No prerequisites

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 also 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 (purpose for language) and forms (grammatical structures) of expository academic English. They will demonstrate their knowledge through increasingly fluent, accurate, and logical oral, visual, PRINT, and multi-media communication, working from the single- to multi-paragraph levels of personal and academic writing in ESL Expository English 15 and moving to formal subject-related essay writing in ESL Expository English 25. These skills will also benefit them as citizens in school, the workplace, the broader community, and the world as they become more informed and able to express themselves more effectively in a formal manner.

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

Student Need (formerly: Rationale)

Learning an additional language takes time. Moreover, success in high school is dependent upon a certain facility, fluency, and competence with academic English. English language learners who are still learning foundational English skills and who are building their academic language skills face language-related barriers to achievement in high school courses. Some barriers may include the extensive use of high-level vocabulary (e.g., technical terms, idiomatic expressions, homonyms and synonyms, and words with multiple meanings); increasingly complex grammar, sentence structures (syntax) and organizational structures (discourse); and greater demand for a variety of formal, detailed, well-organized, well-supported writing.

ESL Expository English 15-25 support ELLs who are attempting to catch up to a moving target, namely, to native-speakers of English whose academic language and literacy skills are continuing to increase significantly from one grade level to the next.

Scope and Sequence (formerly: Learner Outcomes)

More than ever before, the ability to think critically, manage information, collaborate, and create and communicate clear, coherent, cohesive texts in a variety of formats (e.g., oral, print, visual, and multi-media) is vital to success in school, the workplace, the greater community, and the world. To this end, ESL Expository English 15-25 provide the time and opportunity for students to develop academic English language proficiency through exposure to, comprehension of, interaction with, and creation of a variety of expository texts in diverse formats.

The content for ESL Expository English 15-25 is organized around essential understandings and the following guiding questions:

Guiding Questions (formerly: General Outcomes

1   Receptive Language: How does development of receptive language skills of listening and reading enable students to comprehend information and ideas presented in diverse oral, visual, print, and multi-media expository texts?

2   Expressive Language: How does development of expressive language skills of speaking and writing enable students to communicate information and ideas related to diverse oral, visual, print, and multi-media expository texts?

3   How does the ability to explore, comprehend, respond to, and create diverse oral, visual, print, and multi-media expository texts enhance students' success in school, the workplace, the greater community, and the world?

4   How can the use of cognitive, metacognitive, critical thinking, literacy, social, and affective learning strategies enhance comprehension of, response to, and creation of diverse oral, visual, print, and multi-media expository texts and contribute to student success in school, the workplace, the greater community, and the world?

Learning Outcomes (formerly: Specific Outcomes)

1 Receptive Language: How does development of receptive language skills of listening and reading enable students to comprehend information and ideas presented in diverse oral, visual, print, and multi-media expository texts?	15-5	25-5
1.1 LP3 – Linguistic Vocabulary | L – Understand a range of words, approximately 25,000, including utility words, descriptive words, subject-specific words, academic words and words with multiple meanings.	X	
1.2 LP3 – Linguistic Vocabulary | R – Understand a range of words, approximately 25,000, through contextual cues.	X	
1.3 LP4 – Linguistic Vocabulary | L – Understand a greater range of words, approximately 40,000, including synonyms, antonyms, adjectives, adverbs, and words with multiple meanings related to academic topics.		X
1.4 LP4 – Linguistic Vocabulary | R – Understand a greater range of words, approximately 40,000, including word analysis.		X
1.5 LP3 – Linguistic Syntax | L – Understand compound sentences and complex sentences in unfamiliar contexts	X	
1.6 LP3 – Linguistic Syntax | R – Understand complex sentences containing subordinate clauses, relative clauses and conditional clauses.	X	
1.7 LP4 – Linguistic Syntax | L – Understand compound-complex sentences, conditional sentences, and a variety of sentence structures.		X
1.8 LP4 – Linguistic Syntax | R – Understand a range of sentence structures containing various types of phrases and clauses.		X
1.9 LP3 – Strategic Questioning | L – Respond to hypothetical questions.	X	
1.10 LP3 – Strategic Decoding | R – Decode root words, prefixes, suffixes and vowel digraphs.	X	

1.11 LP3 – Strategic Clarification | L – Seek clarification by asking questions.	X	
1.12 LP3 – Strategic Comprehension | R – Use predicting, inferencing, contextual cues, and/or affix analysis to understand texts on unfamiliar topics.	X	
1.13 LP4 – Strategic Questioning | L – Respond to inferential questions and implied meaning of questions.		X
1.14 LP4 – Strategic Decoding | R – Decode multi-syllabic words and complex letter combinations.		X
1.15 LP4 – Strategic Clarification| L – Seek additional information by asking specific questions.		X
1.16 LP4 – Strategic Comprehension | R – Use synthesizing, summarizing, drawing conclusions, contextual cues, and word analysis to understand a variety of texts on unfamiliar topics.		X
1.17 LP3 – Socio-Linguistic | L – Respond appropriately to slang, humour, common idioms and common social expressions. Recognize register, intonation in a variety of contexts.	X	
1.18 LP3 – Socio-Linguistic | R – Understand explicit social references, explicit cultural references and figurative language in a variety of expository texts.	X	
1.19 LP4 – Socio-Linguistic | L – Respond appropriately to a broad range of idiomatic expressions, slang, sarcasm, and innuendo indicated by subtle changes in tone, volume, speed, and/or intonation.		X
1.20 LP4 – Socio-Linguistic | R – Understand implied meaning of social references, cultural references, and figurative language in context.		X
1.21 LP3 – Discourse | L – Understand main ideas, examples, clauses in detailed paragraphs connected with common cohesive devices in academic explanations.	X	
1.22 LP3 – Discourse | R – Understand ideas in related paragraphs connected with cohesive devices indicating comparison and contrast; transition words.	X	

1.23 LP4 – Discourse | L – Understand main ideas, supporting details, and related paragraphs connected with a variety of cohesive devices and transition words in academic texts.	X
1.24 LP4 – Discourse | R – Understand ideas in extended texts connected with a range of cohesive devices and a range of transition words.	X
1.25 LP3 – Auditory Discrimination | L – Understand rapid speech on familiar topics.	X
1.26 LP4 – Auditory Discrimination | L – Understand rapid speech on familiar and unfamiliar topics.	X
1.27 LP3 – Fluency | R – Read increasingly with expression and attention to common punctuation; meaningful word substitutions.	X
1.28 LP4 – Fluency | R – Read consistently with expression and attention to most punctuation; with self-correction, as required.	X

2 Expressive Language: How does development of expressive language skills of speaking and writing enable students to communicate information and ideas related to diverse oral, visual, print, and multi-media expository texts?	15-5 25-5
2.1 LP3 – Linguistic Vocabulary | S – Use a range of words, approximately 25,000, including utility words, descriptive words, subject-specific words, and academic words to comment, state opinions, clarify, and express agreement or disagreement.	X
2.2 LP3 – Linguistic Vocabulary | W – Use a range of words, approximately 25,000, including utility words, descriptive words, subject-specific words, and academic words.	X
2.3 LP4 – Linguistic Vocabulary | S – Select from a greater range of words, approximately 40,000, including utility words, descriptive words, subject-specific words, academic words, and words with multiple meanings to discuss topics, state opinions, inquire, and persuade.	X

2.4 LP4 – Linguistic Vocabulary | W – Select from a greater range of words, approximately 40,000, including utility words, descriptive words, subject-specific words, academic words, and words with multiple meanings.	X
2.5 LP3 – Linguistic Grammar | S – Use negatives, noun phrases, adjective phrases, irregular plurals, possessives, prepositions, and verbs in future continuous and irregular past tenses with some usage errors.	X
2.6 LP3 – Linguistic Grammar | W – Use negatives, irregular plurals, object pronouns, prepositions, regular verbs in past and future continuous tenses, and irregular verbs in past and future continuous tenses with occasional errors.	X
2.7 LP4 – Linguistic Grammar | S – Use phrasal expressions, conditional structures, a range of past, present, future, and perfect tenses in active and passive voice with occasional errors.	X
2.8 LP4 – Linguistic Grammar | W – Use phrasal expressions, conditional structures, and a range of past, present, future, and perfect tenses in active and passive voice with increasing accuracy.	X
2.9 LP3 – Linguistic Syntax | S – Add detail to affirmative and negative statements, questions, and commands.	X
2.10 LP3 – Linguistic Syntax | W – Write a variety of compound sentences and complex sentences.	X
2.11 LP4 – Linguistic Syntax | S – Use compound sentence structures, complex sentence structures, and conditional sentence structures.	X
2.12 LP4 – Linguistic Syntax | W – Use phrasal expressions, conditional structures, a range of past, present, future and perfect tenses in active and passive voice with increasing accuracy.	X
2.13 LP3 – Strategic | S – Use circumlocution and clarifying questions.	X
2.14 LP3 – Strategic | W – Use circumlocution, word substitution, format samples, visual dictionary, bilingual dictionary, and punctuation modelled in books to add descriptions to writing, make better word choices, confirm spelling and improve accuracy of punctuation.	X

2.15　LP4 – Strategic | S – Use a variety of techniques, such as elaborating, commenting, restating, and questioning.	X
2.16　LP4 – Strategic | W – Use planning tools, English dictionaries, thesaurus, and grammar reference to confirm spelling, confirm meaning of words, make more effective word choices, and use correct punctuation.	X
2.17　LP3 – Socio-Linguistic | S – Use expressions, idioms, and common social references in appropriate contexts.	X
2.18　LP3 – Socio-Linguistic | W – Produce expository texts and narrative texts using knowledge of culturally appropriate forms and styles.	X
2.19　LP4 – Socio-Linguistic | S – Use humour and sarcasm appropriately to context and formality.	X
2.20　LP4 – Socio-Linguistic | W – Produce expository texts with a developing sense of audience, genre, voice, and degree of formality.	X
2.21　LP3 – Discourse | S – Connect ideas using conjunctions and prepositional phrases to elaborate, describe, sequence, and explain.	X
2.22　LP3 – Discourse | W – Connect ideas in a three-paragraph descriptive composition using transition words and subordinate conjunctions.	X
2.23　LP4 – Discourse | S – Connect ideas using a variety of cohesive devices to compare, contrast, persuade, conclude, and show cause and effect.	X
2.24　LP4 – Discourse | W – Connect a cohesive, well-developed, five-paragraph academic composition using a variety of cohesive devices.	X
2.25　LP3 – Pronunciation | S – Demonstrate comprehensible pronunciation and appropriate intonation in unfamiliar and unrehearsed activities, with occasional errors.	X
2.26　LP4 – Pronunciation | S – Demonstrate appropriate expression and appropriate inflection in a variety of contexts with increasing accuracy.	X

2.27 LP3 – Editing | W – Edit and revise expository texts for capitalization of proper nouns, apostrophes, quotation marks, hyphens, dashes and commas, regular and irregular spelling, spelling of homophones and homonyms and subject–verb agreement appropriate word choice addition of supporting details.	X
2.28 LP4 – Editing | W – Edit and revise essay for most punctuation conventions, appropriate word forms and word choice, content, organization, verb tense, and active and passive voice..	X

3 How does the ability to explore, comprehend, respond to, and create diverse oral, visual, print, and multi-media expository texts enhance students' success in school, the workplace, the greater community, and the world?	15-5 25-5
3.1 Identify common text and media genres that use expository writing forms and begin to identify their purpose. Possible linguistic functions: inquiry/seek information, classify.	X
3.2 Identify a wide array of text and media genres that use expository writing forms and identify their purposes. Possible linguistic functions: inquiry/seek information, classify.	X
3.3 Explore a variety of oral, visual, print, and multi-media material and content familiar to Canadian readers such as Canadian symbols to broaden understanding of Canadian culture. Possible linguistic functions: inquiry/seek information, summarize/inform.	X
3.4 Explore a variety of oral, visual, print, and multi-media material and content familiar to Canadian readers such as texts about famous Canadians, Canadian cultural events, or Canadian inventions to broaden understanding of Canadian cultural referents. Possible linguistic functions: inquiry/seek information, summarize/inform.	X
3.5 Understand the purpose and organizational patterns of a variety of short expository texts such as description, sequence, compare and contrast, and cause and effect. Possible linguistic functions: as listed.	X

3.6 Understand the purpose and organizational patterns of a variety of longer expository texts such as essays, articles, memoirs, etc. Possible linguistic functions: inquiry/seek information, analyze.	X
3.7 Employ critical thinking skills to interpret, compare, contrast, express an opinion, distinguish between fact and opinion, and draw conclusions. Possible linguistic functions: inquire/seek information, compare/contrast, infer.	X
3.8 Employ critical thinking skills to interpret, compare, contrast, infer, evaluate, detect bias, express an opinion, distinguish between fact and opinion, and draw conclusions. Possible linguistic functions: analyze, synthesize, justify/persuade.	X
3.9 Develop understanding of word formation such as such as common affixes and text clues such as appositives, punctuation, and embedded definition to enhance understanding of vocabulary and text. Possible linguistic functions: inquire/seek information, analyze.	X
3.10 Use knowledge of word formation such as Greek- and Latin-based affixes and roots and text clues such as appositives, embedded definitions, contrasts, and restatement to enhance understanding of vocabulary and text. Possible linguistic functions: inquire/seek information, analyze.	X
3.11 Develop awareness of figurative language embedded in expository text such as simile, metaphor, personification. Possible linguistic functions: inquiry/seeking information, classify, analyze.	X
3.12 Identify and interpret figurative language embedded in expository text such as simile, metaphor, personification, allusion, idioms, and symbolism. Possible linguistic functions: inquiry/seeking information, classify, analyze, justify.	X
3.13 Use figurative language such as simile, metaphor, or personification in expository text for effect, where appropriate. Possible linguistic functions: describe, justify.	X
3.14 Use figurative language such as simile, metaphor, personification, allusion, idioms, and symbolism in expository text for effect, where appropriate. Possible linguistic functions: describe, evaluate, justify.	X

3.15 Demonstrate awareness and understanding of expository text features such as title, glossary, italics, etc. to improve overall comprehension. Possible linguistic functions: inquire/seek information, summarize/inform.	X	
3.16 Use features of expository texts such as title, glossary, italics, etc. to improve overall comprehension. Possible linguistic functions: inquire/seek information, summarize/inform.		X
3.17 Represent learning through oral, visual, and digital formats with support using appropriate rhetorical forms and conventions. Possible linguistic functions: evaluate, justify.	X	
3.18 Represent learning through oral, visual, and digital formats with increasing independence using appropriate rhetorical forms and conventions. Possible linguistic functions: evaluate, justify.		X
3.19 Use the rhetorical forms and conventions necessary for single- and multiple- paragraph writing such as topic sentence, focusing statements, supporting ideas, transitions, and concluding sentence with increasing independence. Possible linguistic functions: sequence/order, analyze, synthesize, evaluate.	X	
3.20 Use the rhetorical forms and conventions necessary for expository essay writing such as thesis statement, focusing statements, supporting ideas, transitions, and conclusion with increasing independence. Possible linguistic functions: sequence/order, summarize/inform, evaluate.		X
3.21 Create and present synthesized information in accordance with given organizational guidelines with support. Possible linguistic functions: summarize/inform, synthesize.	X	
3.22 Create and present synthesized information in accordance with specified organizational guidelines with increasing independence. Possible linguistic functions: summarize/inform, synthesize.		X
3.23 Research a topic using a variety of vetted reliable print, digital, visual, and other resources with support. Possible linguistic functions: inquire/seek information, evaluate.	X	
3.24 Research a topic using a variety of reliable print, digital, visual, and other resources with increasing independence. Possible linguistic functions: inquire/seek information, analyze, justify.		X

3.25 Using one's research, with teacher or peer support, create an expository text format to effectively communicate research findings. Possible linguistic functions: summarize/inform, synthesize.	X
3.26 Using one's research, create an appropriate expository text to effectively communicate research findings. Possible linguistic functions: synthesize, justify/persuade.	X

4 How can the use of cognitive, metacognitive, critical thinking, literacy, social, and affective learning strategies enhance comprehension of, response to, and creation of diverse oral, visual, print, and multi-media expository texts and contribute to student success in school, the workplace, the greater community, and the world?	**15-5 25-5**
4.1 Apply appropriate strategies, with support, to interpret various textual representations such as art, film, electronic, digital, speeches, etc. including knowledge of use of colour, line, camera angle, hyperlinks, or register. Possible linguistic functions: analyze, evaluate, summarize/inform.	X
4.2 Apply strategies, with increasing independence, to interpret various textual representations such as art, film, electronic, digital, oral, etc. with increasing independence including knowledge of use of colour, line, symmetry or asymmetry, movement, camera angle, hyperlinks, or register. Possible linguistic functions: analyze, evaluate, summarize/inform.	X
4.3 Use functional academic vocabulary such as underline, highlight, interpret, or summarize, with support, and recognize that such concepts are transferable across subjects. Possible linguistic functions: summarize/inform.	X
4.4 Use functional academic vocabulary such as annotate, interpret, summarize, or analyze and recognize that such concepts are transferable across subjects. Possible linguistic functions: summarize/inform.	X
4.5 Develop strategies for comprehending unfamiliar vocabulary including, when possible, accessing first language knowledge. Possible linguistic functions: solve problem/problem solve, evaluate.	X

4.6 Employ strategies for comprehending unfamiliar vocabulary including affixes, root words, context clues, and an English dictionary. Possible linguistic functions: solve problem/problem solve, evaluate.	X
4.7 Employ effective reading strategies to enhance understanding of expository texts such as title, genre, purpose, key functional words such as sequence words, graphic organizers, translation from L1, etc. Possible linguistic functions: inquire/seek information, analyze.	X
4.8 Employ effective reading strategies to enhance understanding of expository texts such as text features, key functional words and phrases, context clues, word analysis, graphic organizers, etc. Possible linguistic functions: inquire/seek information, analyze.	X
4.9 Apply background knowledge to text and context to support comprehension. Possible linguistic functions: inquire/seek information, compare/contrast.	X
4.10 Apply background knowledge to infer context that is not explicit. Possible linguistic functions: infer/predict/hypothesize, compare/contrast, synthesize.	X
4.11 Effectively use techniques for skimming, scanning, and close reading of texts with support. Possible linguistic functions: evaluate.	X
4.12 Effectively use techniques for skimming, scanning, and close reading of texts with increasing independence. Possible linguistic functions: evaluate.	X
4.13 Employ, with support, affective social learning strategies and appropriate functional language to participate in cooperative learning activities such as think-pair-share, questioning, reciprocal reading, etc. and extend academic discourse. Possible linguistic functions: inquire/seek information, summarize/inform, solve problems / problem solve.	X
4.14 Employ, with increasing independence, affective social learning strategies and appropriate functional language such as talk moves to participate in cooperative learning activities such as think-pair-share, reciprocal reading, Socratic seminars, guided conversations, etc. and enhance academic discourse. Possible linguistic functions: inquire/seek information, summarize/inform, solve problems / problem solve.	X

4.15 Apply cognitive strategies such as note-taking, visualization, mind mapping etc., with support, to interact with and manipulate, mentally or physically, the material to be learned. Possible linguistic functions: inquire/seek information, summarize/inform, compare/contrast.	X
4.16 Apply cognitive strategies such as annotating, note-making, making connections to self, texts, and world, etc., with increasing independence, to interact with and manipulate, mentally or physically, the material to be learned. Possible linguistic functions: inquire/seek information, summarize/inform, compare/contrast, synthesize.	X
4.17 Distinguish between literal and figurative or implied meaning with support. Possible linguistic functions: compare/contrast, analyze, evaluate.	X
4.18 Distinguish between literal and figurative or implied meaning with increasing independence. Possible linguistic functions: analyze, evaluate.	X
4.19 Begin to critically evaluate validity and quality of resources such as by consulting the teacher, comparing reports on the same topic, or using trustworthy URLs such as site: edu, or beginning to apply the CRAAP test of Currency, Reliability, Authority, Accuracy, Purpose. Possible linguistic functions: compare/contrast, analyze, evaluate.	X
4.20 Demonstrate, with increasing independence, the ability to critically evaluate validity and quality of resources such as by applying the CRAAP test of Currency, Reliability, Authority, Accuracy, Purpose; comparing reports on the same topic, using trustworthy URLs such as site: edu, or looking for articles in scholarly journals. Possible linguistic functions: compare/contrast, analyze, evaluate.	X
4.21 Demonstrate responsible digital citizenship such as by respecting copyright, protecting privacy, communicating responsibly and kindly with others, respecting other's ideas and opinions, or giving proper credit when using other's work. Possible linguistic functions: summarize/inform, justify.	X

4.22 Demonstrate responsible digital citizenship such as by respecting intellectual property, protecting privacy, communicating responsibly, respecting other's ideas and opinions, crediting other's work, or demonstrating proper digital etiquette. Possible linguistic functions: summarize/inform, evaluate, justify.	X
4.23 Self-monitor for comprehension and apply appropriate fix-up strategies such as asking clarifying questions, paraphrasing, rereading, looking for context clues, asking for help, etc. to re-establish comprehension. Possible linguistic functions: inquire/seek information, analyze.	X
4.24 Self-monitor for comprehension and apply appropriate fix-up strategies such as asking clarifying questions, rephrasing, rereading, using context clues, making connections, asking a partner for help, etc. to re-establish comprehension. Possible linguistic functions: inquire/seek information, compare/contrast, analyze.	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 Courses with Overlap and/or Similarity

None.

