

**DATE:** April 14, 2020

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Locally Developed Courses

**ORIGINATOR:** Ron MacNeil, Assistant Superintendent

**RESOURCE STAFF:** Janice Aubry, Laurie Houston, Bob Morter

**REFERENCE:** [Guide to Education: ECS to Grade 12, 2019-2020](#)  
[GA.BP - Student Programs of Study](#)  
[GAA.BP - Delivery of Student Programs of Study](#)  
[GK.BP - Student Assessment, Achievement and Growth](#)  
[GKB.AR - Standards for Evaluation](#)

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## ISSUE

Alberta Education requires that school authorities approve locally developed courses (LDCs) by a motion of the Board of Trustees prior to implementation in schools.

## BACKGROUND

The *Guide to Education: ECS to Grade 12, 2019-2020* (p. 66) states that:

“School authorities have the flexibility to develop or acquire locally developed courses to address particular student and/or community needs. These learning opportunities complement, extend and/or expand upon provincial programs of study. Locally developed courses may be used to:

- accommodate student needs and interests
- encourage and support innovative learning and teaching practices
- address unique community priorities
- encourage students who may be at risk of leaving school early
- promote successful transitions to further education by exposing students to advanced subject matter and learning environments”

LDCs also support alternative programs in Edmonton Public Schools and the District Strategic Plan, with a particular focus on Priorities 1 and 2.

Junior and senior high school LDCs are usually approved on a four-year cycle by the developing school authority. Senior high school LDCs must also be authorized by Alberta Education. The maximum duration for Alberta Education authorization is currently four years. However, there may be circumstances that result in Alberta Education granting an authorization of one, two or three years. This approval and/or authorization process is governed by provincial and Division policies.

All LDCs developed by Edmonton Public Schools are written to ensure that they meet student, school, community and program needs, as well as provincial and Division requirements. This includes ensuring that these courses:

- contain a sequence introduction (formerly philosophy), a statement outlining what student needs are addressed (formerly rationale) and specific learning outcomes aligned with provincial requirements and standards
- contain updated, current content

Supplementary information related to all LDCs, such as assessment information, is available on the Division intranet. Student progress for all LDCs is to be assessed in accordance with GK.BP - Student Assessment, Achievement and Growth and GKB.AR - Standards for Evaluation.

## RELATED FACTS

- All Division-developed LDCs in this report were reviewed and revised collaboratively with Division teachers, school administrators and central staff.
- Other school authorities in Alberta request to acquire LDCs from Edmonton Public Schools each year.
- Edmonton Public Schools acquires a number of LDCs from other school authorities in the province.

## RECOMMENDATION

**That the following LDCs be approved for use in Edmonton Public Schools until August 31, 2024:**

- American Sign Language Arts Kindergarten to Grade 12
- Competencies in Science 15 (5)
- English Literature 35 (3 and 5)
- ESL Expository English 15-25 (5)
- ESL Introduction to Mathematics 15 (5)
- Hebrew Language Arts Kindergarten to Grade 12
- Reading 15-25 (3 and 5)
- Statistics 35 (5)
- Theatre Performance 15-25-35 (5)

**That the following LDCs be approved for use in Edmonton Public Schools until August 31, 2023:**

- Physics (Advanced) 35 (5)

**That the following LDCs be approved for use in Edmonton Public Schools until August 31, 2022:**

- Speech and Debate 25-35 (3)

**That the following LDC be approved for use in Edmonton Public Schools until August 31, 2021:**

- Chemistry (AP) 35 (3)
- Theory of Knowledge (IB) 25-35 (3)

## OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

1. Approve the LDCs as presented.
2. Do not approve the LDCs.

**CONSIDERATIONS and ANALYSIS**

- LDCs provide unique opportunities to accommodate student needs and interests, encourage innovation in learning and teaching practices, address community priorities, engage students who are at risk of leaving school early and/or promote successful transitions to further education.
- Many LDCs support alternative programming in Edmonton Public Schools.
- LDCs support the District Strategic Plan, with a particular focus on Priorities 1 and 2.

**NEXT STEPS**

Upon approval of this recommendation, the Administration will make these LDCs available for the 2020-2021 school year.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I      Summaries of Locally Developed Courses Submitted for Approval on April 14, 2020  
ATTACHMENT II      Enrolment Data for Locally Developed Courses Expiring in 2020

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## **Summaries of Locally Developed Courses Submitted for Approval on April 14, 2020**

### **American Sign Language Arts Kindergarten to Grade 12**

American Sign Language Arts Kindergarten to Grade 12 is a course sequence developed by Edmonton Public Schools that includes 5-credit courses at the high school level. It is currently being delivered at one Division school and had an enrolment of 28 students as of March 5, 2020.

