

**DATE:** May 11, 2021

**TO:** Board of Trustees

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

**SUBJECT:** Locally Developed Courses

**ORIGINATOR:** Kathy Muhlethaler, Assistant Superintendent

**RESOURCE STAFF:** Marnie Beaudoin, Laurie Houston, Bob Morter, Ann Parker

**REFERENCE:** [Guide to Education: ECS to Grade 12, 2020–2021](#)  
[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, 2020-2021* (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, a statement outlining what student needs are addressed 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

- The Division-developed LDC in this report was 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 LDCs from other school authorities in the province.

## RECOMMENDATION

**That the following LDCs be approved for use in Edmonton Public Schools until August 31, 2025:**

- Academic Achievement through English Language Development 15-25-35 (3 and 5)
- Band 15-25-35 (3 and 5)
- Theory of Knowledge 25-35 (3)
- Vocal Jazz 15-25-35 (5)
- Workplace Essential Skills 25-35 (5)

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

- Chemistry (Advanced) 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 2021–2022 school year.

## ATTACHMENTS and APPENDICES

- |               |   |
|---------------|---|
| ATTACHMENT I  | Summaries of Locally Developed Courses Submitted for Approval on May 11, 2021 |
| ATTACHMENT II | Enrolment Data for Locally Developed Courses Expiring in 2021                 |

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## **Summaries of Locally Developed Courses Submitted for Approval on May 11, 2021**

### **Academic Achievement through English Language Development 15-25-35**

Academic Achievement through English Language Development 15-25-35 is a 3- and 5-credit course sequence developed by the Calgary Board of Education. It is currently being delivered at five Division schools and had an enrolment of 109 students as of April 7, 2021.

Academic Achievement through English Language Development 15-25-35 is a course sequence developed in response to the need for English language learners to build and extend academic language proficiency and overall communicative competence within all aspects of literacy and across multiple subject areas. Academic Achievement through English Language Development 15-25-35 may be used as adjunct support alongside enrolment in academic core courses, offered as independent courses or taught simultaneously in a single classroom setting.

### **Band 15-25-35**

Band 15-25-35 is a 3- and 5-credit course sequence developed by the Calgary Board of Education. It is currently being delivered at one Division school and had an enrolment of 5 students as of April 7, 2021. As there is a gradual return to in-person learning, it is anticipated that the enrolment in this course sequence will return to that of previous years.

Band 15-25-35 is designed as an extension of the Instrumental Music 10-20-30 Program of Studies. This course sequence offers students opportunities to refine and extend their musicianship through rehearsal and performance in a large ensemble setting. Through the practice and performance of varied repertoire, students experience many diverse cultures, historical periods and styles.

### **Chemistry (Advanced) 35**

Chemistry (Advanced) 35 is a 3-credit course developed by the Calgary Board of Education. It is replacing Chemistry (AP) 35, which is currently being delivered at four Division schools and had an enrolment of 67 students as of April 7, 2021.

Chemistry (Advanced) 35 extends the topics covered in the Chemistry 20-30 Program of Studies, enabling students to deepen their understanding of scientific processes. Through extensive laboratory experiences, students in this course have opportunities to develop the advanced inquiry and reasoning skills necessary to engage with the current literature and advancements in the field of chemistry. Responsibility and independent thinking are encouraged throughout the course so that students are well-prepared to enter a first-year university chemistry class with confidence.

### **Theory of Knowledge 25-35**

Theory of Knowledge 25-35 is a 3-credit course developed by the Edmonton Catholic Separate School Division. It is currently being delivered at seven Division schools and had an enrolment of 356 students as of April 7, 2021.

Theory of Knowledge 25-35 provides students with opportunities to explore and reflect on the nature of knowledge and the process of knowing. In this course sequence, students are encouraged to consider how knowledge is gained and used in their own culture and the cultures of others around the world. Theory of Knowledge 25-35 is a key component of the International Baccalaureate Diploma Programme.

**Vocal Jazz 15-25-35**

Vocal Jazz 15-25-35 is a 5-credit course sequence developed by the Calgary Board of Education. It is currently being delivered at two Division schools and had an enrolment of 21 students as of April 7, 2021. As there is a gradual return to in-person learning, it is anticipated that the enrolment in this course sequence will return to that of previous years.

Vocal Jazz 15-25-35 provides opportunities for students to develop the unique qualities and skills of jazz musicians. In this course sequence, students develop understandings related to complex harmonic structures and rhythms, microphone and vocal techniques, vocal blend and stylistic interpretation. Through the practice and performance of jazz repertoire, students explore diverse historical periods and styles.

**Workplace Essential Skills 25-35**

Workplace Essential Skills 25-35 is a 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at ten Division schools and had an enrolment of 214 students as of April 7, 2021.

Workplace Essential Skills 25-35 provides students with opportunities to develop workplace skills that are essential as they prepare to enter the world of work and/or technical training. In this course sequence, students are encouraged to reflect on their individual strengths and workplace readiness. Through an examination of various workplace texts and contexts, students in Workplace Essential Skills 25-35 have opportunities to develop critical thinking, problem solving, literacy and numeracy skills.

## Enrolment Data for Locally Developed Courses Expiring in 2021

| Locally Developed Course/Course Sequence Name                          | Enrolments 2017-2021 as of April 7, 2021 |       |       |       | Schools offering in 2020–2021 as of April 7, 2021  |
|--|--|-------|-------|-------|--|
|  | 17-18                                    | 18-19 | 19-20 | 20-21 |  |
| Academic Achievement through English Language Development 15-25-35 (3) | 18                                       | 126   | 35    | 109   | Centre High<br>Harry Ainlay<br>Lillian Osborne<br>Queen Elizabeth<br>W.P. Wagner   |
| Band 15-25-35 (3 and 5)  | 158                                      | 144   | 162   | 5     | Lillian Osborne  |
| Chemistry (AP) 35 (3)  | 116                                      | 127   | 103   | 67    | J. Percy Page<br>Jasper Place<br>Queen Elizabeth<br>W.P. Wagner  |
| Theory of Knowledge 25-35 (3)  | 409                                      | 424   | 419   | 356   | Harry Ainlay<br>Lillian Osborne<br>M.E. LaZerte<br>McNally<br>Old Scona<br>Ross Sheppard<br>Victoria   |
| Vocal Jazz 15-25-35 (5)  | 59                                       | 87    | 89    | 21    | Harry Ainlay<br>Victoria   |
| Workplace Essential Skills 25-35 (5)                                   | 247                                      | 289   | 188   | 214   | Harry Ainlay<br>L. S. at Blue Quill<br>L. S. at Londonderry<br>L. S. on Whyte<br>L. S. West Edmonton<br>M.E. LaZerte<br>Ross Sheppard<br>Strathcona<br>Transitions at the Y<br>W.P. Wagner |