Locally Developed Courses with Overlap and/or Similarity

ESL Introduction to Science 15-25

ESL Introduction to Canadian Studies 15-25

Identified Overlap/Similarity

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

Reasoning as to Why LDC Is Necessary

The language skills and conceptual understandings acquired in this course bridge the gap for ELLs and form the foundation for success in future English courses. Once language and conceptual bases have been established through these courses, students will be able to enter into Alberta Education English programming. Students will continue to require differentiated instruction focused on academic language development in future courses.

Student Assessment

All assessment must follow Horizon School Division's Policy HK – Student Assessment, Evaluation and Reporting.

Course Approval Implementation and Evaluation

LOCALLY DEVELOPED COURSE OUTLINE

ESL Introduction Mathematics (2020

Submitted By:

The Horizon School Division

Submitted On:

Jul. 22, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	07/22/2021	08/31/2024	Acquired	Reauthorization	G10

Course Description

The primary goal of ESL Introduction to Mathematics 15 is to provide English Language Learners (ELLs) with the opportunity to build communicative competence with academic English language while developing key foundational mathematical ideas and basic math content (numeracy) necessary for entry into grade-level mathematics classes. This course is appropriate for those English Language Learners who enter high school without the pre-requisite skills necessary for entry into Math 10-3, Math 10-4, or Math 10C.

Communicative Competence

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

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

Linguistic Competency:

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

Strategic Competency:

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

Socio-Linguistic Competency:

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

Discourse:

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

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

Listening: auditory discrimination Speaking: pronunciation

Reading: fluency

Writing: editing

The English Language Development (ELD) Framework

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

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

is comprised of the following components:

1. Explicit language instruction

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

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

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

3. Capitalizing on the teachable language learning moments.

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

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

Adjusting Scaffolds as Language Develops

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

Academic Language – The Language of Success for All

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

Course Prerequisites

No pre-requisites.

Sequence Introduction (formerly: Philosophy)

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

Student Need (formerly: Rationale)

Mathematics is not a universal language. ELLs face language-related barriers to achievement in mathematics. Some barriers may include the extensive use of technical terms, including homonyms and synonyms (e.g., the many different ways to say "add" such as plus, combine, and, sum, increase by); words whose mathematical meaning is vastly different from their everyday meanings (e.g., fix, plane); and logical connectors used in mathematical problems (e.g., therefore, consequently, if, however, because). ELLs may also face content-related barriers due to limited mathematical knowledge or western ways of doing mathematics (e.g., the use of manipulatives or the process for long division).

ESL Introduction to Mathematics 15 supports ELLs who are attempting to catch up to a moving target, namely, to native- English speakers whose academic language, numeracy, and literacy skills are continuing to increase significantly from one grade level to the next.

Scope and Sequence (formerly: Learner Outcomes)

This course is intended to support students who require scaffolded support in the acquisition of competencies in language, literacy, and the content of mathematics to successfully transition into the Alberta Education High School Mathematics Programs of Study. More specifically, 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 and 2 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 structure of the course is designed to offer multiple years of math instruction in a condensed period of time by compacting learning outcomes for the mathematical strands found in the grades 6 through 9 Programs of Study. The course focuses on essential pre-requisite skills from the mathematical strands of Number, Patterns and Relations, Shape and Space, and Statistics and Probability

The course helps students generate multiple approaches to learning numeracy, mathematical reasoning, and mathematical communication. As students develop stronger language and mathematical skills, they become familiar with classroom routines, instructions, processes, and assessments related to typical high school mathematics classrooms. Students integrate background knowledge and real-life experiences into mathematics, practice cooperative learning skills in flexible learning groups, use manipulatives to deepen understandings of big ideas, and investigate problem solving steps and strategies. Students are also introduced to technologies that enhance their ability to learn and communicate mathematical understandings.

ESL Introduction to Mathematics 15 focuses on multiple approaches to learning language functions, forms, and vocabulary specific to mathematics and challenges students to increase their receptive and expressive language skills. Developing communicative competence supports students in developing their academic English language proficiency as well as their mathematics-related knowledge, skills, literacy, attitudes, understanding, critical thinking, and reasoning thereby empowering students to make informed decisions, solve problems, and critically address mathematics-related societal, economic, ethical and

environmental issues.

Guiding Questions (formerly: General Outcome

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

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

3   Number: How does having number sense (flexible thinking and intuition about numbers) help us understand and interact with our environment?

4   Patterns and Relations: How does the ability to recognize, describe, and work with numerical and non-numerical patterns contribute to our understanding of and interaction with our environment?

5   Shape and Space: How does having spatial sense and spatial reasoning help us understand mathematics as well as our environment?

6   Statistics and Probability: How do having knowledge of and skills in statistics and probability help us deal with uncertainty, predictability, and interpretation of data in our lives?

7   Technology: How does technology enhance our understanding of mathematics and our understanding of and interaction with our environment?

Learning Outcomes (formerly: Specific Outcomes)

1 Receptive Language: How does development of receptive language skills (listening and reading) enable students to comprehend information and ideas related to course content?	**15-5**
1.1 LP1 – Linguistic Vocabulary | L – Understand some words, approximately 5000, including utility words, descriptive words, subject-specific words, and academic words with visual support	X
1.2 LP1 – Linguistic Vocabulary | R – Understand some words, approximately 5000, including utility words, descriptive words, and subject-specific vocabulary	X
1.3 LP2 – Linguistic Vocabulary | L – Understand more words, approximately 15,000, including utility words, descriptive words, subject-specific words, and academic words.	X
1.4 LP2 – Linguistic Vocabulary | R – Understand more words, approximately 15,000, including utility words, descriptive words, and subject-specific vocabulary	X
1.5 LP1 – Linguistic Syntax | L – Understand subject–verb–object sentence structure in familiar contexts.	X
1.6 LP1 – Linguistic Syntax | R – Understand simple sentences	X
1.7 LP2 – Linguistic Syntax | L – Understand compound sentences in familiar contexts.	X
1.8 LP2 – Linguistic Syntax | R – Understand compound sentences and simple detailed sentences.	X
1.9 LP1 – Strategic | L – Respond to literal questions with "what," "where," "when," "who" and "how many."	X
1.10 LP1 – Strategic | R – Decode familiar words and sight words.	X
1.11 LP1 – Strategic | L – Seek clarification by using familiar expressions.	X

1.12 LP1 – Strategic | R – Rely on pictures, familiar phrases, patterned sentences, context, shared experiences, and first language and culture to comprehend simple texts on familiar topics.	X
1.13 LP2 – Strategic | L – Respond to open-ended questions.	X
1.14 LP2 – Strategic | R – Decode word families, consonant blends, and long- and short-vowel sounds.	X
1.15 LP2 – Strategic | L – Seek clarification by restating, paraphrasing	X
1.16 LP2 – Strategic | R – Use rereading, reading on, contextual cues, and root-word recognition to comprehend texts on familiar topics.	X
1.17 LP1 – Socio-Linguistic | L – Respond appropriately to common social expressions in formal and informal contexts.	X
1.18 LP1 – Socio-Linguistic | R – Understand the literal meaning of simple texts on familiar topics.	X
1.19 LP2 – Socio-Linguistic | L – Respond appropriately to common social expressions, intonation, idiomatic expressions in formal and informal contexts.	X
1.20 LP2 – Socio-Linguistic | R – Understand common social expressions and figurative language in texts on familiar topics.	X
1.21 LP1 – Discourse | L – Understand familiar commands, two-step instructions, the gist of discussions and presentations containing phrases and simple related sentences connected with "and" and "then" on familiar topics with visual support.	X
1.22 LP1 – Discourse | R – Understand simple narratives and descriptive texts containing common conjunctions.	X
1.23 LP2 – Discourse | L – Understand the gist of discussions and presentations containing simple related sentences connected with common conjunctions, time markers, and sequence markers on familiar topics	X
1.24 LP2 – Discourse | R – Understand ideas in simple explanations and procedural texts connected with conjunctions, time markers, and sequence markers.	X

1.25 LP1 – Auditory Discrimination | L – Recognize common contractions and distinguish minimal pairs in speech spoken at a slower rate.	X
1.26 LP2 – Auditory Discrimination | L – Understand contractions and familiar reduced speech.	X
1.27 LP1 – Fluency | R – Read word-by-word with some phrasing.	X
1.28 LP2 – Fluency | R – Read with some phrasing, rereading, sounding out of words, pausing to refer to visuals; substitution of unknown words with familiar words.	X

2 Expressive Language: How does development of expressive language skills (speaking and writing) enable students to communicate information and ideas related to course content?	15-5
2.1 LP1 – Linguistic Vocabulary | S – Use some words, approximately 5000, including utility words, descriptive words, and subject-specific words to express needs, express feelings, express preferences and respond to questions.	X
2.2 LP1 – Linguistic Vocabulary | W – Use some words, approximately 5000, including utility words, descriptive words and subject-specific words.	X
2.3 LP2 – Linguistic Vocabulary | S – Use more words, approximately 15,000, including utility words, descriptive words, subject-specific words to express ideas, ask and answers questions and make statements.	X
2.4 LP2 – Linguistic Vocabulary | W – Use more words, approximately 15,000, including utility words, descriptive words and subject-specific words.	X
2.5 LP1 – Linguistic Grammar | S – Use common pronouns, adjectives, nouns, and verbs in present tense with errors and omissions.	X
2.6 LP1 – Linguistic Grammar | W – Use familiar nouns, pronouns, adjectives, adverbs, prepositions, articles and verbs with tense errors and omissions	X
2.7 LP2 – Linguistic Grammar | S – Use regular plurals, possessives, prepositions, and verbs in continuous and simple past tenses with agreement and tense errors	X

2.8 LP2 – Linguistic Grammar | W – Use regular plurals, possessive pronouns, prepositional phrases, regular verbs in continuous and simple past tenses, and irregular verbs in continuous and simple past tenses with tense and usage errors.	X
2.9 LP1 – Linguistic Syntax | S – Follow patterned sentences, phrases and subject–verb–object sentences.	X
2.10 LP1 – Linguistic Syntax | W – Write simple declarative sentences, negative sentences and question sentences using sentence frames.	X
2.11 LP2 – Linguistic Syntax | S – Use patterned and predictable affirmative and negative statements, questions and commands.	X
2.12 LP2 – Linguistic Syntax | W – Write simple compound sentences and simple detailed sentences.	X
2.13 LP1 – Strategic | S – Use known phrases, simple questions and first-language translation.	X
2.14 LP1 – Strategic | W – Use copying, spelling from memory, words with similar sounds, sentence frames to spell familiar words, write ideas, complete patterned sentences and use basic punctuation.	X
2.15 LP2 – Strategic | S – Use message replacement, everyday expressions and everyday questions.	X
2.16 LP2 – Strategic | W – Use familiar vocabulary, known phrases, common expressions, cognates, word lists, templates and models, and personal dictionary to find appropriate words, spell irregularly spelled words, distinguish homophones and homonyms and increase use of punctuation.	X
2.17 LP1 – Socio-Linguistic | S – Use greetings, common courtesy expressions, and familiar social expressions to participate in social and classroom situations.	X
2.18 LP1 – Socio-Linguistic | W – Produce texts using familiar words, familiar phrases, sentence frames to complete forms, create graphic organizers and label diagrams.	X
2.19 LP2 – Socio-Linguistic | S – Use common expressions, slang, idioms and gestures to communicate with peers.	X

2.20 LP2 – Socio-Linguistic | W – Produce texts for specific purposes using templates, samples, story plans or graphic organizers.	X
2.21 LP1 – Discourse | S – Connect familiar phrases and simple sentences with "and" to express needs, feelings and opinions.	X
2.22 LP1 – Discourse | W – Connect ideas in simple sentences using common conjunctions, common time markers and common sequence markers.	X
2.23 LP2 – Discourse | S – Connect ideas using common conjunctions, time markers, and sequence markers to share ideas, ask questions, describe and explain.	X
2.24 LP2 – Discourse | W – Connect ideas in a basic paragraph using common conjunctions, time markers and sequence markers.	X
2.25 LP1 – Pronunciation | S – Approximate English rhythm and intonation in familiar and rehearsed activities, although pronunciation errors may interfere with meaning.	X
2.26 LP2 – Pronunciation | S – Demonstrate comprehensible pronunciation and appropriate intonation in familiar and rehearsed activities, although pronunciation errors may still occur.	X
2.27 LP1 – Editing | W – Edit sentences for capitalization of names and words at the beginning of sentences, periods and regular spelling of familiar words.	X
2.28 LP2 – Editing | W – Edit and revise paragraphs for regular spelling, end punctuation, commas in lists and addition of detail.	X

3 Number: How does having number sense (flexible thinking and intuition about numbers) help us understand and interact with our environment?	**15-5**
3.1 Describe order or relative position using ordinal numbers such as 1st, 10th, 32nd. Possible linguistic functions: describe, sequence, compare and contrast.	X
3.2 Describe, represent, and compare quantities from 0.01 to 10 000, as whole numbers, fractions, and decimals. Possible linguistic functions: describe, compare and contrast.	X

3.3 Compare quantities from 0.01 to 10 000 using the terms more, fewer, as many as, and the same as, using whole numbers, fractions, and decimals. Possible linguistic functions: compare and contrast, analyze, justify.	X
3.4 Express, construct, and deconstruct numbers based on their place value from 0.01 to 10 000. Possible linguistic functions: inquire/seek information, analyze, synthesize.	X
3.5 Describe, represent, and compare integers. Possible linguistic functions: describe, compare and contrast.	X
3.6 Express numerals as found in addresses, phone numbers, dates, prices, temperature, and time using the appropriate vocabulary and in the correct context. Possible linguistic functions: inquire/seek information, problem solve.	X
3.7 Demonstrate addition with answers to 10 000 and corresponding subtraction to solve problems. Possible linguistic functions: justify, compare and contrast, cause and effect.	X
3.8 Demonstrate multiplication, up to 2-digit by 2-digit, and division, up to 3 digit by 1-digit, using strategies to solve problems. Possible linguistic functions: justify, compare and contrast, cause and effect.	X
3.9 Identify the monetary values of Canadian currency and solve problems involving currency such as making change. Possible linguistic functions: inquire/seek information, classify, problem solve, analyze.	X
3.10 Identify when GST should be applied and calculate GST in various situations. Possible linguistic functions: inquire/seek information, solve problems, justify.	X

4 Patterns and Relations: How does the ability to recognize, describe, and work with numerical and non-numerical patterns contribute to our understanding of and interaction with our environment?	**15-5**
4.1 Identify, reproduce, extend, and create repeating patterns from daily experiences. Possible linguistic functions: inquire/seek information, sequence/order, analyze, infer and predict.	X

4.2 Demonstrate an understanding of increasing and decreasing numerical and non-numerical patterns. Possible linguistic functions: analyze, compare and contrast, infer and predict.	X
4.3 Describe equality and record using symbols. Possible linguistic functions: compare and contrast, classify, summarize/inform	X
4.4 Explore numerical and non-numerical patterns in daily experience. Possible linguistic functions: inquire/seek information, sequence/order, analyze.	X
4.5 Represent, describe, and extend patterns and relationships using charts and tables. Possible linguistic functions: describe, compare and contrast, cause and effect.	X
4.6 Determine the pattern rule to make predictions about subsequent elements. Possible linguistic functions: analyze, predict, cause and effect, problem solve.	X
4.7 Demonstrate and explain the meaning of equality concretely, pictorially, and symbolically. Possible linguistic functions: classify, summarize/inform, cause and effect, justify.	X
4.8 Express problems in one-step equations with a single variable and solve. Possible linguistic functions: inform, cause and effect, justify.	X

5 Shape and Space: How does having spatial sense and spatial reasoning help us understand mathematics as well as our environment?	**15-5**
5.1 Use direct measurement to compare two objects based on a single attribute. Possible linguistic functions: compare and contrast, summarize/inform.	X
5.2 Sort, build, and classify real-world objects. Possible linguistic functions: classify, compare and contrast.	X
5.3 Demonstrate an understanding of measurement. Possible linguistic functions: summarize/inform, cause and effect, justify.	X
5.4 Sort 2-D shapes and 3-D objects using one attribute. Possible linguistic functions: classify, compare and contrast.	X

5.5 Estimate, measure, compare, and order using referents, i.e., nonstandard units of measurement. Possible linguistic functions: compare and contrast, analyze, infer / predict / hypothesize.	X
5.6 Describe, compare, and construct 2-D shapes and 3-D objects. Possible linguistic functions: describe, compare and contrast.	X
5.7 Relate the passage of time to common activities. Possible linguistic functions: summarize/inform.	X
5.8 Estimate, measure, and record using whole numbers and standard measurement units. Possible linguistic functions: summarize/inform, hypothesize, synthesize.	X
5.9 Describe 3-D objects according to faces, edges, and vertices. Possible linguistic functions: describe, compare and contrast, analyze.	X
5.10 Sort regular and irregular polygons. Possible linguistic functions: summarize/inform, classify, compare and contrast.	X
5.11 Read and record time and dates. Possible linguistic functions: inquire/seek information, classify.	X
5.12 Determine area of regular and irregular 2-D shapes. Possible linguistic functions: inquire/seek information, solve problem / problem solve.	X
5.13 Demonstrate understanding of measuring length, volume, and capacity. Possible linguistic functions: analyze, solve problems/problem solve	X
5.14 Use formulas to calculate area, surface area, perimeter, circumference, diagonals, and metric conversions. Possible linguistic functions: analyze, solve problems/problem solve, evaluate.	X
5.15 Identify and create line symmetries on various 2-D shapes. Possible linguistic functions: analyze, synthesize.	X

6 Statistics and Probability: How do having knowledge of and skills in statistics and probability help us deal with uncertainty, predictability, and interpretation of data in our lives?	**15-5**

6.1 Gather and record data about self and others. Possible linguistic functions: inquire/seek information, classify.	X
6.2 Construct and interpret concrete graphs and pictographs. Possible linguistic functions: analyze, summarize/inform.	X
6.3 Collect first-hand data and organize it to answer questions. Possible linguistic functions: inquire/seek information, classify, analyze.	X
6.4 Construct, label, and interpret bar graphs to solve problems. Possible linguistic functions: analyze, summarize/inform.	X
6.5 Construct and interpret pictographs. Possible linguistic functions: analyze, infer/predict/hypothesize, summarize / inform.	X
6.6 Represent, display, and interpret double bar graphs to draw conclusions. Possible linguistic functions: analyze, infer/predict/hypothesize, summarize/inform, evaluate.	X

7 Technology: How does technology enhance our understanding of mathematics and our understanding of and interaction with our environment?	**15-5**
7.1 Effectively use common measuring devices such rulers, measuring tapes, and thermometers. Possible linguistic functions: evaluate, summarize/inform, justify/persuade.	X
7.2 Effectively use calculators, simple to scientific, to solve problems. Possible linguistic functions: evaluate, summarize/inform, justify/persuade.	X

Facilities or Equipment

Facility

<u>Facilities:</u>

Equipment

Learning and Teaching Resources

Sensitive or Controversial Content

Issue Management Strategy

Health and Safety

Risk Management Strategy

Statement of Overlap with Existing Programs

Student Assessment

All assessment and evaluation must follow Horizon School Division's Policy HK - Student Assessment, Evaluation and Reporting.

Course Approval Implementation and Evaluation

Film and Media Art (2021)15-3

Film and Media Art (2021)15-5

Film and Media Art (2021)25-3

Film and Media Art (2021)25-5

Film and Media Art (2021)35-3

Film and Media Art (2021)35-5

Submitted By:

The Horizon School Division

Submitted On:

Jul. 20, 2021

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	09/01/2021	08/31/2025	Acquired	Authorization	G10
15-5	125.00	09/01/2021	08/31/2025	Acquired	Authorization	G10
25-3	62.50	09/01/2021	08/31/2025	Acquired	Authorization	G10
25-5	125.00	09/01/2021	08/31/2025	Acquired	Authorization	G10
35-3	62.50	09/01/2021	08/31/2025	Acquired	Authorization	G10
35-5	125.00	09/01/2021	08/31/2025	Acquired	Authorization	G10

Course Description

Film and Media Art is the exploration of film and media art as an artistic form of expression. This course may be paired with Career and Technology Studies, Drama as well as English Language Arts to provide innovative and unique ways for students to engage in the study of this art form as well as the technological and literary aspects of the medium. The literary and storytelling aspects of film cross over with Language Arts and the technological skills fall within CTS, while Film and Media Art, as a course, is the artistic link that examines the medium as a form of expression.