American Sign Language Arts Kindergarten to Grade 12 is a course sequence that serves as an integral part of the American Sign Language (ASL) Bilingual program in Edmonton Public Schools. ASL bilingual programming establishes an environment in which both ASL and English languages are used for purposes of communication, learning and personal satisfaction. American Sign Language Arts Kindergarten to Grade 12 enables the delivery of subject-area content, language instruction and cultural information concurrently, promoting effective language acquisition.

### **Chemistry (AP) 35**

Chemistry (AP) 35 is a 3-credit course developed by the St. Albert School Division. It is currently being delivered at four Division schools and had an enrolment of 104 students as of March 5, 2020.

Chemistry (AP) 35 provides opportunities for students to study chemistry beyond the scope of the Chemistry 20-30 Program of Studies. In this course, students are encouraged to develop higher learning skills both on paper and in the laboratory. Chemistry (AP) 35 emphasizes the application of concepts learned in class to lab situations.

### **Competencies in Science 15**

Competencies in Science 15 is a 5-credit course newly developed by Edmonton Public Schools.

In Competencies in Science 15, students have the opportunity to develop and enhance their skills in the practices of science. For some students who may struggle to make sense of science due to gaps in previous learning, this course allows them more time to develop their ability to problem solve, make evidence-based decisions, and obtain, evaluate and communicate information in a logical manner. The overall aim of Competencies in Science 15 is to deepen students' knowledge and skills in order to build a strong foundation for success in Science 10, other high school science courses, and post-secondary programs.

### **English Literature 35**

English Literature 35 is a 3- and 5-credit course developed by the Calgary Board of Education. It is replacing Works in Translation (IB) 35, which is currently being delivered at five Division schools and had an enrolment of 332 students as of March 5, 2020.

English Literature 35 provides opportunities for students to study literary texts beyond the scope of the English Language Arts 10-20-30 Program of Studies. In this course, the emphasis is on the detailed study and analysis of a variety of literary texts from diverse genres and time periods. The English Literature 35 course enables students in the International Baccalaureate (IB) Diploma Programme to meet the requirements of the Language A: literature course.

**ESL Expository English 15-25**

ESL Expository English 15-25 is a 5-credit course sequence developed by the Calgary Board of Education. It is currently being delivered at four Division schools and had an enrolment of 92 students as of March 5, 2020.

ESL Expository English 15-25 is a course sequence that provides English language learners with opportunities 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. The goal of this course sequence is to enable students to become more informed and able to express themselves more effectively in a formal manner.

**ESL Introduction to Mathematics 15**

ESL Introduction to Mathematics 15 is a 5-credit course developed by the Calgary Board of Education. It is currently being delivered at six Division schools and had an enrolment of 217 students as of March 5, 2020.

ESL Introduction to Mathematics 15 is designed to meet the needs of English language learners who require scaffolded support with the English language and content of mathematics to access the Mathematics (10-12) Program of Studies. This course is meant for students who, due to limited or interrupted schooling in their first language, need explicit language, literacy, and numeracy instruction. ESL Introduction to Mathematics 15 also provides opportunities for students who are approaching grade level in their mathematical understanding to develop explicit language proficiency.

**Hebrew Language Arts Kindergarten to Grade 12**

Hebrew Language Arts Kindergarten to Grade 12 is a course sequence developed by Edmonton Public Schools that includes 5-credit courses at the high school level. It is currently being delivered at one Division school and had an enrolment of 120 students as of March 5, 2020.

Hebrew Language Arts Kindergarten to Grade 12 is a course sequence that serves as an integral part of the Hebrew Bilingual program in Edmonton Public Schools. Hebrew bilingual programming establishes an environment in which both English and Hebrew languages are used for purposes of communication, learning and personal satisfaction. The Hebrew Language Arts Kindergarten to Grade 12 course sequence enables the delivery of subject-area content, language instruction and cultural information concurrently, promoting effective language acquisition.

**Physics (Advanced) 35**

Physics (Advanced) 35 is a 5-credit course developed by the Red Deer School Division. It has not previously been offered in the Division. It is replacing Physics (AP) 35, which is currently being delivered at two Division schools and had an enrolment of 18 students as of March 5, 2020.

Physics (Advanced) 35 provides opportunities for students to study physics beyond the scope of the Physics 20-30 Program of Studies. Physics (Advanced) 35 is intended to foster greater depth of conceptual understanding through the use of student-centred opportunities for inquiry. As well, this course is designed to prepare students for the Advanced Placement™ (AP) Physics 1 and Physics 2 exams.