## LOCALLY DEVELOPED COURSE OUTLINE

|   |      |
|---|------|
| Academic Achievement through English Language Development | 15-3 |
| Academic Achievement through English Language Development | 15-5 |
| Academic Achievement through English Language Development | 25-3 |
| Academic Achievement through English Language Development | 25-5 |
| Academic Achievement through English Language Development | 35-3 |
| Academic Achievement through English Language Development | 35-5 |

Submitted By:

The Calgary School Division

Submitted On:

Mar. 17, 2021

This course sequence was developed by the Calgary School Division and is being considered for acquisition by Edmonton Public Schools.

## Course Basic Information

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

## Course Description

The primary goal of *Academic Achievement through English Language Development 15, 25, 35* is to provide English Language Learners (ELLs) with the opportunity to build and extend academic language proficiency and overall communicative competence within all aspects of literacy (listening, speaking, reading, writing, viewing, representing) and across multiple subject areas. Academic language proficiency and communicative competence are fundamental to student success in school, the community, and the world at large.

These courses are intended for Language Proficiency (LP) level 3, 4, or 5 ELLs who require additional support to develop academic English language proficiency and overall communicative competence to successfully access grade-level curriculum. Enrollment is determined through evidence-based assessment(s), such as the Alberta K-12 ESL Proficiency Benchmarks, writing samples, and/or reading assessments.

*Academic Achievement through English Language Development 15, 25, 35* courses may be students' final dedicated ESL courses prior to transition to academic core content courses. These courses may also benefit non-ELLs who are continuing to develop academic English.

These courses may be:

1. used as adjunct support alongside enrolment in academic core content courses,
2. offered as independent courses, **or**
3. taught simultaneously in a single classroom setting

These courses are not sequential nor pre-requisites for each other. Any student at the appropriate language proficiency level based on the Alberta K-12 ESL Proficiency Benchmarks can enroll in the appropriate course.

## 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 (such as formality, politeness, directness), nonverbal behaviours and cultural references (such as 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 establishes the foundation of this instructional approach. Linguistic functions are often identified through the learning outcomes of the course (such as 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
  1.  
Targets the communicative competencies outlined in the Alberta K-12 ESL Proficiency Benchmarks.
  2.  
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 many specific learning outcomes for this course.

## **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**

These courses are not sequential nor pre-requisites for each other. Any student at the appropriate language proficiency level based on the Alberta K-12 ESL Proficiency Benchmarks can enroll in the appropriate course.

## Sequence Introduction (formerly: Philosophy)

Academic Achievement through English Language Development 15, 25, 35 develops students' academic English language proficiency and literacy in all language strands as well as ways of reasoning and communicating in core subject areas. 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 engage with and examine a range of academic and content-specific materials from a variety of high school curricular areas/programs of study. They will study the language (functions, forms, and vocabulary) and common cultural referents required to improve their literacy skills so that they are able to engage with a variety of written, oral, and representational aspects of communication.

The students will analyze and critique academic materials and practice communicating ideas through a variety of discourse forms. Students will engage with multiple genres, multiple perspectives, and multiple disciplines.

Students will explore the use of digital technological tools to enhance communication and literacy. Through the use of a variety of resources, individual students will engage in tasks that are designed to best suit their developing academic language needs.

## **Student Need (formerly: Rationale)**

The intent of Academic Achievement through English Language Development 15, 25, 35 is to respond to students' needs to build and extend their academic language proficiency and overall communicative competence within all aspects of literacy (listening, speaking, reading, writing, viewing, representing). These courses provide opportunities for students to learn and apply linguistic knowledge and skills needed to fully participate, progress, and achieve in high school content area courses. By developing effective communication skills, students are better positioned to succeed in school and contribute to the community and to the world.

Students in these courses develop academic language through the investigation of and practice with language functions, forms, and vocabulary. A series of feedback loops, as students practice new language features, influences the fluency with which students are able to process and produce language. As supported by research, additional time to practice new language features yields greater proficiency.

Academic Achievement through English Language Development 15, 25, 35 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)

Academic Achievement through English Language Development 15, 25, 35 are intended to support students who require scaffolded support in the acquisition of competencies in language, literacy, and the content of academic subjects to successfully transition into or succeed in the Alberta Education High School Programs of Study. These courses are also meant for Language Proficiency (LP) 3, 4, and 5 students, or native speakers, who would benefit from additional time spent developing academic language skills and communicative competence to access the content in inclusive settings.

Academic Achievement through English Language Development 15, 25, 35 focus on multiple approaches to learning language functions, forms, and vocabulary specific to academic subjects and challenge 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 content knowledge, literacy, attitudes, understanding, critical thinking skills, and reasoning thereby empowering students to make informed decisions, solve problems, and critically address societal, economic, ethical and environmental issues.

Course Level: 15

LP Level (ESL Benchmarks): 3

General Description of LP 3 Language Learner: Expanding

This student participates in most class activities and, with encouragement, uses the English language with increasing frequency.

Listens to and understands main ideas and some details from longer academic explanations or speeches.

Speaks clearly on known topics using some subject-specific and academic vocabulary; is

usually competent in most everyday social interactions; uses colloquial and social expressions with ease.

Reads to understand new words and phrases; understands main ideas and details in related paragraphs with considerable support.

Writes narratives and multiple (3-5) paragraph compositions on a variety of topics with considerable support.

Common behaviours:

- requires significant repetition and practice before adopting new language functions, forms, and vocabulary
- relies on support, visual cues, demonstrations, and explicit language instruction pertaining to new content
- makes grammar, tense, and word choice/word form errors
- imports new words into familiar language structures
- may rely on first-language translation to understand and produce language

Course Level: 25

LP Level (ESL Benchmarks): 4

General Description of LP 4 Language Learner: Bridging

This student participates in class activities and is developing greater independence and

confidence with the English Language.

Listens to and understands ideas and supporting details from a wide variety of classroom interactions.