This course provides an open and active structure for the learning and invites students, with the support of a collaborative community, to engage with ideas, colleagues and audiences through film and media art. To achieve the learning outcomes, students will respond to the guiding questions through creative practice.

Personalized learning occurs through a studio environment in which students engage in deep disciplinary ways of knowing and doing in order to better understand themselves as artists and refine their practice. Flexibility in choice and design allows teachers and students to create avenues of study that meet the personalized needs of each student.

Course Prerequisites

15 | None

25 | Film and Media Art 15

35 | Film and Media Art 25

Sequence Introduction (formerly: Philosophy)

Film and Media Art are highly visible in contemporary culture. The purpose of Film and Media Art is to provide learning experiences where students investigate, explore and create film and media art from an artistic perspective. Students will engage in deepening their knowledge of film through the authentic exploration of the medium. Film and Media Art creates the environment through which students engage and explore contemporary and historical art forms, and create art that integrates narrative, technical and artistic elements. Through authentic learning experiences, students will expand their responsibility to be positive contributors to the quality and richness of Alberta's culture, communities, and society.

The overarching purpose of the Fine Arts is to promote the competencies of creativity and innovation with the aim of living a creative life. Through an artistic lens, students' way of living in the world is fostered through competency-based learning and the cultivation of an adaptive, curious, open, and exploratory approach to life. The personalized, participatory approach fosters an impulse to try, to build, to create, to experiment, to take risks and to be 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 art making and encounters with art and artists in a studio environment. Through active art making and interactions with art and artists, concepts and authentic artistic practice are linked, new connections are made, and skills are developed.

Engaging in art making means undertaking active, creative work that provides the opportunity to express oneself, one's ideas and understandings. In the context of Film and Media Art, art making includes a range of activities which could include film making, filming scenes, experimenting with cameras, storyboarding, story writing, and critiquing. 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 art making and encounters with art and artists are not mutually exclusive, and typically occur in conjunction with one another.

Within the studio environment 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 creative practice, 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.

Student Need (formerly: Rationale)

Film and Media Art offers the opportunity to engage with the artistic aspects of the film medium. Media art is a significant contemporary and historical art form, and the Film and Media Art course creates an environment in which students engage with the medium. Film can encompass narrative, technical and artistic elements; therefore, this course is designed as the artistic bridge to connect the literary elements within Language Arts and the technological elements within Career and Technology studies.

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 also provide concrete opportunities to synthesize understandings and find new meanings. By learning within a studio environment, students engage in authentic artistic practice, creation alongside other artists, and become members of an artistic community.

Scope and Sequence (formerly: Learner Outcomes)

The outcomes in Film and Media Art are structured to respond to the call of living a creative life and the development of technical competency as well as creative capacity through engagement in the authentic creative practice of filmmakers and media artists. The essence of creative practice is active, open, process-based learning. The Film and Media Art course requires students to be more than passive viewers or consumers of film and media arts. Students must actively engage in studio practice with film and media arts. This can be accomplished through a wide variety of roles required to create a film: director, writer, concept artist, editor, director of photography, designer, and critic, just to list a few. Because of the wide range of roles involved in creating films and the flexible structure of the learning outcomes, schools have the ability to tailor this course to respond to student interests, school resources and teacher expertise.

Building towards students developing authentic creative practice in film and media arts, the specific outcomes for this course include guiding questions for investigation by students. The action-based outcomes are supported by a continuum of learning that describes what students can do at each grade level in relation to the general outcomes. Using the continuum of learning, teachers will design unique learning opportunities and expectations that respond to students as individuals and the learning context.

Each guiding question can be applied to either a 3 Credit (62.5 hours) or 5 Credit (125) program. What will differentiate these two options from each other is not the learning outcomes, but rather the complexity of task design along the continuum of learning. Teachers will need to consider the following framework when designing opportunities and program expectations:

Guiding Question

1. How might students evaluate and create films and other forms of media arts experiences for the purposes of building technical proficiency, a sense of personal identity as an artist, expression and/or understanding disciplinary theory?

• 3 Credit – 62.5 hours

o Create short format film and media arts experiences.

o Demonstrate the skills of research, planning and production separately without creation

and production.

• 5 Credit – 125 hours

o Create medium and long format film and media arts experiences that connect multiple elements of research, planning and production.

2. How might students respond to and investigate a wide range of films and media arts?

• 3 Credit – 62.5 hours

o Study films and media arts experiences from more than one time period, country, style or genre.

o Study of film will focus on short films and excerpts from feature films.

• 5 Credit – 125 hours

o Study films and media arts experiences from more than one time period, country, style or genre.

o Study of film will focus on short films and full-length feature films.

3. How might students collaborate with creative teams to learn the roles, language, techniques, and culture of the film industry and media arts discipline?

• 3 Credit – 62.5 hours

o Collaborate on research, planning and creation of short format film and media arts projects in small creative teams.

o Engage in at least 2 filmmaking roles leading up to preparation for a multi-stage production.

• 5 Credit – 125 hours

  o Collaborate on research, planning and creation of medium and long format film and media arts projects in large creative teams

  o Engage in at least 3 filmmaking roles during a multi-stage production

Guiding Questions (formerly: General Outcomes

1   How can students evaluate and create films and other forms of media arts experiences for the purposes of building technical proficiency, a sense of personal identity as an artist, expression and/or understanding disciplinary theory?

2   How might students respond to and investigate a wide range of films and media arts?

3   How can students collaborate with creative teams to learn the roles, language, techniques, and culture of the film industry and media arts discipline?

Learning Outcomes (formerly: Specific Outcomes)

1 How can students evaluate and create films and other forms of media arts experiences for the purposes of building technical proficiency, a sense of personal identity as an artist, expression and/or understanding disciplinary theory?	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Evaluate methods filmmakers use to shape films and audience experience with the formal elements of mise-en-scene, cinematography, editing and sound	X	X				
1.2 Propose and test methods to adapt the formal elements of mise-en-scene, cinematography, editing and sound to alter the creative intent or audience experience for existing films			X	X		
1.3 Design and create films and media arts experiences considering the formal elements of the medium and their creative impact					X	X
1.4 Demonstrate the film planning elements of breaking down a script, storyboarding, scouting locations, casting actors	X	X				
1.5 Articulate creative intent and apply the film planning elements of adapting a story to script, breaking down a script, storyboarding, scouting locations, casting actors			X	X		
1.6 Articulate creative intent and apply the film planning elements to multiple forms of film and media arts					X	X
1.7 Test and evaluate technological tools used to create films and media arts experiences	X	X				
1.8 Design film and media arts experiences to take advantage of the unique characteristics of technological tools			X	X		
1.9 Design and apply specific technical methods to the making of films and media arts experience based on creative intent					X	X

2 How might students respond to and investigate a wide range of films and media arts?	15-3	15-5	25-3	25-5	35-3	35-5

2.1 Describe, analyse and critique films for technical, creative and performance elements	X X	
2.2 Identify and analyse connections between films and filmmakers of different time periods, regions and genres	X X	
2.3 Interpret the influences and expressions of a unique artistic perspective		X X

3 How can students collaborate with creative teams to learn the roles, language, techniques, and culture of the film industry and media arts discipline?	15-3	15-5	25-3	25-5	35-3	35-5
3.1 Identify the creative and technical roles involved in film making	X	X				
3.2 Demonstrate a range of creative and technical roles required for the planning and creation of films and media art			X	X		
3.3 Apply knowledge of film making roles to guide development of creative projects					X	X
3.4 Identify and explore potential occupational pathways connected to the media and film industries of Alberta					X	X

Facilities or Equipment

Facility

No required facilities

Facilities:

Equipment

No required equipment

Learning and Teaching Resources

No required resources

Sensitive or Controversial Content

No sensitive or controversial content

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

- COM 1015: Media

- COM 1105: Audio/Video

- COM 2015: Media Impact

- COM 2115 AV Production 1

- COM 2105: AV Preproduction 1

- COM 2125 AV Postproduction 1

- COM 3105: AV Preproduction 2

- COM 3115 AV Production 2

- COM 3125 AV Postproduction 2

Identified Overlap/Similarity
Aspects of overlap between the Film and Media Arts Locally Developed Course and Communications Technologies modules include:

- Impact of media, one being film, and fundamental skills in relaying a message

- Fundamental technical skills in using film equipment

- Elements of preproduction for film

- Elements of film production

- Elements of film postproduction

Reasoning as to Why LDC Is Necessary

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Media impact is only one small component of single-credit courses or modules. Film & Media Art provides a robust study of this topic be it in the 3 or 5 credit courses

.

Specific modules, such as COM 1105, are single-credit options, which do not provide the opportunity for depth of practice or disciplinary understanding. Additionally, this course does not address the creative intent behind film

.

Specific modules, such as COM 2015, address a much broader context of media, from radio to web. Film and Media Art focuses on the impact of only one media form, film

.

The majority of overlapping Communication Technology modules are purely technical courses and do not cover how creativity and artistic intent, or processes, are part of filmmaking. The focus of Film and Media Art is largely on the creative aspects of the medium

Student Assessment

All assessment must follow Horizon School Division's Policy HK – Student Assessment, Evaluation and Reporting.

Course Approval Implementation and Evaluation

Forensic Studies (2021)25-3

Forensic Studies (2021)35-3

Submitted By:

The Horizon School Division

Submitted On:

Jul. 13, 2021

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
25-3	62.50	09/01/2021	08/31/2025	Acquired	Authorization	G11
35-3	62.50	09/01/2021	08/31/2025	Acquired	Authorization	G11

Course Description

In Forensic Studies 25-35, students will investigate and evaluate the processes involved in the collection and preservation of crime scene evidence. As students delve into forensic studies, they will investigate and analyze the strengths and limitations of forensic evidence analysis. This course sequence focuses 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.

Forensic Studies (2021) Course Sequences:

 Sequence 1:

· Forensic Studies (2021) 25 3 developed by The Edmonton School Division, prerequisite(s): Science 10 or 14

· Forensic Studies (2021) 35 3 developed by The Edmonton School Division, prerequisite: Forensic Studies (2021) 25 3

OR

Sequence 2:
· Forensic Studies (2021) 25 3 developed by The Edmonton School Division, prerequisite(s): Science 10 or 14

· Forensic Studies (2021) 35 5 developed by The Pembina Hills School Division, prerequisite: Forensic Studies (2021) 25 3

Students may not earn credits in both versions of Forensic Studies 35 3 (3credits) and Forensic Studies 35 5 (5 credits).

 Note: Front matter is different between Forensic Studies 25-3 & 35-3 (3 credits) and Forensic Studies 35-5 (5 credits).

Course Prerequisites

Forensic Studies 25 prerequisite: Science 10 or Science 14

Forensic Studies 35 prerequisite: Forensic Studies 25

Sequence Introduction (formerly: Philosophy)

In Forensic Studies 25-35, students use reasoned approaches to the analysis of forensic evidence and the examination of the ethical considerations surrounding the collection and application of forensic evidence. This course sequence supports the development of a variety of competencies. In particular, through the investigation of forensic case studies, students develop science process skills and other key competencies such as critical thinking and managing information. Forensic Studies 25-35 also fosters hands-on problem solving, discovery through inquiry and collaboration. 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 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 sequence presents students with an opportunity to take a course that is of interest to them, while also developing a realistic understanding of forensic evidence-gathering techniques and the ethical complexities that confront experts using forensic 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)

Forensic Studies 25

Essential Understanding 1: Applying logical thought and creativity enables us to achieve outcomes, solve problems and develop analytical thinking skills. (Guiding Questions 1 & 3)

Essential Understanding 2: Exploring connections strengthens our understandings of relationships to help us make meaning of the world. (Guiding Questions 5, 7, 9, 11 & 13)

Forensic Studies 35

Essential Understanding 1: Applying logical thought and creativity enables us to achieve outcomes, solve problems and develop analytical thinking skills. (Guiding Questions 2 & 4)

Essential Understanding 2: Exploring connections strengthens our understandings of relationships to help us make meaning of the world. (Guiding Questions 6, 8, 10, 12, 14)

Guiding Questions (formerly: General Outcomes

1   How can techniques and processes be used to examine forensic evidence at crime scenes?

2   How can techniques and processes be effectively applied to forensic evidence at crime scenes?

3   How can forensic evidence be analyzed?

4   How can analytical techniques be effectively applied to forensic evidence?

5   How do forensic experts from a variety of fields contribute to a criminal investigation?

6   How can forensic experts from a variety of fields collaborate to effectively impact a criminal investigation?

7   How can forensic evidence be used in legal proceedings?

8   How can forensic evidence be used to determine outcomes in legal cases?

9   How can ethical considerations exist in the field of forensics?

10   Why is it important to consider a variety of perspectives on ethical issues in the field of forensics?

11   How can individuals influence a field of study?

12   How can a field of study evolve over time?

13   What career opportunities are available in the field of forensics?

14   How can I expand my knowledge of career opportunities in the field of forensics?

Learning Outcomes (formerly: Specific Outcomes)

1 How can techniques and processes be used to examine forensic evidence at crime scenes?	25-3 35-3
1.1 Students examine techniques and processes used to secure, document and preserve a variety of crime scenes.	X
1.2 Students classify and describe a variety of types of forensic evidence found at a variety of crime scenes.	X
1.3 Students examine techniques and processes used to locate and collect forensic evidence found at a variety of crime scenes.	X

2 How can techniques and processes be effectively applied to forensic evidence at crime scenes?	25-3 35-3
2.1 Students apply techniques and processes used to secure, document and preserve a variety of crime scenes.	X
2.2 Students evaluate a variety of types of forensic evidence found at a variety of crime scenes.	X
2.3 Students apply techniques and processes used to locate and collect forensic evidence found at a variety of crime scenes.	X

3 How can forensic evidence be analyzed?	25-3 35-3
3.1 Students examine a variety of techniques used to analyze different types of forensic evidence.	X
3.2 Students explain the sequence of steps involved in the analysis of different types of forensic evidence.	X
3.3 Students infer the strengths and limitations of a variety of analytical methods used to process forensic evidence.	X

4 How can analytical techniques be effectively applied to forensic evidence?	25-3 35-3

4.1 Students apply a variety of analysis techniques to forensic evidence.	X
4.2 Students describe testable inferences (hypotheses) about a crime by applying a variety of forensic analysis techniques.	X
4.3 Students compare the effectiveness of a variety of analytical methods used to process forensic evidence.	X

5 How do forensic experts from a variety of fields contribute to a criminal investigation?	25-3 35-3
5.1 Students examine the roles and responsibilities of a variety of forensic experts in a criminal investigation.	X

6 How can forensic experts from a variety of fields collaborate to effectively impact a criminal investigation?	25-3 35-3
6.1 Students relate the effectiveness of the collaboration between forensic experts to the impact on a criminal investigation.	X

7 How can forensic evidence be used in legal proceedings?	25-3 35-3
7.1 Students examine the role of forensic evidence in legal proceedings.	X
7.2 Students examine cases where forensic evidence informed a legal decision.	X

8 How can forensic evidence be used to determine outcomes in legal cases?	25-3 35-3
8.1 Students evaluate how effectively forensic evidence is used in legal proceedings.	X
8.2 Students explain the role of forensic evidence in solving active cases and cold cases and in overturning wrongful convictions.	X

9 How can ethical considerations exist in the field of forensics?	25-3 35-3

9.1 Students describe ethical considerations in the analysis of forensic evidence.	X
9.2 Students examine the ethical considerations of biometrics and other criminal profiling techniques.	X

10 Why is it important to consider a variety of perspectives on ethical issues in the field of forensics?	**25-3 35-3**
10.1 Students discuss ethical considerations in the analysis of forensic evidence.	X
10.2 Students discuss a variety of perspectives regarding the ethics of using biometrics and other criminal profiling techniques.	X

11 How can individuals influence a field of study?	**25-3 35-3**
11.1 Students examine the historical contributions of pioneers in the field of forensic science.	X

12 How can a field of study evolve over time?	**25-3 35-3**
12.1 Students explain the evolution of the field of forensic science.	X

13 What career opportunities are available in the field of forensics?	**25-3 35-3**
13.1 Students examine a variety of careers in the field of forensics.	X

14 How can I expand my knowledge of career opportunities in the field of forensics?	**25-3 35-3**
14.1 Students research a career of their choice in the field of forensics.	X

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

No required equipment.

Learning and Teaching Resources

No required resources.

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 directly related health and safety risks.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Course with Overlap and/or Similarity: Science 6
Identified Overlap/Similarity: 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 as to 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.

Provincial Course with Overlap and/or Similarity: Science 24
Identified Overlap/Similarity: In 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 as to Why LDC is Necessary: None of the Science 24 course is focused on using forensics to examine crime scenes; therefore, Forensic Studies 25-35 takes an approach that is not covered in Science 24.

Provincial Course with Overlap and/or Similarity: Biology 30
Identified Overlap/Similarity: In Biology 30 there is a genetics/DNA unit, and DNA would certainly come up in Forensic Studies 25-35.
Reasoning as to 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.

Provincial Course with Overlap and/or Similarity: Science 30
Identified Overlap/Similarity: In Science 30 they do examine DNA, and DNA would certainly come up in Forensic Studies 25-35
Reasoning as to 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.

Provincial Course with Overlap and/or Similarity: LGS1020 Public Law
Identified Overlap/Similarity: 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 as to 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.

Provincial Course with Overlap and/or Similarity: LGS3080 Criminal Law
Identified Overlap/Similarity: 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 as to Why LDC is Necessary: Forensic Studies 25-35 examines the science of forensics and the ethics surrounding the use of evidence, which is not the focus of this CTS course.

Locally Developed Courses with Overlap and/or Similarity: Forensic Science Studies 35 (5 credit)
Identified Overlap/Similarity: The Forensic Science Studies 35 and the 3-credit course sequence Forensic Studies 25-35 certainly do have overlap as they are both concerned with examining forensic evidence.

Reasoning as to Why LDC is Necessary: Forensic Science Studies 35 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. The Forensic Studies 25-35 sequence 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. 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

All assessment and evaluation must follow Horizon School Division Policy HK - Student Assessment, Evaluation and Reporting.

Course Approval Implementation and Evaluation

LOCALLY DEVELOPED COURSE OUTLINE

Forensic Studies (2021)35-5

Submitted By:

The Horizon School Division

Submitted On:

Jul. 12, 2021

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
35-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G12

Course Description

In Forensic Studies 35 (5-credit), students will investigate and evaluate the processes involved in the collection and preservation of crime scene evidence. This course allows students to study scientific concepts, technologies, and methods relating to the investigation of crimes leading to solving active cases and cold cases, and overturning wrongful convictions. As students delve into forensic studies, they will investigate and analyze the strengths and limitations of forensic evidence analysis. This course encourages an engaging and interdisciplinary approach to learning.

Forensic Studies (2021) Course Sequences:
Sequence 1:

· Forensic Studies (2021) 25-3 developed by The Edmonton School Division, prerequisite(s): Science 10 or 14

· Forensic Studies (2021) 35-5 developed by The Pembina Hills School Division, prerequisite: Forensic Studies (2021) 25-3

OR
Sequence 2:

· Forensic Studies (2021) 25-3 developed by The Edmonton School Division, prerequisite(s): Science 10 or 14

· Forensic Studies (2021) 35-3 developed by The Edmonton School Division, prerequisite: Forensic Studies (2021) 25-3

Students may not earn credits in both versions of Forensic Studies 35-3 (3credits) and Forensic Studies 35-5 (5 credits).

Note: Front matter is different between Forensic Studies 25-35 (3-credits) and Forensic Studies 35 (5 credits).