**Reading 15-25**

Reading 15-25 is a 3- and 5-credit course sequence developed by the Calgary Board of Education. It is

currently being delivered at twelve Division schools and had an enrolment of 485 students as of March 5, 2020.

Reading 15-25 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. This course sequence provides opportunities for students to engage in literacy learning intended to build background knowledge, decoding skills, personal reading strategies and comprehension.

### **Speech and Debate 25-35**

Speech and Debate 25-35 is a 3-credit course sequence newly developed by Edmonton Public Schools. It is an extension of Speech and Debate 15, which is currently being delivered at four Division schools and had an enrolment of 142 students as of March 5, 2020.

Speech and Debate 25-35 builds upon the knowledge, skills and understandings that were developed in Speech and Debate 15. In this course sequence, students address societal, global and other issues important to youth through speech (the interpretation and oral renderings of meaningful texts) and debate (logical, coherent argumentation presented in a fixed format). As students in Speech and Debate 25-35 complete speeches and debates, they develop the skill of persuasive argumentation and hone their ability to present and defend their ideas.

### **Statistics 35**

Statistics 35 is a 5-credit course sequence developed by Edmonton Public Schools. It is replacing Statistics (AP) 35, which is currently being delivered at two Division schools and had an enrolment of 56 students as of March 5, 2020.

Statistics 35 provides opportunities for students to engage in statistical thinking and analysis. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The Statistics 35 course is designed to prepare students to potentially write the Advanced Placement™ (AP) Statistics exam, to ease students' transition to the first year of post-secondary study and to prepare them for success in science, technology, engineering, mathematics and other programs.

### **Theatre Performance 15-25-35**

Theatre Performance 15-25-35 is a 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at one Division school and had an enrolment of 44 students as of March 5, 2020.

Theatre Performance 15-25-35 provides opportunities for students to apply their knowledge of acting to a full-scale theatrical production. In this course sequence, students have the opportunity to participate in a collaborative ensemble, within a theatrical production, in front of a public audience. Theatre Performance 15-25-35 provides a process-driven, production-based theatre experience for students beyond the Drama 10-20-30 Program of Studies.

### **Theory of Knowledge (IB) 25-35**

Theory of Knowledge (IB) 25-35 is a 3-credit course sequence developed by the Edmonton Catholic Separate School Division. It is currently being delivered at seven Division schools and had an enrolment of 421 students as of March 5, 2020.

Theory of Knowledge (IB) 25-35 encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study and to make connections across them. It is a course sequence that provides opportunities for students to develop critical thinking and inquiry skills that focus on the process of knowing, rather than about learning a specific body of knowledge. Theory of Knowledge (IB) 25-35 explores the personal and shared aspects of knowledge and investigates the relationships between them.

## Enrolment Data for Locally Developed Courses Expiring in 2020

Locally Developed Course/Course Sequence Name	Enrolments 2016-2020 as of March 5, 2020				Schools offering in 2019-2020 as of March 5, 2020
	16-17	17-18	18-19	19-20	
American Sign Language Arts Kindergarten to Grade 12	37	37	62	28	Alberta School for the Deaf
Chemistry (AP) 35 (3)	94	119	127	104	J. Percy Page Jasper Place Queen Elizabeth W.P. Wagner
ESL Expository English 15-25 (3 and 5)	n/a	115	122	92	J. Percy Page McNally Queen Elizabeth Ross Sheppard
ESL Introduction to Mathematics 15 (5)	322	353	251	217	Centre High Eastglen Lillian Osborne M.E. LaZerte McNally Queen Elizabeth
Hebrew Language Arts Kindergarten to Grade 12	105	107	118	120	Talmud Torah
Physics (AP) 35 (3)	10	16	17	18	J. Percy Page Queen Elizabeth
Reading 15-25 (3 and 5)	599	818	483	485	Argyll Centre Centre High Eastglen Harry Ainlay J. Percy Page Jasper Place L.Y. Cairns Lillian Osborne M.E. LaZerte McNally Queen Elizabeth Ross Sheppard
Speech and Debate 15 (3)	127	191	127	142	Lillian Osborne McNally



					Old Scona Queen Elizabeth
Statistics (AP) 35 (5)	94	102	74	56	Jasper Place Strathcona
Theatre Performance 15-25-35 (5)	47	33	35	44	Victoria
Theory of Knowledge (IB) 25-35 (3)	425	460	424	421	Harry Ainlay Lillian Osborne M.E. LaZerte McNally Old Scona Ross Sheppard Victoria
Works in Translation (IB) 35 (3)	371	509	441	332	Harry Ainlay Lillian Osborne M.E. LaZerte Old Scona Ross Sheppard