Speaks using a range of correct academic vocabulary, including multiple meaning words, when discussing subject area content.

Reads and understands complex un-adapted text and information with moderate support.

Writes longer narratives and compositions on a variety of familiar topics with moderate support.

Common behaviours:

- appears competent in most social and academic situations
- observes and rehearses prior to speaking
- takes risks to communicate ideas in speaking and writing, or may prefer to communicate in writing
- ability to decode is higher than ability to comprehend
- uses a variety of context clues and word analysis strategies to aid comprehension
- asks questions about academic concepts and figurative language



- may produce fossilized grammar or syntax errors
- may use learner strategies or coping mechanisms that mask perceived need for ESL assistance
- no longer identifies as ELL
- goes back and forth between first language and English, or is no longer literate or able to speak in first language

Course Level: 35

LP Level (ESL Benchmarks): 5

General Description of LP 5 Language Learner: Extending

This student is approaching native-like proficiency with the English language yet may need more time and support to complete tasks that involve sophisticated academic language.

Listens to and understands most speakers in many different social and academic situations.

Speaks fluently and modifies speech to fit the context, audience, and purpose.

Reads a variety of genres. Needs additional time to understand unfamiliar vocabulary and to address gaps in cultural or background knowledge.

Writes a variety of extended texts on familiar and unfamiliar topics with limited support.

Common behaviours:

- displays confidence and competence in most social and academic situations with peers and teachers
- relies minimally on first language translation
- uses new words and word forms correctly in the appropriate context
- uses a variety of strategies to close language, cultural, or background knowledge gaps
- has native-like English fluency with or without accented speech (accented speech should be expected and accepted)
- uses visuals and models to support acquisition of abstract language and concepts
- uses assistive technology or other translation tools strategically
- no longer identifies as ELL

## **Guiding Questions (formerly: General Outcomes)**

- 1 How does the ability to explore, comprehend, and manage ideas from a variety of academic texts within high school programs of study support one's ability to be successful in school, the community, and the world?**
- 2 How does understanding and effectively applying language functions, forms (grammatical structures), academic vocabulary, and cultural referents enhance success in school, the community, and the world?**
- 3 How does the development of and ability to demonstrate receptive (listening and reading) and productive/expressive (speaking and writing) language skills enhance success in school, the community, and the world?**
- 4 How does effectively applying metacognitive strategies, literacy skills, learning strategies, digital tools, and critical thinking skills to course content enhance comprehension of and responses to texts?**
- 5 How does creating a variety of texts representative of curricular expectations in programs of study enhance success in school, the community, and the world?**

## Learning Outcomes (formerly: Specific Outcomes)

| <b>1 How does the ability to explore, comprehend, and manage ideas from a variety of academic texts within high school programs of study support one's ability to be successful in school, the community, and the world?</b>  | <b>15-3 15-5 25-3 25-5 35-3 35-5</b> |
|---|--------------------------------------|
| 1.1 with instructional scaffolds, formulate literal and hypothetical questions to guide inquiry in response to interactions such as written, spoken, visual, or multimedia on familiar topics. Speaking – Strategic and Discourse knowledge; Writing. Possible linguistic functions: inquire/seek information.              | X                                    |
| 1.2 with instructional scaffolds, formulate and apply literal and hypothetical questions to guide inquiry in response to interactions such as written, spoken, visual, and/or multimedia on familiar topics. Speaking – Strategic and Discourse knowledge; Writing. Possible linguistic functions: inquire/seek information | X                                    |
| 1.3 with supported practice, formulate literal, hypothetical, inferential and/or applied questions to guide inquiry through longer academic interactions on familiar and less familiar topics. Speaking – Strategic and Discourse knowledge; Writing. Possible Linguist functions: inquire/seek information.                | X                                    |
| 1.4 with supported practice, formulate and apply literal, hypothetical, inferential and/or applied questions to guide inquiry through longer academic interactions on familiar and less familiar topics. Speaking – Strategic and Discourse knowledge; Writing. Possible Linguist functions: inquire/seek information.      | X                                    |
| 1.5 independently, formulate literal, hypothetical, inferential, applied and/or essential questions to guide inquiry through extended academic interactions on familiar and unfamiliar topics. Speaking – Strategic and Discourse knowledge; Writing. Possible Linguist functions: inquire/seek information.                | X                                    |
| 1.6 independently, formulate and apply literal, hypothetical, inferential, applied and/or essential questions to guide inquiry through extended academic interactions on familiar and unfamiliar topics. Speaking – Strategic and Discourse knowledge; Writing. Possible Linguist functions: inquire/seek information.      | X                                    |

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| 1.7 recognize the organizational patterns and language features of common academic genres, both fiction such as short stories, simple poetry, script, and non-fiction such as description, sequence, and compare/contrast in related paragraphs in science, CTF materials, primary or secondary sources to explore and comprehend texts. Reading – Discourse. Possible linguistic functions: inquire/seek information, classify, problem solve   | X |
| 1.8 recognize and begin to apply understanding of the organizational patterns and language features of common academic genres, both fiction such as short stories, simple poetry, script, and non-fiction such as description, sequence, and compare/contrast in related paragraphs in science, CTF materials, primary or secondary sources to explore and comprehend texts. Reading – Strategic Comprehension, Discourse. Possible linguistic functions: inquire/seek information, classify, problem solve, infer | X |
| 1.9 recognize and begin to apply understanding of the organizational patterns and language features of common academic genres, both fiction such as longer narratives, poetry, scripts, and non-fiction such as description, cause/effect, main ideas in editorials, film reviews, newspaper articles, visuals to explore and comprehend texts. Reading – Strategic Comprehension, Discourse. Possible linguistic functions: inquire/seek information, classify, problem solve, infer                              | X |
| 1.10 recognize and apply understanding of the organizational patterns and language features of common academic genres, both fiction such as longer narratives, poetry, scripts, and non-fiction such as description, cause/effect, main ideas in editorials, film reviews, newspaper articles, visuals to explore and comprehend texts Reading – Strategic Comprehension, Discourse. Possible linguistic functions: inquire/seek information, classify, problem solve, infer                                       | X |
| 1.11 recognize and apply understanding of the organizational patterns and language features of common academic genres, both fiction such as a variety of narratives, poetry including free form and blank verse, script, and non-fiction such as textbooks, journal articles, essays, problem/solution and multi-media texts to explore and comprehend texts Reading – Strategic Comprehension, Discourse. Possible linguistic functions: inquire/seek information, classify, problem solve, infer                 | X |