Course Prerequisites

Sequence 1:

· Forensic Studies (2021) 25-3 developed by The Edmonton School Division, prerequisite(s): Science 10 or 14

· Forensic Studies (2021) 35-5 developed by The Pembina Hills School Division, prerequisite: Forensic Studies (2021) 25-3

OR
Sequence 2:

· Forensic Studies (2021) 25-3 developed by The Edmonton School Division, prerequisite(s): Science 10 or 14

· Forensic Studies (2021) 35-3 developed by The Edmonton School Division, prerequisite: Forensic Studies (2021) 25-3

Sequence Introduction (formerly: Philosophy)

Forensic Studies 35 (5-credit) offers students an opportunity to study scientific principles and techniques in a highly engaging manner. Learning in this course will begin by students acquiring basic scientific knowledge applicable to forensic science. These scientific principles will then be applied and authenticated by discussing realistic scenarios and by engaging in concrete learning activities. Students will use reasoned approaches to analyze forensic evidence and to examine the ethical considerations surrounding the collection and application of forensic evidence. This course supports many of the elements of the Ministerial Order on Student Learning. In particular, through the investigation of forensic case studies, students develop science process skills and other key competencies, such as critical thinking and managing information. Forensic Studies 35 also fosters problem solving, discovery through inquiry, and collaboration. Forensic Studies 35 draws on a students' 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 35 (5-credit) will allow students to learn more about this unique and growing field of scientific research. It provides students with a broadened perspective of the field by exposing them to a variety of different types of forensic investigative techniques. It is intended to be accessible to both science-minded and creative-thinking students who would like to apply scientific principles in real-world settings. Forensic Studies 35 (5-credit) presents students with an opportunity to take an elective course that is of interest to them, while also developing a realistic understanding of forensic evidence-gathering techniques and the ethical complexities that confront experts who use forensic evidence. Through the exploration of possible career pathways in forensics, students in Forensic Studies 35 will develop an accurate and realistic picture of the rigour of the discipline of forensics.

Scope and Sequence (formerly: Learner Outcomes)

Essential Understanding 1: Logical procedures and breaking problems into smaller or simpler parts enables us to draw inferences, make predictions, or form conclusions that are reliable and credible.

Essential Understanding 2: Effective collaborative practices and clear organization and presentation of information result in successful and effectual societal processes.

Essential Understanding 3: Choices and actions are affected by cultural or political context and impact the dignity and well-being of individuals or communities.

Guiding Questions (formerly: General Outcomes

1   How can techniques and processes be effectively applied to forensic evidence at crime scenes?

2   How can analytical techniques be effectively applied to forensic evidence?

3   How can techniques and processes be effectively applied to forensic evidence during an autopsy?

4   How can analytical techniques be effectively applied to forensic evidence that has been collected from a secondary crime scene?

5   How can canine forensics be used in an investigation?

6   How can techniques and processes be effectively applied to digital forensic evidence?

7   How can criminal profiling and geographic profiling aid in criminal investigations?

8   How can forensic evidence be used to reconstruct a crime?

9   How can individuals use forensic countermeasures to hinder investigations?

10   With advancements with science and technology, what are some of the emerging technologies that may be used in future forensic analyses?

11   How can forensic evidence be used to persuade outcomes in legal proceedings?

12   Why is it important to consider a variety of perspectives on ethical issues in the field of forensics?

13   How can a field of study evolve over time?

14   How can I expand my knowledge of career opportunities in the field of forensics?

Learning Outcomes (formerly: Specific Outcomes)

1 How can techniques and processes be effectively applied to forensic evidence at crime scenes?	**35-5**
1.1 Students apply techniques and processes used to secure, document, and preserve a variety of crime scenes	X
1.2 Students recall techniques and processes used to locate and collect forensic evidence found at a variety of crime scenes	X
1.3 Students apply techniques and processes used to locate and collect forensic evidence found at a variety of crime scenes	X

2 How can analytical techniques be effectively applied to forensic evidence?	**35-5**
2.1 Recall the type of evidence that can be collected at a crime scene	X
2.2 Students apply a variety of analysis techniques to forensic evidence	X
2.3 Students describe testable inferences (hypotheses) about a crime by applying a variety of forensic analysis techniques	X
2.4 Students compare the effectiveness of a variety of analytical methods used to process forensic evidence	X

3 How can techniques and processes be effectively applied to forensic evidence during an autopsy?	**35-5**
3.1 Students examine a variety of techniques used to analyze the different types of forensic evidence that is gathered during an autopsy	X
3.2 Students apply a variety of analysis techniques used during an autopsy to predict cause of death	X
3.3 Students apply a variety of analysis techniques used during an autopsy to determine time of death	X

4 How can analytical techniques be effectively applied to forensic evidence that has been collected from a secondary crime scene?	35-5
4.1 Students will differentiate between a primary crime scene and a secondary crime scene	X
4.2 Students will identify and apply forensic evidence that is collected at a secondary crime scene to help identify the location of the primary crime scene	X

5 How can canine forensics be used in an investigation?	35-5
5.1 Students examine techniques and processes used by canine forensics at a variety of crime scenes	X

6 How can techniques and processes be effectively applied to digital forensic evidence?	35-5
6.1 Students examine and apply a variety of techniques used to analyze different types of digital forensic evidence	X
6.2 Students investigate the right to privacy regarding digital materials	X

7 How can criminal profiling and geographic profiling aid in criminal investigations?	35-5
7.1 Students examine and explain the value that criminal profiling and geographic profiling serves in criminal investigations	X

8 How can forensic evidence be used to reconstruct a crime?	35-5
8.1 Students examine relevant forensic evidence and apply a variety of analysis techniques to reconstruct a crime	X

9 How can individuals use forensic countermeasures to hinder investigations?	35-5

9.1 Students critically analyze a variety of scenarios to determine what measures an individual could take to hinder a forensic investigation	X

10 With advancements with science and technology, what are some of the emerging technologies that may be used in future forensic analyses?	35-5
10.1 Students will research emerging forensic techniques	X

11 How can forensic evidence be used to persuade outcomes in legal proceedings?	35-5
11.1 Students evaluate how forensic evidence is used effectively in legal proceedings	X
11.2 Students explain the role of forensic evidence in solving active cases, cold cases, and in overturning wrongful convictions	X
11.3 Students investigate the reliability of various forensic techniques	X

12 Why is it important to consider a variety of perspectives on ethical issues in the field of forensics?	35-5
12.1 Students discuss ethical considerations in the analysis of forensic evidence	X
12.2 Students discuss a variety of perspectives regarding the ethics of using biometrics and other investigative techniques	X

13 How can a field of study evolve over time?	35-5
13.1 Students describe the evolution of the field of forensic science	X

14 How can I expand my knowledge of career opportunities in the field of forensics?	35-5
14.1 Students research a career of their choice in the field of forensics that would allow them to participate in a crime scene	X

14.2 Students research a career of their choice in the field of forensics that would allow them to participate in an autopsy	X
14.3 Students research a career of their choice in the field of forensics that would allow them to participate in a digital forensic investigation	X

Facilities or Equipment

Facility

No specific facilities required

Facilities:

Equipment

No specific equipment required

Learning and Teaching Resources

No specific resources required

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

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.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Course with Overlap and/or Similarity: Science 6

Identified Overlap/Similarity: Topic D: Evidence and Investigation of Science 6 --General Learner Expectations 6-8 and 6-9 require students to recognize that evidence found at the scene of an activity may have unique characteristics, and they will potentially investigate evidence such as footprints, ink, handwriting, fabric, and fingerprints. This may be seen as overlap with outcomes 1.1, 1.2, 1.3, and 2.2 of Forensic Studies 35.

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

Provincial Course with Overlap and/or Similarity: Science 24

Identified Overlap/Similarity: In 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 35.

Reasoning as to Why LDC is Necessary: None of the Science 24 course is focused on using forensics to examine crime scenes; therefore, Forensic Studies 35 takes an approach that is not covered in Science 24. Forensic Studies 35 focuses on the analysis and comparison of DNA, not on the structure of DNA as is covered in Science 24

Provincial Course with Overlap and/or Similarity: Biology 30

Identified Overlap/Similarity: In Biology 30, there is a genetics/DNA unit, and DNA would certainly come up in Forensic Studies 35.

Reasoning as to Why LDC is Necessary: The DNA discussion in Biology 30 is a study of the structure and replication of DNA and is not focused on its application for solving crimes, whereas that is the cornerstone of Forensic Studies 35.

Provincial Course with Overlap and/or Similarity: Science 30

Identified Overlap/Similarity: In Science 30, there is an examination of DNA, and DNA certainly come up in Forensic Studies 35

Reasoning as to Why LDC is Necessary: The DNA discussion in Science 30 is a study of the structure and replication of DNA and is not focused on its application for solving crimes, while that is the cornerstone of Forensic Studies 35.

Provincial Course with Overlap and/or Similarity: LGS1020, Public Law

Identified Overlap/Similarity: In LGS1020, there is an examination of the laws that protect rights and responsibilities (1.2). Because the ethical use of forensic evidence is discussed in Forensic Studies 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 criminal

cases are examined in Forensic Studies 35.

Reasoning as to 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 35. Forensic Studies 35 aims to hone students' critical thinking through the examination of forensic evidence.

Provincial Course with Overlap and/or Similarity: LGS3080 Criminal Law

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

Reasoning as to Why LDC is Necessary: Forensic Studies 35 examines the science of forensics and the ethics surrounding the use of evidence, which is not the focus of LGS3080 Criminal Law.

Locally Developed Courses with Overlap and/or Similarity: Forensic Studies 25/35 (3 credit)

Identified Overlap/Similarity: The 5-credit Forensic Studies 35 and the 3-credit course series of Forensic Studies 25/35 certainly do have overlap as they are both concerned with examining forensic evidence.

Reasoning as to Why LDC is Necessary: Forensic science is a vast area of knowledge including, but not limited to, primary crime scenes, secondary crime scenes, psychological forensics, cyber forensics, physical evidence including forensic toxicology autopsy, arson, explosives, forensic ballistics, forensic anthropology, forensic entomology, impressions and marks. Forensic studies 35 (3-credit) has half of the hours, so fewer topics can be covered. A 5-credit course will allow more time so that more forensic topics can be studied. Students with a keen interest in this topic are afforded the opportunity to delve into more topics, such as cyber forensics, which is a burgeoning field that has direct implications to Alberta students current and future lives. The Forensic 25/35 (3-credit) program of studies is very general where any or none of those topics may be studied.

Student Assessment

The assessment and evaluation must follow Horizon School Division's Policy HK - Student Assessment, Evaluation and Reporting.

Course Approval Implementation and Evaluation

Instrumental Jazz (2021)15-3

Instrumental Jazz (2021)15-5

Instrumental Jazz (2021)25-3

Instrumental Jazz (2021)25-5

Instrumental Jazz (2021)35-3

Instrumental Jazz (2021)35-5

Submitted By:

The Horizon School Division

Submitted On:

Jul. 12, 2021

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
15-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
25-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
25-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
35-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
35-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10

Course Description

Instrumental Jazz 15-25-35 is the study of a uniquely North American art form and offers students the opportunity to study the jazz idiom both as a subject in its own right, and as an integral part of the Fine Arts program. Instrumental Jazz 15-25-35 is process driven and 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. 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 15-25-35 requires a facility with engineered acoustics appropriate for amplified music performance and space to accommodate the ensemble and their equipment. Additionally, acoustically acceptable practise rooms for individualized/small group practice and sectionals are required. Equipment required includes an appropriate instrument standard.

This course has the following health and safety requirement:

There are physical health risks (hearing) related to teaching and learning within the music classroom. Musicians can mitigate this risk by wearing musician's hearing plugs. Music educators should follow complete routine audiometric testing in accordance with OH&S and Board policies.

Course Prerequisites

      15: Instrumental Music 10 / None

      25: Instrumental Music 20 AND Instrumental Jazz 15

      35: Instrumental Music 30 AND Instrumental Jazz 25

Sequence Introduction (formerly: Philosophy)

Jazz is unique musical expression that is recognized as an art form 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.

Student Need (formerly: Rationale)

Instrumental Jazz 15-25-35 offers students the opportunity to refine musicianship through skill development, creativity, personal practice, rehearsal and performance. In high school, the Instrumental Jazz 15-25-35 program is a specific discipline and plays an integral part of the Music programs offered to students.

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 15-25-35 fosters creative collaboration, problem-solving and individual responsibility.

Scope and Sequence (formerly: Learner Outcomes)

Instrumental Jazz 15-25-35 provides specific opportunities for the exploration of the unique qualities and skills of jazz musicians. In Instrumental Jazz 15-25-35 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.

The learning outcomes of Instrumental Jazz 15-25-35 are intended to be achieved through performance, reflection, and discussion

Guiding Questions (formerly: General Outcomes

1   How can students demonstrate musical skills through rehearsal and performance of diverse stylistic and musical elements unique to jazz?

2   How can students demonstrate creativity and self-expression through musical improvisation?

3   How can students critically reflect upon and respond to the performance of jazz music?

Learning Outcomes (formerly: Specific Outcomes)

1 How can students demonstrate musical skills through rehearsal and performance of diverse stylistic and musical elements unique to jazz?	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Identify the theoretical underpinnings, forms, and playing roles within the jazz idiom.	X	X				
1.2 Explain the theoretical underpinnings, forms, and playing roles within the jazz idiom.			X	X		
1.3 Analyze the theoretical underpinnings, forms, and playing roles within the jazz idiom.					X	X
1.4 Demonstrate basic musical techniques specific to jazz styles.	X	X	X			
1.5 Model intermediate musical techniques specific to jazz styles.				X	X	
1.6 Refine musical techniques specific to jazz styles.						X
1.7 Describe the unique variables associated with live performance including audience, hall, environment.	X					
1.8 Recognize and respond to the unique variables associated with live performance including audience, hall, environment.		X	X			
1.9 Respond appropriately to the unique variables associated with live performance including audience, hall, environment.				X	X	
1.10 Model and explain an appropriate response to the unique variables associated with live performance including audience, hall, environment.						X

2 How can students demonstrate creativity and self-expression through musical improvisation?	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Utilizing beginner aural discrimination skills, identify, and demonstrate responses and adjustments within the ensemble.	X	X				

	15-3	15-5	25-3	25-5	35-3	35-5
2.2 Utilizing intermediate aural discrimination skills, identify, and demonstrate responses and adjustments within the ensemble.			X	X		
2.3 Utilizing advanced aural discrimination skills, identify, and demonstrate responses and adjustments within the ensemble.					X	X
2.4 Identify and demonstrate standard chord progressions, such as the 12 bar Blues form, ii-V-I, and chord/scales specific to jazz improvisation.	X	X				
2.5 Identify and demonstrate intermediate chord progressions, such as Rhythm Changes, and chord/scales specific to jazz improvisation.			X	X		
2.6 Identify and demonstrate advanced chord progressions and chord/scales specific to jazz improvisation.					X	X
2.7 Apply original vocabulary inspired by jazz masters.	X	X	X			
2.8 Create original vocabulary inspired by jazz masters.				X	X	
2.9 Create and refine original vocabulary inspired by jazz masters.						X

3 How can students 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 Listen to and respond to the performance of jazz music, including the jazz masters.	X	X				
3.2 Listen to, and explain examine a jazz performance, including the jazz masters.			X	X		
3.3 Listen to and analyze a jazz performance, including the jazz masters, utilizing appropriate jazz terminology.					X	X
3.4 Critique a jazz performance and articulate a musical response.						X
3.5 Develop articulations/syllables, such as "doodle-lah" and "dat" to explain the unique language of jazz masters.	X	X				
3.6 Analyze the unique language of jazz masters through play-back/along.			X	X		
3.7 Critique the unique language of jazz through discussion of the style and recordings of Jazz masters.					X	X
3.8 Demonstrate understanding of jazz elements by transcribing jazz performances.	X		X		X	

Facilities or Equipment

Facility

☐ A facility large enough to accommodate a 25-member ensemble and their equipment

☐ 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.

☐ Practice rooms or modules for individualized small group practice and sectionals

<u>Facilities:</u>

Equipment

An appropriate instrument standard based on student enrollment is required

Learning and Teaching Resources

No required resources

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

There are physical health risks (hearing) related to teaching and learning within the music classroom. Musicians can mitigate this risk by wearing musician's hearing plugs. Music educators should follow complete routine audiometric testing in accordance with OH&S and the Board policies.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

-

Instrumental Music 10-20-30

Identified Overlap/Similarity

-

Instrumental skills are developed and refined in both Instrumental Music and Instrumental Jazz 15-25-35

Reasoning as to Why LDC Is Necessary

-

Individual musical skills developed in Instrumental Music are reinforced, enhanced, and applied through participation in Instrumental Jazz 15-25-35. In Instrumental Jazz 15-25-35, students develop and refine specific contemporary skills, such as improvisation, that are unique to the Jazz idiom. Instrumental Jazz 15-25-35 students develop the ability to collaborate with ensemble members and respond to Jazz performances as a means of fulfilling the goals of the Jazz ensemble.

Locally Developed Courses with Overlap and/or Similarity

-

Band 15-25-35

Identified Overlap/Similarity

-

Collaborative musicianship is developed and refined in Instrumental Jazz 15-25-35 and Band

Reasoning as to Why LDC Is Necessary

-

In Instrumental Jazz 15-25-35, students develop and refine specific contemporary musical skills that are unique to the Jazz idiom. Instrumental Jazz 15-25-35 students develop the ability to collaborate with ensemble members and explore the unique qualities and skills of jazz musicians. Students also develop an understanding of, apply, and creatively adapt the history of jazz music.

Student Assessment

All assessment and evaluation must follow Horizon School Division's Policy HK - Student Assessment, Evaluation and Reporting.

Course Approval Implementation and Evaluation

LOCALLY DEVELOPED COURSE OUTLINE

Submitted By:

The Horizon School Division

Submitted On:

Jul. 12, 2021

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
15-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
25-3	62.50	09/01/2021	08/31/2025	Acquired	Authorization	G10
25-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
35-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
35-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10

Course Description

The emphasis of the course is leadership, character development and social responsibility in local and global contexts. The students will demonstrate their understanding of the critical values and attitudes needed to become a leader. There are many types of leaders in today's global society. There are positive and negative leadership styles and students will develop an understanding of these, and when they are appropriate and beneficial to use. Students will actively engage in the delivery and scope of this class by leading various in-class and out of class activities, events, and projects. This engagement will empower students to take a leadership role and apply what they have learned throughout their exploration of leadership. Through this involvement, students will also define their leadership style; including their personal interests, passions, and an understanding of their social responsibilities.

Course Prerequisites

The 15-level course is a prerequisite for the 25-level course, and the 25-level course is the prerequisite for the 35-level course.

Sequence Introduction (formerly: Philosophy)

This leadership course is designed to develop essential leadership knowledge and skills with a focus on the development of character. The course endeavours to develop key values, attitudes, and ethics for leadership and for responsible, global citizenship in the future. The focus of this course is on developing an engaged thinker, ethical citizen, and morally responsible and social individual. Students are able to demonstrate leadership in their own pursuits and show how leaders emerge from a variety of settings. A push for action, change, and impact in a local or global community is a key component.

Student Need (formerly: Rationale)

Leadership, Character … (2021) 15, 25, and 35 is designed to provide students with an opportunity to develop leadership skills and abilities. Most importantly, students will grow and develop as individuals while making a difference in their local and global community. Students need guided opportunities to learn and grow as leaders and to develop a stronger sense of their social responsibilities.

The classroom environment created is safe, caring, and welcoming. This will in turn nurture a collaborative space, allowing students to grow from taking risks towards developing their own personal leadership style. This approach is unique because students are allowed to pursue individual goals through a variety of diverse experiences. Students will take steps outside of their comfort zone to grow into a global leader.

Within local and global communities, leadership is demonstrated through a variety of connections and practical experiences. Leadership students identify needs based on personal interests and then develop strategies to meet those needs; they dedicate their time to leadership initiatives, which allows them to pursue their passions. 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.

Desired competencies for our students include collaboration, critical thinking, problem solving, managing information, creativity and innovation, cultural and global citizenship, communication, and personal growth and well-being. This course provides multiple opportunities for students to meaningfully develop these competencies, which will be assets as they continue as citizens of a globalized world.

One advantage of these courses is the opportunity for local autonomy. Teachers are able to individualize learning experiences for students. The sequence of 15-25-35 offers continuity and opportunities for building leadership competencies year to year. Students are able to develop leadership, social responsibility, and character through intentional scaffolded outcomes. There is a focus on personal leadership in a variety of settings rather than on governance, regulations, and procedures.
The second advantage of these courses is to raise importance on cultural awareness/sensitivity, local and global citizenship, and ethics. Students are able to take action on local and global issues that will provide a unique lens and opportunity for student growth, which is not covered to the same extent by other courses.

Scope and Sequence (formerly: Learner Outcomes)

Empower students to understand leadership characteristics in a local and global context, and develop a sense of active social responsibility.

This Essential Understanding spans the three course levels - 15, 25, 35.

Guiding Questions (formerly: General Outcomes)

1   understand leadership characteristics in a local and global context, and develop a sense of active social responsibility. This Essential Understanding spans the three course levels - 15, 25, 35. Guiding Questions 1. How can leadership skills and characteristics be developed?

2   How can I develop skills to effectively communicate with others?

3   How can social responsibility influence leadership?

4   How can I develop personal growth and well being?

5   How can I work individually and/or in a group to achieve a common goal?

Learning Outcomes (formerly: Specific Outcomes)

	15-3	15-5	25-3	25-5	35-3	35-5
1 understand leadership characteristics in a local and global context, and develop a sense of active social responsibility. This Essential Understanding spans the three course levels - 15, 25, 35. Guiding Questions 1. How can leadership skills and characteristics be developed?						
1.1 Explore what characterizes safe, and developmentally appropriate activities.	X					
1.2 Identify what characterizes safe, and developmentally appropriate activities.		X				
1.3 Examine what characterizes safe, and developmentally appropriate activities.			X			
1.4 Demonstrate an understanding of what characterizes safe, and developmentally appropriate activities.				X		
1.5 Demonstrate safe, and developmentally appropriate activities.					X	
1.6 Model and demonstrate safe, and developmentally appropriate activities						X
1.7 Demonstrate an understanding of the diversity of leadership, including leadership styles and cultures.	X					
1.8 Demonstrate an understanding of the diversity of leadership, including leadership styles and cultures, in a variety of situations.		X				
1.9 Explore qualities and responsibilities of effective leadership and leaders.	X					
1.10 Explore and identify qualities and responsibilities of effective leadership and leaders.		X				
1.11 Develop a self-growth strategy that includes the development of managing information and time.	X					
1.12 Develop and manage a self-growth strategy that includes the development of managing information and time.		X				

Outcome						
1.13 Demonstrate an ability to make effective leadership decisions.	X					
1.14 Demonstrate an ability to make multiple effective leadership decisions, in a variety of situations.		X				
1.15 Demonstrate an understanding of the meaning and importance of collaboration.	X					
1.16 Demonstrate an understanding of the meaning and importance of collaboration, in a variety of situations.		X				
1.17 Demonstrate an understanding of the skills associated with effective group management.	X					
1.18 Demonstrate an understanding of the skills associated with effective group management, in a variety of situations.		X				
1.19 Explore the impacts of volunteering on a community, in a local and/or global context.			X			
1.20 Demonstrate an understanding of the impact of volunteering on a community, in a local and/or global context.				X		
1.21 Explore the importance of resiliency through a collaborative environment.			X			
1.22 Identify the importance of resiliency through a collaborative environment.				X		
1.23 Demonstrate familiarity with a variety of leadership styles and techniques.			X			
1.24 Demonstrate a sound understanding of a variety of leadership styles and techniques.				X		
1.25 Explore ethics in leadership and the ability to make ethical decisions.			X			
1.26 Examine ethics in leadership and the ability to make ethical decisions.				X		
1.27 Demonstrate an understanding of ethics in leadership and the ability to make ethical decisions.					X	
1.28 Analyze ethics in leadership and the ability to make ethical decisions.						X
1.29 Demonstrate an understanding of the value of public relations and societal pressure.			X			
1.30 Demonstrate an understanding of positive and negative value of public relations and societal pressure.				X		

1.31 Demonstrate an understanding of how public relations and societal pressure can influence people, events, and activities.	X	
1.32 Demonstrate a strong understanding of how public relations and societal pressure can influence people, events, and activities.		X
1.33 Explore conflict resolution strategies.	X	
1.34 Demonstrate conflict resolution strategies.	X	
1.35 Demonstrate conflict resolution strategies, in a variety of situations.	X	
1.36 Demonstrate appropriate conflict resolution strategies, in a variety of situations.		X
1.37 Explore reliability and responsibility as a group member.	X	
1.38 Identify reliability and responsibility as a group member.	X	
1.39 Demonstrate reliability and responsibility as a group member.	X	
1.40 Demonstrate reliability and responsibility as a group member, in a variety of situations.		X
1.41 Conduct and reflect on leadership activities.	X	
1.42 Plan, conduct and reflect on a variety of leadership activities.	X	
1.43 Plan, conduct, reflect, and act on leadership activities.	X	
1.44 Plan, conduct, reflect, and act on a variety of leadership activities.		X
1.45 Build an effective leadership team.	X	
1.46 Build and work together as an effective leadership team.		X
1.47 Explore team dynamics.	X	
1.48 Explore and understand team dynamics.		X
1.49 Explore and identify a personal leadership philosophy.	X	
1.50 Explore and develop a personal leadership philosophy.		X

2 How can I develop skills to effectively communicate with others?	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Demonstrate adequate communication skills.	X					
2.2 Demonstrate adequate communication skills, in a variety of situations.		X				
2.3 Demonstrate strong communication skills.			X			
2.4 Demonstrate strong communication skills in a variety of situations.				X		
2.5 Demonstrate effective communication skills.					X	
2.6 Demonstrate effective communication skills, in a variety of situations.						X
2.7 Utilize technology to communicate.	X					
2.8 Utilize technology to enhance communication.		X				
2.9 Utilize technology to communicate, in a variety of situations.			X			
2.10 Utilize technology to enhance communication, in a variety of situations.				X		
2.11 Utilize technology to effectively communicate.					X	
2.12 Utilize technology to effectively communicate, in a variety of situations.						X
2.13 Explore the role of social media and how to effectively use social media to achieve a goal.	X					
2.14 Identify the role of social media and how to effectively use social media to achieve a goal.		X				
2.15 Examine the role of social media and how to effectively use social media to achieve a goal.			X			
2.16 Understand the role of social media and how to effectively use social media to achieve a goal.				X		
2.17 Analyze the role of social media and how to effectively use social media to achieve a goal.					X	
2.18 Evaluate the role of social media and how to effectively use social media to achieve a goal.						X
2.19 Discuss a variety of tools to advertise and market ideas, events, and causes.	X					

	15-3	15-5	25-3	25-5	35-3	35-5
2.20 Explore a variety of tools to advertise and market ideas, events, and causes.	X					
2.21 Examine a variety of tools to advertise and market ideas, events, and causes.		X				
2.22 Use a variety of tools to advertise and market ideas, events, and causes.			X			
2.23 Analyze a variety of tools to advertise and market ideas, events, and causes.				X		
2.24 Evaluate a variety of tools to advertise and market ideas, events, and causes.					X	
2.25 Recognize effective communication strategies, using case study analysis.		X				
2.26 Recognize effective communication strategies, using multiple case study analysis.			X			
2.27 Analyze effective communication strategies using case studies.				X		
2.28 Analyze effective communication strategies using multiple case studies.					X	
2.29 Demonstrate effective communication skills during stressful and challenging circumstances that demonstrate respect, confidence, initiative, courage and trust.				X		
2.30 Utilize effective communication skills during stressful and challenging circumstances that demonstrate respect, confidence, initiative, courage and trust.					X	

3 How can social responsibility influence leadership?	15-3	15-5	25-3	25-5	35-3	35-5
3.1 Explore a self growth strategy with a focus on self-discipline and effective habits of leadership.	X					
3.2 Describe a self growth strategy with a focus on self-discipline and effective habits of leadership.		X				
3.3 Use a self growth strategy with a focus on self-discipline and effective habits of leadership.			X			
3.4 Manage a self growth strategy with a focus on self-discipline and effective habits of leadership.				X		

3.5 Evaluate a self growth strategy with a focus on self-discipline and effective habits of leadership.			X	
3.6 Design, use, and reflect on a self growth strategy with a focus on self-discipline and effective habits of leadership.				X
3.7 Explore cultural awareness and sensitivity in a variety of situations.	X			
3.8 Examine cultural awareness and sensitivity in a variety of situations.	X			
3.9 Demonstrate an understanding of cultural awareness and sensitivity in a variety of situations.		X		
3.10 Demonstrate a strong understanding of cultural awareness and sensitivity in a variety of situations.			X	
3.11 Demonstrate appropriate cultural awareness and sensitivity in a variety of situations.			X	
3.12 Demonstrate cultural awareness and sensitivity in a variety of situations.				X
3.13 Explore socially responsible leadership and influence others to act accordingly.		X		
3.14 Examine socially responsible leadership and influence others to act accordingly.			X	
3.15 Demonstrate socially responsible leadership and influence others to act accordingly.			X	
3.16 Model and demonstrate socially responsible leadership and influence others to act accordingly.				X
3.17 Explore the impact of attitudes and values on leadership.		X		
3.18 Examine the impact of attitudes and values on leadership.			X	
3.19 Understand the impact of attitudes and values on leadership.			X	
3.20 Assess the impact of attitudes and values on leadership.				X
3.21 Explore the role of ethics and integrity in leadership.		X		
3.22 Examine the role of ethics and integrity in leadership.			X	

	15-3	15-5	25-3	25-5	35-3	35-5
3.23 Understand the role of ethics and integrity in leadership.					X	
3.24 Assess the role of ethics and integrity in leadership.						X
3.25 Explore a variety of social responsibilities in local and global communities.			X			
3.26 Examine a variety of social responsibilities in local and global communities.				X		
3.27 Understand a variety of social responsibilities in local and global communities.					X	
3.28 Evaluate a variety of social responsibilities in local and global communities.						X

4 How can I develop personal growth and well being?	15-3	15-5	25-3	25-5	35-3	35-5
4.1 Explore how positive habits and actions impact perception.	X					
4.2 Identify how positive habits and actions impact perception.		X				
4.3 Understand how positive habits and actions impact perception.			X			
4.4 Examine how positive habits and actions impact perception.				X		
4.5 Analyze how positive habits and actions impact perception.					X	
4.6 Evaluate how positive habits and actions impact perception.						X
4.7 Explore the importance of goal-setting and prioritizing and apply to practical situations.	X					
4.8 Identify the importance of goal-setting and prioritizing and apply to practical situations.		X				
4.9 Understand the importance of goal-setting and prioritizing and apply to practical situations.			X			
4.10 Examine the importance of goal-setting and prioritizing and apply to practical situations.				X		
4.11 Analyze the importance of goal-setting and prioritizing and apply to practical situations.					X	

4.12 Evaluate the importance of goal-setting and prioritizing and apply to practical situations.						X
4.13 Explore the importance of initiative and effective habits in accomplishing goals.	X					
4.14 Identify the importance of initiative and effective habits in accomplishing goals.		X				
4.15 Examine the importance of initiative and effective habits in accomplishing goals.			X			
4.16 Understand the importance of initiative and effective habits in accomplishing goals.				X		
4.17 Analyze the importance of initiative and effective habits in accomplishing goals.					X	
4.18 Examine the importance of initiative and effective habits in accomplishing goals.						X
4.19 Explore essential decision-making and problem-solving skills.	X					
4.20 Identify essential decision-making and problem-solving skills.		X				
4.21 Examine essential decision-making and problem-solving skills.			X			
4.22 Understand essential decision-making and problem-solving skills.				X		
4.23 Develop essential decision-making and problem-solving skills.					X	
4.24 Demonstrate essential decision-making and problem-solving skills.						X
4.25 Explore how charisma, enthusiasm, and confidence impacts leadership.			X			
4.26 Recognize how charisma, enthusiasm, and confidence impacts leadership.				X		
4.27 Examine how charisma, enthusiasm, and confidence impacts leadership.					X	
4.28 Evaluate how charisma, enthusiasm, and confidence impacts leadership.						X

5 How can I work individually and/or in a group to achieve a common goal?	15-3	15-5	25-3	25-5	35-3	35-5
5.1 Explore relationships with others to complete a leadership project.	X					
5.2 Explore relationships with others to complete leadership projects.		X				
5.3 Build key relationships with others to complete a leadership project.			X			
5.4 Build key relationships with others to complete leadership projects.				X		
5.5 Strengthen key relationships with others to complete a leadership project.					X	
5.6 Strengthen key relationships with others to complete leadership projects.						X
5.7 Plan a personal vision for a leadership project.			X			
5.8 Develop a personal vision in a leadership project.				X		
5.9 Create and execute a personal vision in a leadership project.					X	
5.10 Apply a personal vision to a leadership project.						X
5.11 Explore the ability to motivate others and instill passion.			X			
5.12 Understand the ability to motivate others and instill passion.				X		
5.13 Demonstrate the ability to motivate others and instill passion.					X	
5.14 Demonstrate the ability to motivate others and instill passion, in a variety of situations.						X
5.15 Examine knowledge and skills to learn more about their own leadership style and how to lead a larger, more structural group.			X			
5.16 Identify knowledge and skills to learn more about their own leadership style and how to lead a larger, more structural group.				X		
5.17 Use knowledge and skills to learn more about their own leadership style and how to lead a larger, more structural group.					X	

5.18 Apply knowledge and skills to learn more about their own leadership style and how to lead a larger, more structural group.	X
5.19 Conduct pre-event, event and post event analysis.	X
5.20 Plan, conduct, and reflect, pre-event, event and post event analysis.	X

Facilities or Equipment

Facility

No special facilities required

Facilities:

Equipment

No special equipment required.

Learning and Teaching Resources

No unique learning and teaching resources required.

Sensitive or Controversial Content

No unique sensitive or controversial issues

Issue Management Strategy

Health and Safety

No unique health or safety risk

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similar

· ●Leadership de Qualité AAA
Identified Overlap/Similarity

· ●None
Reasoning as to why Locally Developed Course (LDC) is Necessary

· ●Leadership de Qualité AAA is leadership in a minority culture context.

· ●
Provincial Courses with Overlap and/or Similar

· ●Advance Governance and Public Policy
Identified Overlap/Similarity

· ●None
Reasoning as to why Locally Developed Course (LDC) is Necessary

· ●Advance Governance and Public Policy focuses specifically on governance, public policies, and larger societal issues. Leadership, Character, and Social Responsibility may include government activities, but it is not limited to government activities. Students will be developing and executing skills in a wider variety of situations. This course provides opportunities to develop leadership, character, and social responsibility in a variety of situations, strengthening these skills in students. Students can demonstrate leadership qualities without being in a governance structure.
Provincial Courses with Overlap and/or Similar

· ●REC2060 Leadership in Recreation and Sport
Identified Overlap/Similarity

· ●1.5 plan to create a mastery motivational climate

· ●2.4 demonstrate a variety of instructional styles, including direct instruction, indirect instruction and limited instruction

· ●2.5 shape communication effectively for audience and activity

· ●2.10 demonstrate effective communication strategies

· ●6.2 demonstrate personal management skills

· ●6.3 demonstrate teamwork skills
Reasoning as to why Locally Developed Course (LDC) is Necessary

· ●All of the specific outcomes that have overlap between this course and REC2060 Leadership in Recreation and Sport are tailored to specific activities in recreation and sport. While Leadership, Character, and Social Responsibility may include recreational and sport activities, but it is not limited to recreational and sport activities. Students may demonstrate some of these outcomes, but they will be in a wider variety of situations. This course provides opportunities to develop leadership, character, and social responsibility in a variety of situations, strengthening these skills in students.
Provincial Courses with Overlap and/or Similar

· ●WLD3130 Outdoor Leadership

Identified Overlap/Similarity

· ●3.2 demonstrate skill in cooperative group recreational activities

· ●3.3 demonstrate the ability to recognize decisions and establish rules that must be made to enhance the group experience

· ●6.2 demonstrate personal management skills

· ●6.3 demonstrate teamwork skills

Reasoning as to why Locally Developed Course (LDC) is Necessary

· ●All of the specific outcomes that have overlap between this course and WLD3130 Outdoor Leadership are tailored to specific activities outdoors. While Leadership, Character, and Social Responsibility may include some outdoor activities and excursions, but it is not limited to these. Students may demonstrate some of these outcomes, but they will be in a wider variety of situations. This course provides opportunities to develop leadership, character, and social responsibility in a variety of situations, strengthening these skills in students.

Student Assessment

All assessment and evaluation must follow Horizon School Division's Policy HK - Student Assessment, Evaluation and Reporting.

Course Approval Implementation and Evaluation

LOCALLY DEVELOPED COURSE OUTLINE

Religious Studies Book of Mormon F

Submitted By:

The Horizon School Division

Submitted On:

Jul. 13, 2021

Course Basic Information

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

35-3   62.50   09/01/2021   08/31/2022   Acquired   Reauthorization   G10 G11 G12

Course Description

Religious Studies BM35B is a "faith-based" locally developed course for the study of the second half of The Book of Mormon: Another Testament of Jesus Christ starting with The Book of Alma and ending with The Book of Moroni. This course is intended to be offered in the second semester of the school year and may follow Part A in the first semester for students choosing to study for the full year. This course has been developed in cooperation with the Church Educational System (CES) of The Church of Jesus Christ of Latter-day Saints (LDS Church) and is offered as one of two (3-credit) courses without pre-requisite. This locally developed course is based upon specific religious teachings and doctrines of The Church of Jesus Christ of Latter-day Saints as related to and found in The Book of Mormon: Another Testament of Jesus Christ. Students will learn principles underlying the basic doctrines of the LDS Church as well as the doctrine and historical perspectives of other major world religions to encourage students to gain an appreciation and respect for the diversity of religious beliefs and values.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

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

This locally developed faith-based religious studies courses reflects the values and beliefs of the parents, families, and communities in which the students live. Parents want their children to take these courses because they instill high standards, good morals, and strong values in the minds and ensuing behaviors of their children.

The vast majority of each of the communities served by Westwind School Division #74 value the teachings found in the scriptures. As students understand the principles taught in the scriptures, they begin to 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.

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.

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.

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

It is important that students take their training beyond high school. They are encouraged to develop skills according to their abilities be it in university, or vocational schools. All students are strongly encouraged to pursue post secondary education, and in recent years, they have been instructed to seek that training within their own geographic areas if at all possible. This way those who stay in Alberta often remain here upon completion of their schooling and help build a stronger province.

Student Need (formerly: Rationale)

The majority 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. Brigham Young University (BYU)-Provo, BYU-Idaho and BYU-Hawaii)*. One of the requirements for admission to one of these fully accredited private universities is the 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 and these requirements. Our locally developed courses have been tailored to cover the content of the approved seminary curriculum, 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)*. There are no current provincial programs of study that can be used to meet the local needs of students to meet admission requirements to these Church-owned universities.

Scope and Sequence (formerly: Learner Outcomes)

The main objective of this locally developed religious studies course is to positively impact the lives of students and to create within them the desire to pattern their lives after Jesus Christ, as they study The Book of Mormon: Another Testament of Jesus Christ from The Book of Alma and ending with The Book of Moroni. The teachings and accounts of Jesus are the foundation upon which the course is built and students will study His teachings as taught by prophets and apostles both past and present.

A secondary objective is to help students understand that faith must manifest itself through personal attitudes of tolerance, understanding and love and actions that demonstrate these attitudes. In compliance with the guidelines established by Alberta Education, eighty percent of instruction will be spent on the specific religious teachings of the Church of Jesus Christ of Latter-day Saints (the Church) and the remaining twenty percent of instruction to focus upon other major world religions. These units will be taught in an objective, unbiased, non-judgemental manner, with the prime purpose being to promote understanding and tolerance allowing students to understand, value, appreciate, and respect the diversity of beliefs and values in our global community.

Guiding Questions (formerly: General Outcomes)

1 Students will analyze scriptural examples that illustrate a devotion to God and draw parallels with beliefs and religious observances they experience.

2 Students will identify and describe commandments and religious rites found in the Book of Mormon text.

3 Students will compare and contrast selected Book of Mormon teachings with teachings of modern-day prophets. Texts will be examined for evidence of a) Messages of peace and goodwill, and b) Prophecy related to the birth of Jesus Christ and His divine mission.

4 Students will discuss the "nature of God" as articulated in the Book of Mormon, providing evidence from the Biblical text.

5 Students will demonstrate an understanding of how time and culture enrich the meaning and interpretation of Scriptural texts.

6 Students will discuss teachings and cultural traditions of three of the major world religions: mainstream Christianity, Judaism, and Islam.

7 Students will be able to recognize and explain the relationship of God and his association with man, the world, and all of his creations as expressed in the Book of Mormon.

8 Students will develop process skills - skills that help one acquire, evaluate and use information and ideas. These skills include searching, organizing, interpreting, analyzing, synthesizing, evaluating and applying.

9 Students will develop communication skills - skills that help one express and present information, ideas and testimony. These skills include oral, visual, written and dramatic expression.

10 Students will develop participation skills - skills that help one interact with others. These skills include working effectively, individually and cooperatively in large and small group situations.

11 Students will communicate a personal determination to reach their academic potential and commit to live a Christ-like life through service to individuals, community and country.

12 Students will demonstrate attitudes of respect, tolerance, appreciation, and understanding toward the rights of others to their own religious affiliation.