|   |   |
|---|---|
| 1.12 recognize and apply understanding of the organizational patterns and language features of common academic genres, both fiction such as a variety of narratives, poetry including free form and blank verse, scripts, and non-fiction such as textbooks, journal articles, essays, problem/solution and multi-media texts to explore and comprehend texts Reading – Strategic Comprehension, Discourse. Possible linguistic functions: inquire/seek information, classify, problem solve, infer | X |
| 1.13 through explicit instruction, explore ideas in related paragraphs connected with cohesive devices indicating comparison such as too, both, likewise and contrast such as yet, however, though and transition words such as although, despite, therefore Reading – Discourse. Possible linguistic functions: inquire/seek information, compare/contrast   | X |
| 1.14 with guidance, explore ideas in extended texts connected with a range of cohesive devices such as frequently, in particular, after all and transition words such as similarly, as well as, therefore Reading – Discourse. Possible linguistic functions: inquire/seek information, analyze, compare/contrast, cause/effect   | X |
| 1.15 with increasing independence, explore ideas in a variety of genres of texts containing a broad range of cohesive devices such as accordingly, consequently, regardless Reading – Discourse. Possible linguistic functions: inquire/seek information, analyze, compare/contrast, cause/effect, problem solving  | X |
| 1.16 with some errors, paraphrase or summarize familiar text selections capturing and comprehend the overall message of the text Reading – Decoding, Strategic comprehension, Discourse; Listening – Discourse. Possible linguistic functions: inquire/seeking information, summarize   | X |
| 1.17 with some errors, paraphrase and summarize familiar text selections with some idioms and expressions, to capture and comprehend the overall message in the text Reading: Decoding, Strategic Comprehension, Discourse; Listening – Discourse. Possible linguistic functions: inquire/seeking information, summarize  | X |

|   |   |
|---|---|
| 1.18 with occasional errors, accurately paraphrase, summarize, and begin to synthesize both familiar and unfamiliar text selections at both a literal and inferential level to comprehend the text Reading: Decoding, Strategic Comprehension, Discourse; Listening – Discourse. Possible linguistic functions: inquire/seeking information, summarize                                | X |
| 1.19 with occasional errors, accurately paraphrase, summarize, and begin to synthesize both familiar and unfamiliar text selections with some humour, sarcasm or cultural referents to comprehend the text at both a literal and inferential level Reading: Decoding, Strategic Comprehension, Discourse; Listening – Discourse. Possible linguistic functions: summarize, synthesize | X |
| 1.20 accurately summarize and synthesize a variety of text selections to comprehend the text at the summative and evaluative levels Reading: Decoding, Strategic Comprehension, Discourse; Listening – Discourse. Possible linguistic functions: summarize, synthesize, evaluate  | X |
| 1.21 accurately summarize, draw conclusions, and synthesize a variety of text selections to comprehend the text at the summative and evaluative level Reading: Decoding, Strategic Comprehension, Discourse; Listening – Discourse. Possible linguistic functions: summarize synthesize, evaluate, draw conclusions   | X |
| 1.22 with support, select and implement plans for researching topics appropriate to the curricular area Reading – Linguistic vocabulary and syntax, Strategic, Discourse; Listening – Strategic questioning. Possible linguistic functions: inquire/seek information, evaluate, problem solve   | X |
| 1.23 with guided practice, develop and implement plans for researching topics appropriate to the curricular area Reading – Linguistic vocabulary and syntax, Strategic, Discourse; Listening – Strategic questioning. Possible linguistic functions: inquire/seek information, evaluate, problem solve  | X |
| 1.24 with frequent feedback, develop and implement plans for researching topics appropriate to the curricular area Reading – Linguistic vocabulary and syntax, Strategic, Discourse; Listening – Strategic questioning. Possible linguistic functions: inquire/seek information, evaluate, analyze, synthesize, problem solve   | X |

|  |   |
|--|---|
| 1.25 organize and begin to synthesize information from multiple sources, some provided, to form a position Reading – Strategic comprehension, discourse; Speaking – Linguistic grammar and syntax, Strategic, Discourse; Writing – Syntax, Strategic, Discourse. Possible linguistic functions: inquire/seek information, sequence/order, synthesize         | X |
| 1.26 organize and synthesize information from multiple sources to form and support a position Reading – Strategic comprehension, discourse; Speaking – Linguistic grammar and syntax, Strategic, Discourse; Writing – Syntax, Strategic, Discourse. Possible linguistic functions: inquire/seek information, analyze, synthesize                             | X |
| 1.27 organize and synthesize information from multiple sources to form, support, and revise a position Reading – Strategic comprehension, discourse; Speaking – Linguistic grammar and syntax, Strategic, Discourse; Writing – Syntax, Strategic, Discourse. Possible linguistic functions: inquire/seek information, analyze, synthesize, evaluate, justify | X |

|  |                                      |
|--|--------------------------------------|
| <b>2 How does understanding and effectively applying language functions, forms (grammatical structures), academic vocabulary, and cultural referents enhance success in school, the community, and the world?</b>  | <b>15-3 15-5 25-3 25-5 35-3 35-5</b> |
| 2.1 explore and begin to apply knowledge of common Greek- and Latin-based roots, prefixes, and suffixes such as -ject-, un-, -ly, -ment, -tion to predict meaning of new words and infer meaning when reading familiar and unfamiliar topics Speaking – Linguistic vocabulary, Strategic, Socio-linguistic; Reading – Strategic comprehension, Decoding. Possible linguistic functions: infer/predict/hypothesize, analyze, problem solve  | X                                    |
| 2.2 apply and extend knowledge of common Greek- and Latin-based roots, prefixes, and suffixes such as -ject-, un-, -ly, -ment, -tion to predict meaning of new words and infer meaning when reading familiar and unfamiliar topics, and use contextual cues such as embedded definitions, synonyms, basic punctuation to enhance understanding of texts Speaking – Linguistic vocabulary, Strategic, and Socio-linguistic; Reading – Strategic comprehension, Decoding. Possible linguistic functions: infer/predict/hypothesize | X                                    |



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| 2.3 explore and apply existing knowledge of Greek- and Latin-based roots, prefixes, and suffixes and word analysis to predict meaning of new words, infer and draw conclusions when reading a variety of texts on unfamiliar topics Speaking – Linguistic vocabulary, Strategic, Socio-linguistic; Reading – Strategic comprehension, Decoding. Possible linguistic functions: infer/predict/hypothesize, analyze, problem solve, draw conclusions   | X |
| 2.4 apply and extend existing knowledge of Greek- and Latin-based roots, prefixes, and suffixes and word analysis to predict meaning of new words, infer and draw conclusions when reading unfamiliar topics, and use contextual cues such as bold-face, italics, glossary to enhance understanding of texts Speaking – Linguistic vocabulary, Strategic, Socio-linguistic; Reading – Strategic comprehension, Decoding. Possible linguistic functions: infer/predict/hypothesize, problem solve, draw conclusions   | X |
| 2.5 apply knowledge of Greek- and Latin-based roots, prefixes, and suffixes, word analysis, and textual clues to predict meaning of new words, infer and draw conclusions when reading, and use contextual cues such as higher level punctuation like dashes, ellipses and embedded clauses to enhance understanding of texts Speaking – Linguistic vocabulary, Strategic, Socio-linguistic; Reading – Strategic comprehension, Decoding. Possible linguistic functions: infer/predict/hypothesize, analyze, problem solve, draw conclusions   | X |
| 2.6 apply existing knowledge of Greek- and Latin- based roots, prefixes, and suffixes, word analysis, and textual clues to predict meaning of new words, infer and draw conclusions when reading, and use contextual cues such as higher level punctuation like dashes, ellipses and format cues such as purposeful spacing and subheadings to enhance understanding of texts Speaking – Linguistic vocabulary, Strategic, Socio-linguistic; Reading – Strategic comprehension, Decoding. Possible linguistic functions: infer/predict/hypothesize, analyze, problem solve, draw conclusions | X |

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| 2.7 through explicit instruction, identify and explain ideas in related paragraphs connected with a range of cohesive devices i.e., forms such as frequently, in particular, after all and transition words such as similarly, as well as, therefore Reading – Linguistic Grammar/Form, Discourse/Function; Speaking – Linguistic vocabulary, grammar, Discourse. Possible linguistic functions: inquire/seek information, describe, sequence, compare/contrast      | X |
| 2.8 through explicit instruction, use knowledge of a range of cohesive devices i.e., forms such as frequently, in particular, after all and transition words such as similarly, as well as, therefore to identify and explain ideas in related paragraphs Reading – Linguistic Grammar/Form, Discourse/Function; Speaking – Linguistic vocabulary, grammar, Discourse. Possible linguistic functions: inquire/seek information, describe, sequence, compare/contrast | X |
| 2.9 through explicit instruction, identify and explain ideas in a variety of genres of texts containing a broad range of cohesive devices i.e., forms such as accordingly, consequently, regardless Reading – Linguistic Grammar/Form, Discourse/Function; Speaking – Linguistic vocabulary, grammar, Discourse. Possible linguistic functions: inquire/seek information, sequence, cause/effect   | X |
| 2.10 through explicit instruction, use knowledge of a broad range of cohesive i.e., forms devices such as accordingly, consequently, regardless to identify, examine and explain ideas in a variety of genres of texts Reading – Linguistic Grammar/Form, Discourse/Function; Speaking – Linguistic vocabulary, grammar, Discourse. Possible linguistic functions: inquire/seek information, describe, sequence, cause/effect  | X |
| 2.11 through explicit instruction, identify and apply ideas in a variety of genres of short texts containing a broad range of cohesive devices i.e., forms such as accordingly, consequently, regardless Reading – Linguistic Grammar/Form, Discourse/Function; Speaking – Linguistic vocabulary, grammar, Discourse. Possible linguistic functions: inquire/seek information, describe, sequence, cause/effect, problem solving                                     | X |

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| 2.12 through explicit instruction, use knowledge of a variety of genres of short texts containing a broad range of cohesive devices i.e., forms such as accordingly, consequently, regardless to identify, analyze and explain ideas in a variety of short diverse texts Reading – Linguistic Grammar/Form, Discourse/Function; Speaking – Linguistic vocabulary, grammar, Discourse. Possible linguistic functions: inquire/seek information, describe, sequence, cause/effect, problem solving                             | X |
| 2.13 through explicit instruction and scaffolds, explore and begin to produce North American rhetorical forms such as topic-sentence-driven paragraphs and literary devices such as simile, hyperbole, simple analogies and language functions such as three-paragraph narrative or descriptive compositions Reading – Socio-Linguistic, Discourse. Possible linguistic functions: inquire/seek information, describe, sequence/order, create  | X |
| 2.14 through explicit instruction and scaffolds, explore and begin to produce North American rhetorical forms such as topic-sentence-driven paragraphs and literary devices such as simile, hyperbole, simple metaphors and analogies, and language functions such as three-paragraph narrative, descriptive, compare/contrast compositions Reading – Socio-Linguistic, Discourse; Writing - Discourse. Possible linguistic functions: inquire/seek information, describe, sequence/order, compare/contrast, analyze, create | X |
| 2.15 through explicit instruction and guided practice, demonstrate an increased recognition of and ability to produce North American rhetorical forms and functions such as 4-paragraph literary exploration; scientific report format; literary devices such as metaphors and symbolism Reading – Socio-Linguistic, Discourse; Writing - Discourse. Possible linguistic functions: inquire/seek information, compare/contrast, cause/effect, analyze, create  | X |
| 2.16 through explicit instruction and guided practice, demonstrate an increased recognition of and ability to intentionally produce North American rhetorical forms and functions such as 4-paragraph literary exploration; scientific report format; literary devices such as metaphors and symbolism with increasing accuracy Reading – Socio-Linguistic, Discourse; Writing - Discourse. Possible linguistic functions: inquire/seek information, compare/contrast, cause/effect, analyze, create                         | X |