13 Students will describe personal benefits of regular reading and studying of scripture.

Learning Outcomes (formerly: Specific Outcomes)

1 Students will analyze scriptural examples that illustrate a devotion to God and draw parallels with beliefs and religious observances they experience.	35-3
1.1 Students will identify, interpret and analyze selected doctrines from the Book of Mormon.	X
1.2 Students will be able to identify and discuss the doctrines and principles found in the Book of Mormon and articulate how these could be meaningfully applied to their lives.	X
1.3 Students will compare and contrast commandments and teachings found in the Book of Mormon to the teachings and counsel of modern day prophets.	X

2 Students will identify and describe commandments and religious rites found in the Book of Mormon text.	35-3
2.1 Students will identify, interpret and analyze selected doctrines from the Book of Mormon.	X
2.2 Students will compare and contrast commandments and religious rites found in the Book of Mormon to the teachings and practices of modern day religious observance.	X

3 Students will compare and contrast selected Book of Mormon teachings with teachings of modern-day prophets. Texts will be examined for evidence of a) Messages of peace and goodwill, and b) Prophecy related to the birth of Jesus Christ and His divine mission.	35-3
3.1 Students will identify, interpret and analyze selected doctrines from the Book of Mormon.	X
3.2 Students will compare and contrast commandments and religious rites found in the Book of Mormon to the teachings and practices of modern day prophets.	X

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

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

6 Students will discuss teachings and cultural traditions of three of the major world religions: mainstream Christianity, Judaism, and Islam.	35-3
6.1 Students will compare and contrast teachings and cultural examples found in the Book of Mormon with those found in three of the major world religions: Buddhism, Judaism, and Islam.	X
6.2 Students will compare and contract the Book of Mormon to present-day issues that stem from differences in culture and religion.	X
6.3 Students will identify, interpret and analyze selected doctrines from the Book of Mormon.	X

6.4 Students will be able to identify and discuss the doctrines and principles found in the Book of Mormon and articulate how these could be meaningfully applied to their lives.	X

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

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

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

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

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

12 Students will demonstrate attitudes of respect, tolerance, appreciation, and understanding toward the rights of others to their own religious affiliation.	35-3

12.1 Students will demonstrate tolerance and patience as they work collaboratively with peers.	X

13 Students will describe personal benefits of regular reading and studying of scripture.	**35-3**
13.1 Students will demonstrate positive attitudes about learning (specifically religion).	X

Facilities or Equipment

Facility

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

<u>Facilities:</u>

Equipment

NONE

Learning and Teaching Resources

The Book of Mormon: Another Testament of Jesus Christ (1 copy for each student)
The following list of additional learning resources are recommended for use by the s
authority.

· The primary resource to be used is The Book of Mormon: Another Testament of
Christ, supplemented by the following:

· The King James Version of the Holy Bible (Old and New Testaments)

· The Doctrine and Covenants

· The Pearl of Great Price
Supplementary Resources include:

· The Book of Mormon: Another Testament of Jesus Christ - Teacher Resource M

· The Book of Mormon: Another Testament of Jesus Christ - Student Study Guide

· The Book of Mormon: Another Testament of Jesus Christ Media Guide

· The Book of Mormon: Another Testament of Jesus Christ Media (24 VCR/DVD s
presentations) and CD Soundtrack.
Please Note: The teacher will need to use materials, drawn from reliable digital and
sources, to provide an "authentic voice" for each particular world religion studied.

Sensitive or Controversial Content

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

Issue Management Strategy

Health and Safety

None Anticipated

Risk Management Strategy

Statement of Overlap with Existing Programs

    The content of the "Religious Studies BM35A: The Book of Mormon: Another Testament of Jesus Christ" course is definitely different from any course currently offered by Alberta Education. The nature and content of this course has been designed to meet locally-identified needs of our communities with significant numbers of LDS students.

Student Assessment

    All assessment and evaluation must follow Horizon School Division's Policy HK - Student Assessment, Evaluation and Reporting.

Course Approval Implementation and Evaluation

Reading (2020)15-3

Reading (2020)15-5

Reading (2020)25-3

Reading (2020)25-5

Submitted By:

The Horizon School Division

Submitted On:

Jul. 20, 2021

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	09/01/2021	08/31/2024	Acquired	Authorization	G10
15-5	125.00	09/01/2021	08/31/2024	Acquired	Authorization	G10
25-3	62.50	09/01/2021	08/31/2024	Acquired	Authorization	G10
25-5	125.00	09/01/2021	08/31/2024	Acquired	Authorization	G10

Course Description

In Reading 15-25 students will engage in diverse reading experiences. As they progress through the outcomes, texts may become increasingly complex allowing students to demonstrate a deeper level of understanding. The reading skills gained through this course will allow students to achieve success in their senior high school courses as well as transfer their knowledge to multiple situations and contexts beyond school.

In Reading 15, students will engage with a variety of texts and identify and apply reading strategies appropriate for a purpose and context. In Reading 25, students will engage with a variety of texts and apply, adjust and refine reading strategies appropriate for a purpose and context.

Course Prerequisites

15: prerequisite | none

25: prerequisite | 15 Reading

Sequence Introduction (formerly: Philosophy)

Reading 15-25 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."

Many of the texts students encounter in school, post-secondary education, in the workplace and in their leisure time will combine a variety of textual elements inclusive of print, digital, visual, and oral. Students will need to understand how these elements work together to construct meaning.

At their heart, these courses demonstrate that senior high school students who require extra support to develop strong reading skills must be provided with deliberately taught and self-selected strategies to assist them in constructing 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 will participate in literacy learning intended to build background knowledge, decoding skills, personal reading strategies, comprehension and reader identity. Students who possess a wide variety of self-regulation 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 teachers will select instructional approaches and materials that will provide scaffolding such as building background knowledge, reading aloud, modeling, and guided reading. These approaches will support students in developing 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.

The texts encountered in Reading 15-25 progress from straightforward, to complex, to more sophisticated. Texts may include, but are not limited to, oral, print, visual, digital, and multimedia resources; they may encompass cultural artifacts, encounters with the land, and everyday communications (ELA DRAFT Curriculum Introduction, October 2018). The texts students study can also include texts 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 15-25 should also give particular emphasis to texts that students choose to read for their own interest and pleasure.

Scope and Sequence (formerly: Learner Outcomes)

This course provides students with opportunities to deepen their reading comprehension skills. They will explore diverse texts, their reader identity, and develop a wider range of reading strategies that they can access to improve their ability to make sense of texts and build joyful reading practices.

In keeping with the Alberta Education learner competencies, the intent of this course is to provide additional opportunities for students to explore their identity through diverse texts, to demonstrate democracy and citizenship and contribute to the common good

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; employ literacy and numeracy to construct and communicate meaning."

The guiding questions span all course levels. Where a learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills and in demonstrating the outcome. This course is built upon the following guiding questions.

Guiding Questions (formerly: General Outcomes

1   How can students read and understand themselves as a reader in both functional and leisure contexts?

2   How can personal reading strategies assist in activating background knowledge and anticipating meaning of texts?

3   How can reading strategies assist in decoding in text?

4   How can personal reading strategies assist in building the meaning of texts?

5   How can personal reading strategies assist in reflecting on the interpretations and meaning of texts?

6   How can students respond to texts through writing, representing, or speaking to make meaning?

Learning Outcomes (formerly: Specific Outcomes)

1 How can students read and understand themselves as a reader in both functional and leisure contexts?	15-3	15-5	25-3	25-5
1.1 Identify individual strengths and needs in the reading process	X	X	X	X
1.2 Select texts to meet personal needs, broaden knowledge across disciplines and real-world applications	X	X	X	X
1.3 Explore texts that are related to personal interests and that provide joy and personal satisfaction	X	X	X	X

2 How can personal reading strategies assist in activating background knowledge and anticipating meaning of texts?	15-3	15-5	25-3	25-5
2.1 Establish, decide, and determine level of attention and purpose for reading in a variety of diverse contexts	X	X	X	X
2.2 Identify that reading takes place in different contexts and for different purposes	X			
2.3 Choose texts specific for different contexts and purposes		X		
2.4 Compare and explain the ways that reading takes place in different contexts and for different purposes			X	
2.5 Evaluate a variety of texts and their appropriateness for reading that takes place in different contexts and for different purposes				X
2.6 Make predictions to provide a focus prior to reading	X	X		
2.7 Make predictions and ask critical questions to provide a focus prior to reading			X	X
2.8 Identify features that will assist in meaning making of text that would include title, table of contents, glossary, index, headings, subheadings, bold fonts, colour, definitions, photographs, drawings, diagrams, graphs, and captions	X	X		

	15-3	15-5	25-3	25-5
2.9 Explain features that will assist in meaning making of text that would include title, table of contents, glossary, index, headings, subheadings, bold fonts, colour, definitions, photographs, drawings, diagrams, graphs, and captions		X	X	
2.10 Identify and explain 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	X	X		
2.11 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		X	X	
2.12 Use skimming and scanning to preview texts	X	X	X	X

3 How can reading strategies assist in decoding in text?	15-3	15-5	25-3	25-5
3.1 Apply knowledge of word parts that would include syllabication, prefixes, suffixes, root words, compound words, and complex word families to predict and explain how these parts can alter the meaning of words.	X	X		
3.2 Integrate knowledge of high frequency sight vocabulary to understand texts.	X	X		

4 How can personal reading strategies assist in building the meaning of texts?	15-3	15-5	25-3	25-5
4.1 Identify, select and employ appropriate reading comprehension strategies to build meaning as proposed in 2.2 and onward	X	X	X	X
4.2 Share personal connections to texts and evolving understandings in a variety of ways/contexts	X	X	X	X
4.3 Continually make predictions while reading	X			
4.4 Confirm predictions while reading		X		
4.5 Adjust predictions while reading			X	
4.6 Ask relevant questions while reading				X
4.7 Reread for understanding	X			
4.8 Reread to adjust meaning		X		
4.9 Reread to challenge interpretations of familiar texts			X	

4.10 Reread to challenge interpretations of texts across contexts	X
4.11 Examine and apply understanding of text features to construct meaning independently while reading	X X X X
4.12 Document evolving understandings while reading that would include annotations, and concept mapping	X X
4.13 Create personally meaningful and effective frameworks for documenting evolving understandings while reading	X X
4.14 Consider 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
4.15 Explore the effectiveness and purpose of various kinds of text structures and ways to develop ideas that construct meaning	X X X X
4.16 Adjust purpose, intensity and rate of reading as necessary in a variety of diverse contexts	X X X X
4.17 Identify and explain how disciplinary specific vocabulary enhances and/or impedes meaning	X X X X
4.18 Identify and explain the effect on meaning of deliberately chosen grammatical and mechanical techniques	X X X X
4.19 Identify and explain the effect of deliberately chosen literary devices on meaning	X X X X
4.20 Use context to determine denotations and connotations of words	X X

5 How can personal reading strategies assist in reflecting on the interpretations and meaning of texts?	15-3 15-5 25-3 25-5
5.1 Describe and explain how personal connections made with characters, ideas and/or information in a text influence understanding	X X
5.2 Analyze and assess how personal connections made with characters, ideas and/or information in a text influence understanding	X X
5.3 Reflect on the accuracy of predictions and the need to modify them when encountering new information	X X X X
5.4 Distinguish between main ideas and supporting details	X X X X

5.5 Paraphrase and summarize ideas and/or information	X X
5.6 Integrate and synthesize ideas and/or information (text-to-text)	X X
5.7 Draw appropriate inferences when encountering diverse texts	X X X X

6 How can students respond to texts through writing, representing, or speaking to make meaning?	15-3 15-5 25-3 25-5
6.1 Communicate the meaning of a text independently and as a member of a group	X X X X
6.2 Explain how and why one disagrees with some of the ideas encountered in texts and articulate differences in opinion	X X
6.3 Apply critical reading strategies to identify bias and adjust interpretations of text	X X
6.4 Create texts through writing, representing or speaking in response to familiar texts	X X X X
6.5 Identify the different voices and styles text creators use and experiment with these voices and styles in own multi-modal texts	X X X X
6.6 Use vocabulary and disciplinary specific phrases from a text in discussion, written reflection or representation	X X X X

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

No required equipment

Learning and Teaching Resources

No required resources

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

No directly related health and safety risks.

Risk Management Strategy

Statement of Overlap with Existing Programs

Identified Overlap/Similarity

Reading 15-25 extend and expand upon many of the outcomes in the K-9 ELA Program of Studies.

Reasoning as to Why LDC Is Necessary

This course extends and builds on foundational reading skills of decoding, high frequency sight vocabulary, morphology, reading motivation, reader identity, and real-world application.

Student Assessment

All assessment must follow Horizon School Division's Policy HK – Student Assessment, Evaluation and Reporting.

Course Approval Implementation and Evaluation

Religions of the World (2021)35-3

Religions of the World (2021)35-5

Submitted By:

The Horizon School Division

Submitted On:

Jul. 22, 2021

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
35-3	62.50	07/22/2021	08/31/2025	Acquired	Authorization	G12
35-5	125.00	07/22/2021	08/31/2025	Acquired	Authorization	G12

Course Description

For the three-credit course, the teacher must choose specific outcomes for study from the Eastern Religions outcomes. For the five-credit course, all outcomes must be addressed. Further details can be found in the following Learning Outcomes: 2.16, 3.10, 4.11, 7.11, and 9.10.
The correct name of this course is Religious Studies: Religions of the World 35. (May appear in LDCOMS as "world religions" which is already the name of the provincial course. Attempts will be made to correct the course name in LDCOMS.)

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." In this course, students consider the Catholic faith in comparison with other faith traditions and practices. Through their study, students 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 major religions of the world; as a religious endeavour, it seeks to bring students into an ever-deepening relationship with God and God's creation. Religious Studies: Religions of the World 35 provides students with new information, new understandings, and an opportunity to question their present systems of meaning with research, discussion, reflection and other activities as core for this course.

Facilitating the sharing of multiple perspectives is a critical component of this course. 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. The integrative approach to teaching Religions of the World involves many factors including encounters with other religious worldviews, cultures and histories of different peoples because the ultimate questions of life can be explored only in a variety of interconnected disciplines. Over twenty percent of the course is concerned with learning about the teachings, traditions and practices of a number of different world religions in comparison with the Catholic faith.

School boards offering Religious Studies: Religions of the World 35 are required to notify parents of the content of these courses in accordance with the Education Act: Section 50.1:
A board shall provide notice to a parent of a student where courses of study,

educational programs or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality.

Course Prerequisites

Religions of the World 35, as a religious studies course, does not have prerequisites to allow for students who enter the school in Grade 12 to enrol in this course with their peers.

Sequence Introduction (formerly: Philosophy)

Religions of the World 35 studies each presented 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, 1)

Student Need (formerly: Rationale)

Religions of the World 35 is presented as a Catholic encounter with other religions 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 practicing Catholics.

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.

It is expected that 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

Scope and Sequence (formerly: Learner Outcomes)

Throughout the course, Religious Studies: Religions of the World 35 students will:
- learn about the Catholic approach to ecumenical and interreligious dialogue
- (WR) approach, analyze, and respect the beliefs and practices of various Christian denominations and other world religions (specifically Canadian Aboriginal Spirituality, Judaism, Islam, and Eastern religions)
- (WR) explore the efforts of religious leaders to bring unity and oneness of purpose to the world
- (WR) develop an understanding of how to best respond to the challenges of living in societies with religious pluralism
- (WR) recognize the correlation between religious moral precepts and social responsibility

(WR) indicates the comparative study of other major world religions.

Guiding Questions (formerly: General Outcomes

1   Does the Catholic Church teach that all religions are a communal search for truth and relationship with the Divine?

2   What are the historical developments, central beliefs and practices, prayer rituals, symbols, sacred writings, family traditions and moral guidelines associated with various religions?

3   What is the importance of sacred space, worship and prayer within various religious traditions?

4   Are moral norms a natural expression of faith and how do they shape human behavior?

5   What various prayer ritual experiences exist?

6   What is the nature of interreligious dialogue and why is it necessary for peace and justice?

7   How can individuals respond to the challenges of living in societies with religious pluralism and identify movements, trends and beliefs within modern times and their impact on religion?

8   What role do proclamation and dialogue play in the Catholic Church's evangelizing mission?

9   How can individuals demonstrate the need to respect peoples of all religions and cultures and accept interreligious dialogue as an opportunity to be enriched by each other and not as a cause for division?

10   NOTE: For the three-credit course, the outcomes for ONE of the following Eastern Religions (Hinduism (2.11), Buddhism (2.12), or Sikhism (2.13-2.15)) should be chosen for study by the teacher. For the five-credit course, all outcomes from 2.11-2.15 must be addressed.

Learning Outcomes (formerly: Specific Outcomes)

1 Does the Catholic Church teach that all religions are a communal search for truth and relationship with the Divine?	35-3 35-5
1.1 1.1. Students recognize the origins of Catholicism, a religion rooted in the life of Jesus and Jewish tradition.	X X
1.2 1.2. Student discuss what it means to be human and the human search for God	X X

2 What are the historical developments, central beliefs and practices, prayer rituals, symbols, sacred writings, family traditions and moral guidelines associated with various religions?	35-3 35-5
2.1 Students recognize the power of rituals to initiate people into a religion and form them into a people	X X
2.2 Students identify the Sacraments as seven central Catholic rituals	X X
2.3 Students review the composition of the Catholic liturgical year	X X
2.4 Students list the core Catholic beliefs in the Scriptures and the Creed	X X
2.5 Students study the history of Canadian Aboriginal spiritual traditions	X X
2.6 Students demonstrate respect for the history and long spiritual traditions of Aboriginal peoples	X X
2.7 Students learn about the impact of key events that shaped Judaism over the past three centuries	X X
2.8 Students study 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 X

2.9 Students learn about the stories, beliefs, and teachings of Judaism as revealed in its sacred texts	X	X
2.10 Students identify that Islam, like Judaism and Christianity traces its roots back to Abraham	X	X
2.11 Students study the historical development of Hinduism over three historical periods (see NOTE: in Outcome 2.16)	X	X
2.12 Students learn about the life and founder of Buddhism, Siddhartha Gautama, and Buddhist rituals and festivals (see NOTE: in Outcome 2.16)	X	X
2.13 Students study the rituals, symbols, prayers, worship, and festivals through which Sikhs express their faith and mark key moments in life (see NOTE: in Outcome 2.16)	X	X
2.14 Students consider the Outcome of God and the importance of scripture in Sikhism (see NOTE: in Outcome 2.16)	X	X
2.15 Students reflect on Sikh family life in Canada (see NOTE: in Outcome 2.16)	X	X
2.16 NOTE: For the three-credit course, the outcomes for ONE of the following Eastern Religions (Hinduism (2.11), Buddhism (2.12), or Sikhism (2.13-2.15)) should be chosen for study by the teacher. For the five-credit course, all outcomes from 2.11-2.15 must be addressed.	X	X

3 What is the importance of sacred space, worship and prayer within various religious traditions?	35-3	35-5
3.1 Students describe some Aboriginal sacred practices and rituals	X	X
3.2 Students recognize the rituals that shape, celebrate, and reflect the Jewish faith and the synagogue as a place of worship	X	X
3.3 Students recognize the Jewish home as the center of prayer, hospitality, and religious formation	X	X
3.4 Students 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	X

3.5 Students describe the rituals (festivals and life milestones) that mark time for a Hindu (see NOTE: in Outcome 3.10)	X X
3.6 Students learn about the symbols and deities of Hinduism and the practice of daily puja (see NOTE: in Outcome 3.10)	X X
3.7 Students learn the key beliefs of Hinduism: karma, dharma, samara, moksha, Brahman, maya and atman (see NOTE: in Outcome 3.10)	X X
3.8 Students recognize the central beliefs of Buddhism: the Three Jewels, the Four Noble Truths and the Noble Eightfold Path (see NOTE: in Outcome 3.10)	X X
3.9 Students recognize the gurdwara as a Sikh communal center for outreach and spiritual growth (see NOTE: in Outcome 3.10)	X X
3.10 NOTE: For the three-credit course, the outcomes for ONE of the following Eastern Religions (Hinduism (3.5-3.7), Buddhism (3.8), or Sikhism (3.9)) should be chosen for study by the teacher. For the five-credit course, all outcomes from 3.5-3.9 must be addressed	X X

4 Are moral norms a natural expression of faith and how do they shape human behavior?	35-3 35-5
4.1 Students identify the spiritual beliefs and moral principles which guide Canadian Aboriginal family life	X X
4.2 Students learn about contemporary religious efforts for reconciliation and renewal with Canada's Aboriginal peoples	X X
4.3 Students describe the laws of the Torah and Talmud that govern Jewish moral life	X X
4.4 Students recognize the importance of ongoing interreligious dialogue between Catholics and Jews	X X
4.5 Students recognize that Islam is one of the fastest growing religions in Canada and that currently only the Christian religion has more followers worldwide	X X
4.6 Students describe the structures and paths of Hindu religion (see NOTE: in Outcome 4.11)	X X

	35-3	35-5
4.7 Students describe Buddhist morality: the Five Precepts and Buddhist values (see NOTE: in Outcome 4.11)	X	X
4.8 Students compare family life and daily life for Buddhists to their own life (see NOTE: in Outcome 4.11)	X	X
4.9 Students describe the Sikh code of moral conduct emphasizing social justice and equality (see NOTE: in Outcome 4.11)	X	X
4.10 Students demonstrate respect for Sikhism's belief in the existence of only one God on whom they depend (see NOTE: in Outcome 4.11)	X	X
4.11 NOTE: For the three-credit course, the outcomes for ONE of the following Eastern Religions (Hinduism (4.6), Buddhism (4.7-4.8), or Sikhism (4.9-4.10)) should be chosen for study by the teacher. For the five-credit course, all outcomes from 4.6-4.10 must be addressed	X	X