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| <p>2.17 with increasing independence, demonstrate the ability to recognize and produce North American rhetorical forms and functions such as thesis-driven linear argument essays position papers; literary devices such as cultural or biblical allusions</p> <p>Reading – Socio-Linguistic, Discourse; Writing - Discourse.</p> <p>Possible linguistic functions: inquire/seek information, cause/effect, justify/persuade, analyze, create</p>   | X |
| <p>2.18 with increasing independence, recognize and produce North American rhetorical forms and functions such as thesis-driven linear argument essay; position papers; literary devices such as cultural or biblical allusion with few errors</p> <p>Reading – Socio-Linguistic, Discourse; Writing - Discourse.</p> <p>Possible linguistic functions: cause/effect, justify/persuade, analyze, create</p>   | X |
| <p>2.19 through explicit instruction and scaffolds, connect ideas using conjunctions i.e., forms such as when, as soon as, initially; prepositional phrases such as at..., for..., by...; and techniques such as circumlocution—such as ‘like gloves without fingers’ for mitten—to comment, state opinions, clarify, express agreement or disagreement, elaborate, describe, sequence, and explain</p> <p>Speaking – Linguistic vocabulary and syntax, Strategic, Discourse; Writing – Strategic, Discourse. Possible linguistic functions: describe, sequence/order, explain, describe</p>                                  | X |
| <p>2.20 through explicit instruction and scaffolds, connect ideas in three-paragraph narratives and expository paragraphs using conjunctions i.e., forms such as when, as soon as, initially; prepositional phrases such as at..., for..., by...; and techniques such as circumlocution—‘like gloves without fingers’ for mittens—to comment, state opinions, clarify, express agreement or disagreement, elaborate, describe, sequence, and explain</p> <p>Speaking – Linguistic vocabulary and syntax, Strategic, Discourse; Writing – Strategic, Discourse. Possible linguistic functions: describe, sequence, explain</p> | X |

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| 2.21 with guided practice, connect ideas using a variety of increasingly sophisticated cohesive devices i.e., forms such as however, given that, whereas and use a variety of techniques such as elaborating, commenting, restating, and questioning to discuss topics, state opinions, inquire, compare, contrast, persuade, conclude, and show cause and effect Speaking – Linguistic vocabulary and syntax, Socio-Linguistic, Discourse; Writing – Strategic, Discourse. Possible linguistic functions: describe, sequence/order, explain, elaborate, compare/contrast                                     | X |
| 2.22 with guided practice, connect ideas in cohesive, well-developed texts such as five-paragraph texts using a variety of cohesive devices i.e., forms such as however, given that, whereas and use a variety of techniques such as elaborating, commenting, restating, and questioning to discuss topics, state opinions, inquire, compare, contrast, persuade, conclude, and show cause and effect Speaking – Linguistic vocabulary and syntax, Socio-Linguistic, Discourse; Writing – Strategic, Discourse. Possible linguistic functions: describe, sequence/order, explain, elaborate, compare/contrast | X |
| 2.23 with increasing independence, organize and connect ideas in logical coherent patterns and seek elaboration of someone else's ideas such as by paraphrasing, clarifying, redirecting, and asking rhetorical questions; or to recount, explain, report, debate, and communicate effectively on practical, social, and academic topics Speaking – Linguistic vocabulary and syntax, Strategic, Socio-Linguistic, Discourse; Writing – Strategic, Discourse. Possible linguistic functions: explain, question, elaborate, justify/persuade   | X |
| 2.24 with increasing independence, organize and connect ideas in extended logical, coherent patterns to show proof or exception and to seek elaboration of someone else's ideas such as by paraphrasing, clarifying, redirecting, and asking rhetorical questions; or to recount, explain, report, debate, and communicate effectively on practical, social, and academic topics Speaking – Linguistic vocabulary and syntax, Strategic, Socio-Linguistic, Discourse; Writing – Strategic, Discourse. Possible linguistic functions: explain, question, elaborate, compare/contrast                           | X |

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| <p>2.25 through explicit instruction and scaffolds, recognize and begin to employ a variety of forms, i.e., grammar, to produce increasingly accurate oral and written text by using negatives such as do not, don't, noun phrases such as the boy with the black plaid sweater, adjective phrases such as old, black, plaid sweater, irregular plurals such as women, wolves, deer, possessives such as his, its, John's, prepositions such as up, above, beside, object pronouns such as him, me, them regular and irregular verbs such as walk/walked/walking vs sleep/slept/sleeping in past and future continuous, with errors Speaking/Writing – Linguistic grammar and syntax. Possible linguistic functions: describe, compare/contrast, summarize/inform</p>  | X |
| <p>2.26 through explicit instruction and scaffolds, recognize and employ a variety of clause forms such as subordinate or conditional clauses and time relationships implicit in verb tenses and apply a variety of forms, i.e., grammar, to produce increasingly accurate oral and written text by using negatives such as do not, don't, noun phrases such as the boy with the black plaid sweater, adjective phrases such as old, black, plaid sweater, irregular plurals such as women, wolves, deer, possessives such as his, its, John's, prepositions such as up, above, beside, object pronouns such as him, me, them, regular and irregular verbs such as walk/walked/walking vs sleep/slept/sleeping) in past and future continuous, with errors Speaking/Reading/Writing – Linguistic grammar and syntax. Possible linguistic functions: describe, compare/contrast, summarize/inform</p> | X |
| <p>2.27 with guided practice and occasional errors, recognize and apply a variety of forms, i.e., grammar, to produce increasingly accurate oral and written text by using phrasal expressions or verbs such as worn out, figure out, come up with; conditional structures such as "If there is a test, then I will study."; past, present, future, and perfect tenses in active voice such as "She will present the project to the class" Speaking/Writing – Linguistic grammar and syntax. Possible linguistic functions: describe, compare/contrast, summarize/inform, infer/predict/hypothesize</p>  | X |