5 What various prayer ritual experiences exist?	35-3	35-5
5.1 Students demonstrate respect for the sacredness of the practices and rituals of Aboriginal spiritual traditions, including prayer and ceremonies	X	X
5.2 Students recognize that Christians and Jews share a common heritage, thus share a relationship different from their relationship with other religions	X	X
5.3 5.3. Students create and participate in a prayer celebration that focuses on peace and dialogue in our inter-religious world	X	X

6 What is the nature of interreligious dialogue and why is it necessary for peace and justice?	35-3	35-5
6.1 Students learn 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	X
6.2 Students analyze the human search for meaning and purpose within contemporary culture	X	X

	35-3 35-5
6.3 Students 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 X
6.4 Students recognize dialogue as a new way for believers of different world religions to live together	X X

	35-3 35-5
7 How can individuals respond to the challenges of living in societies with religious pluralism and identify movements, trends and beliefs within modern times and their impact on religion?	35-3 35-5
7.1 Students study the contemporary efforts for reconciliation and renewal with and among Canada's Aboriginal peoples	X X
7.2 Students 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. (see NOTE: in Outcome 7.11)	X X
7.3 Students learn about Catholics and Buddhists shared deep concern for healing the earth (see NOTE: in Outcome 7.11)	X X
7.4 Students learn that Sikhism professes and bases human relationships on a belief in the equality of all persons (see NOTE: in Outcome 7.11)	X X
7.5 Students 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 X
7.6 Students demonstrate respect for the nature of religious responses to secular humanism	X X
7.7 Students reflect on the origins and basic beliefs of secularism and what it means to live in a secular world	X X
7.8 Students study the beliefs and arguments of secular humanism	X X
7.9 Students recognize the challenges of living in societies with religious pluralism	X X

7.10 Students study how the role of religion in Canada has changed	X X
7.11 NOTE: For the three-credit course, the outcomes for ONE of the following Eastern Religions (Hinduism (7.2), Buddhism (7.3), or Sikhism (7.4)) should be chosen for study by the teacher. For the five-credit course, all outcomes from 7.2-7.4 must be addressed	X X

8 What role do proclamation and dialogue play in the Catholic Church's evangelizing mission?	35-3 35-5
8.1 Students learn about the Catholic Church's position on interreligious dialogue	X X
8.2 Students describe the principles for the study of world religions and the four ways of participating in interreligious dialogue	X X
8.3 Students learn that all are called to catholic unity with God, a unity reflected in the Trinity	X X

9 How can individuals demonstrate the need to respect peoples of all religions and cultures and accept interreligious dialogue as an opportunity to be enriched by each other and not as a cause for division?	35-3 35-5
9.1 Students learn about the dialogue of theological exchange, religious experience, everyday life and the dialogue of action	X X
9.2 Students learn about the challenge of living faith in a multi-religious world	X X
9.3 Students recognize the need to respect all religions and cultures and the good that is found in them	X X
9.4 Students explain the permanent covenantal relationship God has with the Jews and their share in God's plan of salvation	X X
9.5 Students learn 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 X

9.6 Students 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 (see NOTE: in Outcome 9.10)	X X
9.7 Students describe the contributions of Gandhi to interreligious dialogue (see NOTE: n Outcome 9.10)	X X
9.8 Students explain the relationship between the Catholic Church and Buddhism (see NOTE: in Outcome 9.10)	X X
9.9 Students recognize 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 (see NOTE: in Outcome 9.10)	X X
9.10 NOTE: For the three-credit course, the outcomes for ONE of the following Eastern Religions (Hinduism (9.6-9.7), Buddhism (9.8), or Sikhism (9.9)) should be chosen for study by the teacher. For the five-credit course, all outcomes from 9.6-9.9 must be addressed	X X

10 NOTE: For the three-credit course, the outcomes for ONE of the following Eastern Religions (Hinduism (2.11), Buddhism (2.12), or Sikhism (2.13-2.15)) should be chosen for study by the teacher. For the five-credit course, all outcomes from 2.11-2.15 must be addressed.	35-3 35-5

Facilities or Equipment

Facility

no required facilities specified

Facilities:

Equipment

no directly related health and safety risks

Learning and Teaching Resources

no required resources specified

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.

School boards offering Religious Studies: Religions of the World 35 are required to notify parents of the content of these courses in accordance with the Education Act: Section 50.1:

A board shall provide notice to a parent of a student where courses of study, educational programs or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality.

Issue Management Strategy

Health and Safety

no directly related health and safety risks

Risk Management Strategy

Statement of Overlap with Existing Programs

Overlap has been charted for the following courses: Religious Ethics 20, Religious Meanings 20, World Religions 30, and Religious Studies (Roman Catholic) 15/25/35.
Overlap with Religious Studies courses specific to other religions and Christian or Catholic denominations would not be possible as the same basic topics are taught in each course series but within each specific faith.

NOTE: (Outcomes from *Religious Studies: Religions of the World 35* are indicated by italics)
****
Course:
Religious Ethics 20 (5 content themes in total)

5. How certain specific contemporary issues affect the adolescent
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
There is no significant overlap between *Religious Studies: Religion of the World 35* and Religious Ethics 20. The focus of *Religious Studies: Religion of the World 35* is to study each religious tradition both as an independent belief system and as a religion in dialogue with Catholicism, a perspective which is not part of the government course Religious Ethics 20.
****
Course:
Religious Meanings 20 (8 content themes in total)
3. Ways in which humankind searches for meaning in life
1. Students are educated in the Catholic faith as they recognize that all religions are a communal search for truth and relationship with the Divine.

8. Faith must manifest itself through action
4. Students interpret moral norms as a natural expression of faith that shapes human behaviour.

There is no significant overlap between *Religious Studies: Religion of the World 35* and Religious Meanings 20.The focus of *Religious Studies: Religion of the World 35* is to study each religious tradition both as an independent belief system and as a religion in dialogue with Catholicism, a perspective which is not part of the government course Religious Meanings 20.

****
Course:
Word Religions 30 (5 General Outcomes in total)

2. Development of religion
2. Students identify the historical development, central beliefs and practices, prayer rituals, symbols, sacred writings, family traditions and moral guidelines associated with various religions.

3. Faith is the core element of religion
1. Students are educated in the Catholic faith as they recognize that all religions are a communal search for truth and relationship with the Divine.
4. Students interpret moral norms as a natural expression of faith that shapes human behaviour.

5. Basic beliefs and practices of the major religions of the world
2. Students identify the historical development, central beliefs and practices, prayer rituals,

symbols, sacred writings, family traditions and moral guidelines associated with various religions.
3. Students compare the importance of sacred space, worship and prayer within various religious traditions.

Religious Studies: Religions of the World 35 does not overlap significantly with existing Alberta Government programs of study, including World Religions 30. The content does not addressthespecificCatholicapproachtoteachingaboutworldreligions and the importance of interreligious dialogue in contemporary societywhich *Religious Studies: Religions of the World 35* addresses.
****

Course:
Religious Studies (RC) 15/25/35 (24 general outcomes in total)

1. Students identify what creation stories from a variety of World Religions and Church teachings
reveal about what it means to be human.
3. Students learn how the signs, symbols, and rituals of various World Religions and Canada's FNMI communities influence culture.
4. Students study the impact that God's self-revelation had on Hebrew culture and rituals, as well
as the impact that faith in Christ, and the God who Jesus reveals, should have upon culture.
11. Students study salvation doctrine of other World Religions.
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.

9. Students study the history of Judaism as a foundation of Christianity while demonstrating respect, empathy and compassion for the history of the Jewish people. (25)
9. Students will acknowledge the need to respect peoples of all religions and cultures, accepting
inter-religious dialogue as an opportunity to be enriched by each other and not as a cause for division.

22. Students investigate how other World Religions approach current moral issues. (35)
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

Religious Studies (Roman Catholic) 15/25/35 has 20% of each course for the teaching of world religions, and the Religions of the World 35 course deals with world religions only and in a much deeper way.

Student Assessment

All assessment and evaluation must follow Horizon School Division's Policy HK - Student Assessment, Evaluation and Reporting.

Course Approval Implementation and Evaluation

Stained Glass (2020)15-3

Stained Glass (2020)25-3

Stained Glass (2020)25-5

Stained Glass (2020)35-5

Submitted By:

The Horizon School Division

Submitted On:

Jul. 21, 2021

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	07/21/2021	08/31/2024	Acquired	Authorization	G10
25-3	62.50	07/21/2021	08/31/2024	Acquired	Authorization	G10
25-5	125.00	07/21/2021	08/31/2024	Acquired	Authorization	G10
35-5	125.00	07/21/2021	08/31/2024	Acquired	Authorization	G10

Course Description

Stained Glass (2020) has been developed to teach key aspects of functional design in glassworks. 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.

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

· adequate space for storage of projects, glass and lead came

· adequate space for students to work

Special equipment requirements include:

· glass cutters

· glass grinders

· soldering irons with stands

· sandblasting cabinet with air compressor and dust collection system

· electric glass kiln

· light table

Course Prerequisites

Stained Glass 15 - none.
Stained Glass 25 requires Stained Glass 15.
Stained Glass 35 requires Stained Glass 25.

Sequence Introduction (formerly: Philosophy)

Of all historic forms of art, stained glass has a unique place in our history. Combining the skills of vision and craftsmanship, this art form is accessible to both beginners and advanced students when taught with the foundational principles of cutting, scoring, breaking and melding pieces to create one-of-a-kind art works. This program enables students to utilize both imagination and patience. Studying the interplay of color and light and great historic themes of man's relationship to the earth and the heavens, for over the last 2000 years takes students into the current society in the forms of mosaics, glass, bowls, boxes, and different designs. These can be used for all students who are interested in studying art in this one-of-a-kind and unique setting. Studying this medium sparks both curiosity and imagination as students work with current and new technologies to perfect skills to create glass art.

Student Need (formerly: Rationale)

In this course a student is exposed to the historical uses of glass from the earliest times. Drawing from the inspiration of past artists, students will see the evolution of glass to create objects that are tailored to their personal interests and capabilities.

Scope and Sequence (formerly: Learner Outcomes)

Stained Glass 15-3
Essential Understanding 1
Artworks take form through the exploration and application of techniques that foster the creative cycle within the arts. (Guiding Questions #1 & 2)
Essential Understanding 2
Exploring the connections between light color and the interplay of design processes and methodologies have an aesthetic impact on the viewer. (Guiding Questions #3)

Stained Glass 25-3/25-5
Essential Understanding 1
Artworks take form through the exploration and application of techniques that foster the creative cycle within the arts. (Guiding Questions #4, 5, 8)
Essential Understanding 2
Exploring the connections between light color and the interplay of design processes and methodologies have an aesthetic impact on the viewer. (Guiding Questions #6, 7)

Stained Glass 35-5
Essential Understanding 1
Artworks take form through the exploration and application of techniques that foster the creative cycle within the arts. (Guiding Questions #9, 10)
Essential Understanding 2
Exploring the connections between light color and the interplay of design processes and methodologies have an aesthetic impact on the viewer. (Guiding Questions #11)

Guiding Questions (formerly: General Outcome

1 How do artists use glass to create images?

2 How do artists use technique to use glass in a variety of ways?

3 How do artists approach creating design with stained glass?

4 How can I use my creativity to design and create a glass work of art?

5   How can techniques be employed for an artistic effect?

6   How can I extend my learning and create a more intricate design?

7   How can artists critically evaluate their work and establish themselves as artists?

8   How can specific techniques and skills be used to create a personalized body of work?

9   How can technique enable the creation of artwork that is intricate and visually appealing?

10   Why are studio practices necessary to ensure a safe and productive experience in a shared art studio?

11   How do I think critically and creatively to develop, design, assemble and prepare stained glass works for community exhibition and assessment?

Learning Outcomes (formerly: Specific Outcomes)

1 How do artists use glass to create images?	15-3 25-3 25-5 35-5
1.1 Students will be using the copper foil (Tiffany) technique to cut and assemble glass projects.	X
1.2 Students will cut and assemble a 3-dimensional glass project.	X

2 How do artists use technique to use glass in a variety of ways?	15-3 25-3 25-5 35-5
2.1 Students will study the influence of culture, nature, ideology, technology on stained glass design.	X

3 How do artists approach creating design with stained glass?	15-3 25-3 25-5 35-5
3.1 Students will consider function to create an appropriate form (eg. lampshades, jewelry boxes, simple/complex suncatchers).	X
3.2 Students will understand material limitations on stained glass design such as unrealistic inside curves.	X
3.3 Students will understand the concepts of "light" and "colour" in the environment around them.	X
3.4 Students will demonstrate an appreciation of colour harmony and relationships.	X

4 How can I use my creativity to design and create a glass work of art?	15-3 25-3 25-5 35-5
4.1 Students will design and construct a glass mosaic project.	X X
4.2 Students will experiment with glass mosaic techniques.	X X

5 How can techniques be employed for an artistic effect?	15-3 25-3 25-5 35-5

5.1 Students will conduct glass etching on clear glass and mirror.	X X

6 How can I extend my learning and create a more intricate design?	**15-3 25-3 25-5 35-5**
6.1 Using design, colour, opacity, pattern transfer and surface treatments students will assemble a major foil or major lead project	X X

7 How can artists critically evaluate their work and establish themselves as artists?	**15-3 25-3 25-5 35-5**
7.1 Students describe and evaluate a personal body of work using a method of critical analysis.	X

8 How can specific techniques and skills be used to create a personalized body of work?	**15-3 25-3 25-5 35-5**
8.1 Students integrate cutting, grinding and fitting skills to create a self-directed final glass window project.	X

9 How can technique enable the creation of artwork that is intricate and visually appealing?	**15-3 25-3 25-5 35-5**
9.1 Students will study traditional glass painting techniques such as binder, vehicle, matting, shading, substrate, blenders, tracing lines.	X
9.2 Students will explore the techniques of slumping glass.	X
9.3 Students will use techniques of fusing glass.	X

10 Why are studio practices necessary to ensure a safe and productive experience in a shared art studio?	**15-3 25-3 25-5 35-5**
10.1 Students identify hazards and apply safe practices in a shared stained glass studio space.	X
10.2 Students demonstrate appropriate care for the shared materials, tools and processes used in a glass art studio.	X

10.3 Students apply appropriate steps in order to meet shared soldering and foiling timelines for producing work in a stained glass class.	X
10.4 Students describe steps with recycled glass reclamation process.	X

11 How do I think critically and creatively to develop, design, assemble and prepare stained glass works for community exhibition and assessment?	**15-3 25-3 25-5 35-5**
11.1 Students manage equipment and tools to display, record and archive personal stained glass projects.	X
11.2 Students use stained glass and adapt images from classic art works to create their own presentation pieces.	X
11.3 Students analyze expressive qualities of a variety of stained glass images to create their own designs.	X
11.4 Students make intentional choices with color and light to design and employ processes to create original works of stained glass art.	X

Facilities or Equipment

Facility

The facility should provide the physical resources to accommodate all the goals of the curriculum. These would include:
·adequate space for storage of projects, glass and lead came
·adequate space for students to work

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

Learning and Teaching Resources

No required resources.

Sensitive or Controversial Content

None.

Issue Management Strategy

Health and Safety

Physical injury from hot, sharp or otherwise hazardous equipment or materials.
Exposure to hazardous products (Lead, Crystalline Silica)

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

All assessment and evaluation must follow Horizon School Division's Policy HK – Student Assessment, Evaluation and Reporting.

Course Approval Implementation and Evaluation

Understanding Video Games15-5

Submitted By:

The Horizon School Division

Submitted On:

Jul. 12, 2021

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	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

None

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, plea
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

The assessment and evaluation must follow Horizon School Division's Policy HK - Student Assessment, Evaluation and Reporting.

Course Approval Implementation and Evaluation

2022-2023 School Year Calendar

Aug-22

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
♥ 22	♥ 23	🔔 24	♥ 25	♥ 26
◆ 29	♥ 30	🔔 31		

Instructional Days 1 M-Th 1 F 0

Sep-22

M	T	W	T	F
			1	2
H 5	6	7	8	9
12	13	14	15	16
19	20	21	● 22	Π 23
26	27	28	29	30

Instructional Days 19 M-Th 15 F 4

Oct-22

M	T	W	T	F
3	4	5	6	7
H 10	11	12	13	14
17	18	19	20	O 21
24	25	26	27	28
31				

Instructional Days 19 M-Th 16 F 3

Nov-22

M	T	W	T	F
	1	☒ 2	☒ 3	☒ 4
☒ 7	☒ 8	☒ 9	☒ 10	H 11
⌘ 14	15	16	17	18
21	22	23	24	25
28	29	30		

Instructional Days 20 M-Th 17 F 3

Dec-22

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
H 26	H 27	H 28	H 29	H 30

Instructional Days 17 M-Th 13 F 4

Jan-23

M	T	W	T	F
H 2	H 3	H 4	H 5	H 6
9	10	11	☒ 12	☒ 13
16	17	18	☒ 19	☒ 20
☒ 23	☒ 24	☒ 25	☒ 26	27
30	31			

Instructional Days 16 1st Sem. M-Th 13 F 3
1 2nd Sem. M-Th 1 F 0

Feb-23

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
H 20	H 21	H 22	◆ 23	◆ 24
27	28			

Instructional Days 15 M-Th 12 F 3

Mar-23

M	T	W	T	F
		1	2	O 3
◆ 6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Instructional Days 21 M-Th 17 F 4

Apr-23

M	T	W	T	F
3	4	5	6	H 7
H 10	H 11	H 12	H 13	H 14
☒ 17	☒ 18	☒ 19	☒ 20	☒ 21
☒ 24	25	26	27	28

Instructional Days 14 M-Th 12 F 2

May-23

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
H 22	23	24	25	26
29	30	31		

Instructional Days 22 M-Th 18 F 4

Jun-23

M	T	W	T	F
			1	2
5	6	7	8	9
☒ 12	☒ 13	14	☒ 15	☒ 16
☒ 19	☒ 20	21	☒ 22	☒ 23
☒ 26	☒ 27	🔔	♥ 28	29	30

Instructional Days 19 M-Th 15 F 4

	Sem. 1	Sem. 2	Total
Instructional Days	92	92	184
Non-Instructional Days	11	5	16
		Total Days	200

1st Sem.	M-TH 75	F 17	
2nd Sem.	M-TH 75	F 17	
Total Instructional Days	150	34	184

Elementary (enter manually):	M-TH	F	
Total Instructional Days			0

Legend

Symbol	Description
🔔 (cyan)	First Day of School (1-12)
(orange)	Last day of 1st Semester
(olive)	First day of 2nd Semester
🔔 (green)	Last Day of School (Elem.)
🔔 (purple)	Last Day of School (Jr. High & Sr. High)
◁	PAT Grades 6, 9
☒◁	PAT & Diploma Exams
☒	Diploma Exams
R	Report Card
Π	Planning for Student Support Day (All Schools) - no students

Symbol	Description
H	Division Wide Holiday - no students, no staff
♥	Division Wide Time Free From Instruction (TFFI) - no students
◆	Division Wide Teacher PD Day - no students
⌘	Division Wide Joint Horizon/ATA PD day - no students
❖	Division Wide Unassigned Teacher Time - no students, no staff
♥ (green)	School Based Time Free From Instruction (TFFI) - no students
●	School Based PD Day (All Schools) - no Students
O	School Based PD Day, 1/2 day - No Students
❖ (green)	School Based Unassigned Teacher Time - no students, no staff
■	School Based Parent/Teacher Interviews - no students
☐	School Based Parent/Teacher Interviews - after school

Date	Holidays & Observances
September 5, 2022	Labour Day
October 10, 2022	Thanksgiving Day
November 6, 2022	Daylight Savings Ends
November 11, 2022	Remembrance Day
December 25, 2022	Christmas Day
December 26, 2022	Boxing Day
January 1, 2023	New Year's Day
January 6, 2023	Epiphany
February 20, 2023	Family Day (Alberta)
February 23-24, 2023	Teachers Convention
March 12, 2023	Daylight Savings Begins
April 7, 2023	Good Friday
April 10, 2023	Easter Monday
May 18, 2023	Ascension
May 22, 2023	Victoria Day
May 28, 2023	Pentecost
June 21, 2023	National Indigenous Peoples Day
July 1, 2023	Canada Day

Gr. 12 Diploma Exams	Nov.	Jan.	Apr.	Jun.	Achievement Exams	Gr. 9*	Gr. 6*
English LA 30-1 Pt. A	2	12	17	12	English Language Arts Part A		
English LA 30-2 Pt. A	2	12	17	12	English Language Arts Part B		
Social 30-1 Pt. A	3	13	18	13	Science		
Social 30-2 Pt. A	3	13	18	13	Social Studies		
English LA 30-1 Pt. B	7	20	20	19	Mathematics Part A		
English LA 30-2 Pt. B	7	20	20	19	Mathematics Part B		
Social 30-1 Pt.B	8	23	21	20			
Social 30-2 Pt.B	8	23	21	20			
Math 30-1	4	19	19	16			
Math 30-2	4	19	19	16			
Physics 30	10	26	24	26			
Chemistry 30	9	24	21	23			
Biology 30	9	25	19	22			
Science 30	8	27	30	27			

* Window periods approved by AB Education are draft.

APPROVED: DATE ENTERED BY HORIZON

From: **Vivian Abboud** <VAbboud@asba.ab.ca>
Date: Wed, Aug 4, 2021 at 4:35 PM
Subject: Fall General Meeting 2021: Event and accommodations information

Hi everyone,

ASBA is eager to welcome trustees to our 2021 Fall General Meeting (FGM), our first-ever hybrid
General Meeting that will allow us to gather both in-person and virtually!

Preliminary event details, including accommodation information, are provided below. Additional
information, including times, will follow regarding registration, speakers, sessions and awards. **This
event is open to all trustees and their administration as required.**

This year's FGM will be held November 14-16, 2021 at the Delta Hotels Edmonton South Conference
Centre (4404 Gateway Boulevard NW). This three-day event will include:

- Sunday, November 14: Awards Celebration
- Monday, November 15: FGM Business Session
- Tuesday, November 16: **TENTATIVE** MLA gathering *(in-person only)*

    Professional Development Session

Hybrid format
As a membership-driven organization, ASBA is responsive to members' needs, including potential
challenges with attending in-person meetings in light of ongoing COVID-19 considerations. To that end,
ASBA's 2021 FGM will be hosted in a hybrid format with opportunities for both in-person and virtual
attendance to support our members as we collectively adjust to a new normal. Speaker and keynote
sessions will be accessible online, to ensure virtual participants have a similar experience to those that
are able to join in-person.

Accommodations
ASBA members and their administration have access to special group booking rates as follows:

Delta Hotels Edmonton South Conference Centre

- **Cost:** Rooms are available starting at $159 + GST per night for Sunday, November 14 and
    Monday, November 15.
- **Booking:** To book, call the Delta Hotels Edmonton South Conference Centre at 1-800-661-1122
    or 780-434-6415.
- **Special rate:** Mention "Alberta School Boards Association FGM Conference 2021" for special
    rates. **Please note, this is only available until Thursday, October 14 at 5 p.m.**

More information
Further details will follow regarding our Business and Professional Development Sessions and the
Awards Celebration. Additionally, the initial FGM Bylaw Bulletin will be circulated on Wednesday,
September 15, 2021, detailing bylaw amendments for consideration by membership. The second FGM

Bylaw and Policies Bulletin will be circulated on Friday, October 15, 2021, including pertinent information for the 2021 FGM Business Session.

If you have any questions, please feel free to connect with me. We look forward to gathering together for what is sure to be an exciting and innovative FGM in November!

Best,
v

Dr. Vivian Abboud
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Associate Superintendent, Learner Services
Report to the Board of Trustees – August 30, 2021

Learner Services lead team members:
  Amber Darroch, Associate Superintendent
  Terri-Lynn Duncan, Assistant Superintendent (Inclusive Education)
  Dave LeGradeur, Director of Learner Services
  Coral James, Coordinator of Learner Services
  Angela Miller, Clinical Team Lead
  Amanda Cayford, Instructional Coach

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

- Amber, Amanda and Terri-Lynn joined Alberta Education's Summer Institute for New Curriculum along with a number of Horizon Piloting teachers. The 3-day institute was repeated three times, once in June, July and August.

- The Learner Services team, including our new instructional coaches, participated in and led a number of school year start-up professional learning events. This is an ideal time of year for us to promote all of the supports and services we have available to support effective practice for our teachers and impact optimal learning for students.

- Amber and Terri-Lynn presented to the beginning teacher group on instruction and assessment during induction.

- Horizon's technology team welcomed its newest member, Gagandeep Singh, into the role of Tech Support Specialist in July, following the promotion of Peter Nwisi to Network Administrator.

- Summer work has included consultation on a new digital resource repository which will be part of the division's suite of Hapara tools. The "digital backpack" leverages access to high quality open-access e-books and textbooks which teachers can adopt for use in the lessons. Students will be able to access digital resources assigned to them by their teachers.

- Horizon is partnering with some neighbouring school divisions to create a "Southern Alberta Educational Technology Help Desk" with Logics Academy. Logics Academy software experts will respond to teacher requests via email or live chat related to instructional technologies used with students. These supports include tools like Google Classroom & other Google applications, Adobe, Flipgrid, Minecraft and many more.

1

- Along with regular summer tech maintenance and upgrades, the tech team worked on a major network restructuring project over the summer. Part of this project included upgrading switches in the network closets of each school site and replacing all of the cabling. Aspects of this project significantly improve the security of our technology environment. Here are before and after pictures of the huge job achieved:
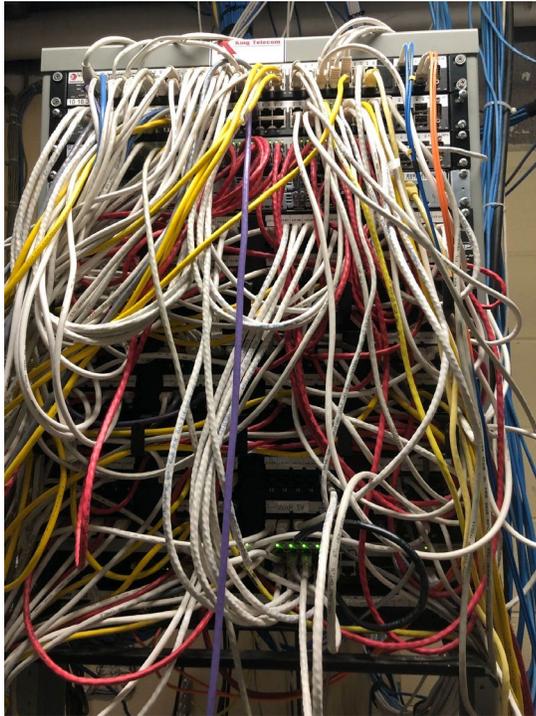
BEFORE   AFTER

KEY ACTION AREA #2:
Response to Instruction and Intervention

- During the Division-wide Professional Development Day. Teachers in their grade level and subject level meetings went through resources that help with classroom differentiation to meet student needs. Teachers shared how they are using Hapara, Continuums of Supports for Academics and Social Emotional Learning, Go Formative and Read Write Google in their classrooms.

- Dave and the inclusive team presented to the beginning teachers during induction on Inclusive practices and support available to them to support their students throughout the school year.

- Dave, Terri-Lynn, Coral and Laura attended school meetings with staff and parents to discuss how to ensure a successful, inclusive start for some of our struggling students.

LEADERSHIP PRACTICES

- Amber and Terri Lynn have been meeting with new team members to create goals and plans as well as providing support where needed.

School	Vice-Principal
Barnwell School	Aaron Edlund
Central School	Ken Pon
D.A. Ferguson Middle School/T.M.A.P.	Kim Hutzul Mark Harding
Dr. Hamman School	Chris Ward
Erle Rivers High School	Sandi Hughes
Milk River Elementary School	Sandi Hughes
Taber Christian Alternative School	Trina Friesen Wendy Peters
Vauxhall Elementary School	Shelley Rourke Tammy Reiling
Vauxhall High School	Scott Reiling
W.R. Myers High School/T.M.A.P.	Greg Bowes Mark Harding

Date: Tue, Jul 6, 2021 at 6:33 PM
Subject: Statement: United Nurses of Alberta bargaining: Statement from Minister Toews

United Nurses of Alberta bargaining: Statement from Minister Toews

July 06, 2021 [Media inquiries](#)

President of Treasury Board and Minister of Finance Travis Toews issued the following statement on Alberta Health Services (AHS) bargaining with the United Nurses of Alberta (UNA).

"Alberta's nurses have worked diligently throughout the COVID-19 pandemic, and we respect and appreciate the invaluable role they have played in helping the province emerge from the COVID-19 pandemic.

"As we move beyond the peaks of the pandemic and into a more manageable period, we need to continue the important work of getting the province's finances back on track.

"AHS is offering job security to nurses, despite record unemployment in the province due to the pandemic.

"On average, Alberta nurses make 5.6 per cent more than in other comparator provinces. This costs Alberta approximately $141 million per year at a time when our finances are already stretched. The need to bring wages in line with other large provinces does not diminish our deep respect for the exceptional work and dedication of public sector workers. It is simply reflective of our fiscal reality, and one that many sectors in the province have experienced.

"The past 16 months have put a considerable strain on the province, following already high levels of debt and deficit. An additional $5.1 billion was spent in response to COVID-19 and to support the Alberta Recovery Plan, which included $1.5 billion in health care spending. This is above and beyond the $23 billion Health expense in Budget 2021 – the largest single-year investment in health care in Alberta's history.

Alberta can no longer afford to be an outlier. We are hopeful that AHS and UNA will bargain in good faith to ensure health care workers are treated fairly, while being respectful of the province's fiscal reality.

Related information

- [United Nurses of Alberta](#)

Cabinet changes support economic recovery and renewal

July 08, 2021 [Media inquiries](#)

Premier Jason Kenney has announced several changes to cabinet and welcomed six new members to further support Alberta's economic recovery.

As we emerge from the COVID-19 pandemic, Alberta's government is focused on Alberta's Recovery Plan, a plan to build, diversify the economy and create good jobs.

The changes to cabinet reflect this renewed focus on recovery. They are:

- Rajan Sawhney, MLA for Calgary-North East and currently the Minister of Community and Social Services, becomes the Minister of Transportation. She will deliver on Alberta's historic Capital Plan investment of $20.3 billion over the next three years, including Alberta's $1.53-billion investment in Calgary's Green Line LRT project, which will create 90,000 new jobs.
- Tanya Fir, MLA for Calgary-Peigan, becomes Associate Minister of Red Tape Reduction. She will continue to deliver on Alberta's aggressive efforts to eliminate burdensome regulations, improve small business competitiveness and get Alberta's economy moving.
- Nate Horner, MLA for Drumheller-Stettler, becomes Associate Minister of Rural Economic Development, under the Ministry of Jobs, Economy and Innovation. He will support Minister Doug Schweitzer in making sure Alberta's Recovery Plan delivers results for rural and remote Alberta communities, working across government on important strategic initiatives such as expanding rural broadband internet and irrigation networks.
- Muhammad Yaseen, MLA for Calgary-North, becomes Associate Minister of Immigration and Multiculturalism, under the Ministry of Labour and Immigration. He will work with Minister Jason Copping in rolling out the Alberta Advantage Immigration Program and the Fairness for Newcomers Action Plan. He will also be tasked with reaching out to ethnic and faith communities and working across government to address recent attacks on vulnerable individuals and communities.
- Whitney Issik, MLA for Calgary-Glenmore, becomes the Associate Minister of Status of Women, under the Ministry of Culture and Status of Women, and the chief government whip. She will work to ensure that women are a driving force in Alberta's economic recovery, recognizing the disproportionate impact of the global COVID-19 recession on women.
- Ron Orr, MLA for Lacombe-Ponoka, becomes the Minister of Culture. He will focus on helping Alberta's arts and culture organizations recover from the

negative economic impacts of COVID-19 while implementing an Alberta Identity Strategy that will address recommendation 25 of the Fair Deal Panel to "affirm Alberta's cultural, economic and political uniqueness in law and government policy."

- Mike Ellis, MLA for Calgary-West and currently the chief government whip, becomes Associate Minister of Mental Health and Addictions. He will continue to implement Alberta's recovery-oriented systems of care model across the province.
- Jason Luan, MLA for Calgary-Foothills and currently the Associate Minister of Mental Health and Addictions, becomes the Minister of Community and Social Services. He will focus on delivering supports for vulnerable Albertans as they emerge from COVID-19, helping to bridge unemployed and underemployed Albertans into good jobs.

Other non-ministry changes:

- Joseph Schow, MLA for Cardston-Siksika and currently the deputy government whip, becomes deputy government house leader.
- Brad Rutherford, MLA for Leduc-Beaumont, becomes deputy government whip.

"Alberta is leading Canada out of the COVID-19 pandemic and into strong economic growth. This renewal of our cabinet will support Alberta's Recovery Plan, a plan to build, to diversify the economy and to create jobs. With six new voices and strong, experienced ministers moving into important economic roles, Alberta's government is ready to deliver a strong recovery for all Albertans."

Jason Kenney, Premier

The Premier also announced the appointment of Pam Livingston as chief of staff, with acting chief of staff Larry Kaumeyer returning to his previous role as principal secretary to the Premier. Livingston has an extensive history in senior roles with the Government of Alberta, most recently as the chief of staff to the Minister of Environment and Parks and deputy chief of staff to the Premier. Kaumeyer has served as a senior executive throughout his private sector career.

"I would like to thank both Larry and Pam for their tremendous support and leadership as we navigated through the COVID-19 pandemic and I look forward to working with them as the government focuses on Alberta's Recovery Plan and fighting for a fair deal for Albertans."

Jason Kenney, Premier

Colleagues,

The voices of Albertans are critical to our education system and I am committed to listening to parents, guardians and teachers across our province.

I am excited to announce the start of recruitment for the 2021/22 Minister's Teacher Advisory Council and Parent Advisory Council. We have had great success with the Minister's Youth Council, and this is a natural next step to encourage further participation by teachers and parents. The advisory councils will enhance my ability to directly engage with the important voices of those on the frontlines of education-teachers and parents. These advisory councils will complement the important work being undertaken by all of Alberta's education partners.

We are looking for 40 teachers and 40 parents/guardians with a diverse range of voices and with a broad range of life experiences, knowledge and skills from across Alberta. Representation will include geographical location, school authority, cultural origins, socio-economic backgrounds and Indigenous and Francophone voices.

Interested individuals can apply until August 31, 2021. I encourage you to have your membership apply to this new initiative. For more information and instructions on how teachers can apply, I invite you to visit our website.

If you have questions about the council, please contact the Strategic Engagement Branch at EDC.StrategicEngagement@gov.ab.ca or 780-643-9401 (toll-free by first dialing 310-0000).

I look forward to having discussions with advisory council members and hearing the valuable input they will provide on our education system.

Sincerely,

Adriana LaGrange

Expanding broadband internet in rural Alberta

July 22, 2021 [Media inquiries](#)

As part of Alberta's Recovery Plan, Alberta's government will invest up to $150 million to expand and improve broadband internet in rural, remote and Indigenous communities.

Currently, about 80 per cent of Indigenous communities and 67 per cent of rural communities do not have access to the high-speed internet targets set by the Canadian Radio-television and Telecommunications Commission (CRTC).

The $150 million from the Government of Alberta will be used to begin construction on broadband expansion projects as soon as possible. Details on how this new funding will roll out will be announced in the coming weeks.

"Our economic recovery needs to include Alberta's rural, remote and Indigenous communities. This investment ensures individuals, families and businesses in these parts of the province will not be left behind. It is Alberta's way of saying that we're ready to invest in this important technology and we're looking forward to working with our partners to make it a reality for those in Alberta who need it."

Jason Kenney, Premier

"Alberta's rural communities have struggled to grow and compete in a modern economy without access to reliable, high-speed internet. This investment will create jobs, improve access to health care and education resources, and diversify the economy in rural Alberta. This is great news for families, students and job creators all across the province."

Nate Glubish, Minister of Service Alberta

"Increasing access to broadband is vital to revitalizing rural communities and jump-starting economic growth. From La Crete to Taber, this will bring jobs and investment to villages, towns and Indigenous communities across rural Alberta."

Nate Horner, Associate Minister of Rural Economic Development

"Better connectivity in our communities means that Indigenous people will have better access to the global economy, health and education. This will help ensure that all Albertans have the same opportunities."

Chief Billy Morin, Enoch Cree Nation

"Every dollar contributed to specifically addressing rural broadband addresses the significant digital poverty that rural Albertans experience. RMA feels this is one of the most effective investments to growing communities, supporting business and for supporting the future of modern agriculture and resource development. Rural Albertans will be pleased that they have been heard."

Paul McLauchlin, president, Rural Municipalities of Alberta

"Access to reliable broadband internet is key to helping Albertans access greater opportunity in every field, across the province. This investment means that Alberta can continue to highlight its entrepreneurial spirit and grow in prosperity."

Ken Kobly, president and CEO, Alberta Chambers of Commerce

Alberta's Recovery Plan is a plan to breathe new life into Alberta's economy and create new opportunities for every Albertan. It's a plan to build, to diversify, and to create jobs.

Quick facts

- In 2016, the Canadian Radio-television and Telecommunications Commission (CRTC) declared broadband an essential telecommunications service and set targets to connect every Canadian home and business to minimum network speeds by 2030:
    - 50 megabits per second (Mbps) for downloads
    - 10 Mbps for uploads
- Approximately 201,000 Alberta households – the equivalent of 12 per cent of the population – do not have access to target speeds set by the CRTC.
- Approximately 80 per cent of Alberta's Indigenous households and 67 per cent of rural households do not have access to CRTC target speeds for internet, which lags behind Canada-wide rates of 54.4 per cent and 65.2 per cent, respectively.
- The total cost of expanding rural broadband internet to underserved areas of the province is estimated at $1 billion and Alberta's government is working with the federal government and the private sector to share the cost.
- In November 2020, the Government of Canada launched the Universal Broadband Fund, $2.75 billion to support high-speed internet projects across the country.

Multimedia

- Watch the news conference

Extending timelines for COVID-19 transition

August 13, 2021 Media inquiries

Alberta will take additional time to implement its plan to bring the province's COVID-19 response in line with other respiratory viruses.

After closely monitoring COVID-19 in Alberta for the previous two weeks and reviewing emerging evidence from other jurisdictions, the following will continue until Sept.27:

- Mandatory masking orders in publicly accessible transit, taxis and ride-shares.
- Mandatory isolation for 10 days for those with COVID-19 symptoms or a positive test result.
- Testing at assessment centres for any symptomatic individual.

These measures were scheduled to be eased on Aug. 16, however this six-week pause will provide additional time to monitor severe outcomes of COVID-19 and increase immunization rates.

"It's important that we move forward with decisions based on the best evidence and appropriate caution. I appreciate Dr. Hinshaw's advice to allow more time for us to monitor the situation and help ensure a safe reopening, including a safe return to school. This extra time will help us make a safe transition to living with COVID-19 as we get our communities, our economy, and our health system back to normal."

Tyler Shandro, Minister of Health

"Through the pandemic, we have monitored the situation closely and adapted our response as necessary. Reviewing data from Alberta and across the globe in the past few weeks has led me to a point where I feel that a pause on the next changes is the best way forward. I deeply care about, and am committed to, the overall health of all in Alberta. This is why I base my decisions on science and my professional assessment of an ever-changing situation."

Dr. Deena Hinshaw, chief medical officer of health

Recent evidence

Recent data from here in Alberta and other jurisdictions including the U.K. and U.S. shows a wide range of acute care impacts at similar level of vaccination to Alberta's. The uncertainty and potential for larger impacts warrants further caution, although a peak in admissions that would disrupt the

health system at provincial level remains extremely unlikely. Health officials will continue to closely monitor hospitalizations and other severe outcomes due to COVID-19 in the province.

Get fully vaccinated

Albertans are encouraged to continue booking appointments for first and second doses to ensure full effectiveness and long-lasting protection. Being fully immunized is the best way to protect yourself and those around you.

Anyone who has not yet booked their vaccine can do so by visiting www.alberta.ca/vaccine to find available appointments with AHS or participating pharmacies across the province. Select locations are offering walk-in clinics for first doses.

Alberta is providing an extra incentive to Albertans who are vaccinated through its Open for Summer Lottery. To register and for complete details, visit www.alberta.ca/lottery.

Quick facts

- Changes that took affect on July 29 will continue to be in place. They are:
    - Quarantine for close contacts is recommended (previously mandatory).
    - Contact tracers are no longer notifying close contacts about exposure to COVID-19. Individuals are asked to tell their close contacts when informed of their positive result. All positive cases will continue to be notified. Contact tracers will continue to investigate cases that are in high-risk settings such as acute and continuing care facilities.
    - Outbreak management and identification will focus on high-risk locations, including continuing care and acute care facilities. Community outbreaks with a surge in cases leading to severe outcomes will also be addressed as needed.
    - Asymptomatic testing is no longer recommended.

Related information

- COVID-19 info for Albertans

Multimedia

- Watch the news conference