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| <p>2.28 with guided practice and occasional errors, recognize a variety of clause forms such as embedded clauses, and apply a variety of forms, i.e., grammar, to produce increasingly accurate oral and written text using phrasal expressions such as worn out, figure out, come up with; conditional structures such as “If there is a test, then I will study.”; past, present, future, and perfect tenses in active voice such as “She will present the project to the class” Speaking/Reading/Writing – Linguistic grammar and syntax. Possible linguistic functions: describe, compare/contrast, summarize/inform, infer/predict/hypothesize</p>   | X |
| <p>2.29 with increasing independence and accuracy, apply a variety of forms, i.e., grammar, to produce increasingly accurate oral and written text using many grammar features in abstract structures such as conditional structures such as “If he had known, then he would have...”; passive voice such as “The text is being studied by most of the class.”), and relative clauses such as “The textbook, which students find overwhelming, is difficult to use” Speaking/Writing – Linguistic grammar and syntax. Possible linguistic functions: infer/predict/hypothesize, problem solving, justify/persuade</p>   | X |
| <p>2.30 with increasing independence and accuracy, apply a variety of forms, i.e., grammar, to produce increasingly accurate oral and written text using a wide variety of grammar features in a variety of structures, including abstract structures, such as conditional structures like “If he had known, then he would have...”; passive voice to highlight action over agent such as “The text is being studied by most of the class.”), and relative clauses such as “The textbook, which students find overwhelming, are difficult to use” Speaking/Reading/Writing – Linguistic grammar and syntax. Possible linguistic functions: infer/predict/hypothesize, problem solving, justify/persuade</p> | X |
| <p>2.31 through explicit instruction and scaffolds, use a range of words including utility such as stool, ottoman, wrist; descriptive such as enormous, massive, petite; subject-specific such as voter, elect, Commons, and academic such as summation, deduce, request) vocabulary to improve comprehension and/or creation of increasingly complex short texts Speaking/Writing – Linguistic vocabulary. Possible linguistic functions: summarize/inform, inquire/seek information, describe, compare/contrast, classify.</p>  | X |

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| <p>2.32 through explicit instruction and scaffolds, select from a range of increasingly precise words including utility such as stool, ottoman, wrist; descriptive such as enormous, massive, petite; subject-specific such as voter, elect, Commons, and academic such as summation, deduce, request) vocabulary to comprehend and/or create increasingly complex texts in a variety of formats Speaking/Writing – Linguistic vocabulary. Possible linguistic functions: summarize/inform, inquire/seek information, describe, compare/contrast, classify</p>   | X |
| <p>2.33 with guided practice, select from a greater range of words including utility such as armchair, knuckle; descriptive such as immense, vast, slight; subject-specific such as conserve, benefit, exploit, academic such as synopsis, infer, query, and multiple-meaning words such as tender—gentle/easily chewed, order—sequence or arrangement/command to enhance comprehension and/or creation of increasingly complex fiction and nonfiction texts Speaking/Writing – Linguistic vocabulary. Possible linguistic functions: summarize/inform, inquire/seek information, cause/effect, justify/persuade</p>               | X |
| <p>2.34 with guided practice, select from a greater range of increasingly precise words including utility such as armchair, knuckle; descriptive such as immense, vast, slight; subject-specific such as conserve, benefit, exploit, academic such as synopsis, infer, query, and multiple-meaning words such as tender—gentle/easily chewed, order—sequence or arrangement/command to improve comprehend and/or create increasingly complex texts of a variety of formats Speaking/Writing – Linguistic vocabulary. Possible linguistic functions: summarize/inform, inquire/seek information, cause/effect, justify/persuade</p> | X |



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| <p>2.35 independently, select from a broad range of increasingly precise words including utility such as lounge, cuticle, palm; descriptive such as substantial, cumbersome, diminutive, subject-specific such as economy, dependence, attrition, academic such as digest, construe, rejoin, and multiple-meaning words such as engage—promise of marriage/to hold someone’s interest] mate—a sailor’s rank on a ship/spouse/pair up to comprehend and/or create a variety of increasing complex texts Speaking/Writing – Linguistic vocabulary. Possible linguistic functions: summarize/inform, inquire/seek information, justify/persuade, infer/predict/hypothesize</p>  | <p>X</p> |
| <p>2.36 independently, select from a broad range of increasingly precise and sophisticated words including utility such as lounge, cuticle, palm; descriptive such as substantial, cumbersome, diminutive, subject-specific such as economy, dependence, attrition, academic such as digest, construe, rejoin, and multiple-meaning words such as engage—promise of marriage/to hold someone’s interest] mate—a sailor’s rank on a ship/spouse/pair up to comprehend and/or create complex texts of various formats on a wide variety of topics and subject matter Speaking/Writing – Linguistic vocabulary. Possible linguistic functions: summarize/inform, inquire/seek information, justify/persuade, infer/predict/hypothesize</p>  | <p>X</p> |
| <p>2.37 through explicit instruction and scaffolds, strategically use knowledge of root words such as honour, prefixes such as dis-honour, suffixes such as -able honourable, vowel digraphs such as ea in read, ou in loud, ee in seek; semantic maps such as topic = vertebrates + major categories reptiles, mammals, etc.; context clues such as appositives, example clues; cognates, i.e., words in different languages sharing a common origin, such as night –English]/ nuit—French, noches—Spanish, Nacht in German; first language knowledge such as direct translation and applying background knowledge to comprehend and communicate a variety of ideas<br/>Listening/Speaking/Reading/Writing – Linguistic vocabulary. Possible linguistic functions: describe, classify, summarize/inform, compare/contrast</p> | <p>X</p> |

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| <p>2.38 with guided practice, strategically use knowledge of multi-syllabic words such as photosynthesis, metamorphosis, disintegration; uses semantic maps such as topic = vertebrates + major categories—reptiles, mammals, etc. + sub-categories such as anatomical features like feathers, quills, scales, tusks, hooves; context clues such as synonyms, antonyms, explanation; cognates, i.e., words in different languages sharing a common origin, such as text in English/ texte in French, texto in Spanish, Text in German; first language knowledge such as direct translation, and applying background knowledge to comprehend and communicate a variety of increasingly complex ideas<br/>Listening/Speaking/Reading/Writing – Linguistic vocabulary.<br/>Possible linguistic functions: compare/contrast, cause/effect, justify/persuade</p> | <p>X</p> |
| <p>2.39 with increasing independence, strategically use knowledge of words with unique spelling patterns such as chateaux, island, bouquet, colonel); uses semantic maps such as topic = vertebrates + major categories reptiles, mammals, etc. + sub-categories such as anatomical feature, habitat, and life cycle vocabulary; context clues such as inference, anecdote; cognates, i.e., words in different languages sharing a common origin, such as comprehend in English, comprendre in French, comprender in Spanish, comprendere in Italian; first language knowledge such as direct translation, and applying background knowledge to comprehend and communicate a variety of complex ideas<br/>Listening/Speaking/Reading/Writing – Linguistic vocabulary.<br/>Possible linguistic functions: justify/persuade, summarize/inform, synthesize</p> | <p>X</p> |
| <p>2.40 through explicit instruction and scaffolds, recognize explicit social references such as Facebook, LOL; explicit cultural references such as DC superhero movies; and figurative language in a variety of contexts such as simple analogies and similes like “as quiet as a mouse”; verb phrases, such as ‘look up’ as in search, ‘look up to’ as in admire, and ‘look over’ as in read/peruse, and proverbs (such as “Time is money” i.e., don’t waste time in western culture<br/>Reading – Socio-linguistic. Possible linguistic functions: inquire/seek information; evaluate</p>   | <p>X</p> |

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| <p>2.41 through explicit instruction and scaffolds, recognize, explain and begin to use explicit social references such as Facebook, LOL; explicit cultural references such as DC superhero movies; and figurative language in a variety of contexts such as simple analogies and similes like “as quiet as a mouse”; verb phrases, such as ‘look up’ as in search, ‘look up to’ as in admire, and ‘look over’ as in read/peruse, and proverbs (such as “Time is money” i.e., don’t waste time in western culture Reading/Speaking – Socio-linguistic. Possible linguistic functions: inquire/seek information; summarize/inform, evaluate</p>   | <p>X</p> |
| <p>2.42 with guided practice, recognize and explain implied meaning of social references (such as “She has butterflies in her stomach” implying she is nervous; implied cultural references such as “He’s no Einstein” implying that the person is not very intelligent, and figurative language in context such as metaphors like “Candle in the wind” referring to the fragility of life and symbolism, such as “flag at half-mast” as a gesture of respect for someone who has made significant contributions to society and has now died Reading – Socio-linguistic. Possible linguistic functions: inquire/seek information; evaluate</p>   | <p>X</p> |
| <p>2.43 with guided practice, recognize, interpret and begin to employ implied meaning of social references (such as “She has butterflies in her stomach” implying she is nervous; implied cultural references such as “He’s no Einstein” implying that the person is not very intelligent, and figurative language in context such as metaphors like “Candle in the wind” referring to the fragility of life and symbolism, such as “flag at half-mast” as a gesture of respect for someone who has made significant contributions to society and has now died Reading/Speaking – Socio-linguistic. Possible linguistic functions: inquire/seek information; summarize/inform, justify/persuade</p> | <p>X</p> |
| <p>2.44 independently, recognize and be able to interpret most cultural references with or without context such as traditional stories like myths and fairy tales; western history such as the Crusades and personalities such as Napoleon Bonaparte; national history such as Sir John A. Macdonald; current events, places, and personalities; sports such as Canadian football); art forms, popular culture, humour, and figurative language such as allusion like “Getting into university is my Holy Grail”—biblical allusion Reading – Socio-linguistic. Possible linguistic functions: inquire/seek information; problem solve, evaluate</p>  | <p>X</p> |

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| <p>2.45 independently, recognize and interpret most cultural references with or without context such as traditional stories such as myths and fairy tales; western history such as the Crusades and personalities such as Napoleon Bonaparte; national history such as Sir John A. Macdonald; current events, places, and personalities; sports such as Canadian football); art forms, popular culture, humour, and figurative language such as allusion like “Getting into university is my Holy Grail”—biblical allusion and begin to employ some Reading/Speaking – Socio-linguistic. Possible linguistic functions: inquire/seek information; summarize/inform, problem solve, justify/persuade, evaluate</p> | X |
| <p>2.46 distinguish subtleties of meaning by recognizing register such as formal/informal, polite/impolite, intonation such as pitch, slang such as “Whazzup?”, humour in context, common idioms “Raining cats and dogs”, and common/explicit social expressions such as “Bless you!” in response to a sneeze listening – Socio-linguistic. Possible linguistic function: problem solve</p>   | X |
| <p>2.47 distinguish subtleties of meaning by using understanding of tone, volume, speed, and intonation to respond appropriately to a broad range of idiomatic expressions such as “He’s a snake in the grass!), slang such as “He’s a gamer”—he plays video games, sarcasm such as “Could you move any slower?”, and innuendo such as “She’s been getting some ‘extra help’ on her assignments, if you know what I mean.”—to suggest the person is cheating Listening – Socio-linguistic. Possible linguistic function: problem solve, evaluate</p>  | X |
| <p>2.48 distinguish subtleties of meaning by responding appropriately to subtle social references such as “It’s the difference between attending a college and attending a university” implying that one institution is superior to the other, and subtle cultural references such as In reference to music, North Americans know that ‘The King’ is Elvis Presley and the ‘King of Pop’ is Michael Jackson Listening – Socio-linguistic. Possible linguistic function: problem solve, evaluate, infer/predict/hypothesize</p>  | X |
| <p>2.49 with guided practice, demonstrate increased language skills i.e., control of function, form—grammar, syntax, and vocabulary—and fluency when using digital formats such as digital manipulatives, game-based learning, Google Docs, iPads, PowerPoint</p>   | X |

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| 2.50 with increasing independence, demonstrate increased language sophistication i.e., control of function, form—grammar, syntax, and vocabulary—and fluency when using digital formats such as digital manipulatives, game-based learning, Google Docs, iPads, PowerPoint | X |
| 2.51 independently demonstrate increased language sophistication i.e., control of function, form—grammar, syntax, and vocabulary—and fluency when using digital formats such as digital manipulatives, game-based learning, Google Docs, iPads, PowerPoint                 | X |

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| <b>3 How does the development of and ability to demonstrate receptive (listening and reading) and productive/expressive (speaking and writing) language skills enhance success in school, the community, and the world?</b>   | <b>15-3 15-5 25-3 25-5 35-3 35-5</b> |
| 3.1 recognize and begin to use a range of approximately 25,000 words including utility, descriptive, literary, discipline-specific, and academic words, and words with multiple meanings to comprehend and participate in discussions and presentations that contain increasingly complex vocabulary Listening/Speaking – Linguistic vocabulary. Possible linguistic functions: inquire/seek information, summarize/inform, classify  | X                                    |
| 3.2 recognize and correctly use a range of approximately 25,000 words including utility, descriptive, literary discipline-specific, and academic words, and words with multiple meanings to comprehend and participate in discussions, presentations and create texts that contain increasingly complex vocabulary Listening/Speaking/Writing – Linguistic vocabulary and syntax. Possible linguistic functions: inquire/seek information, summarize/inform, classify, compare/contrast | X                                    |
| 3.3 recognize and use a range of approximately 40,000 words including synonyms, antonyms, adjectives, adverbs, and words with multiple meanings related to academic topics to comprehend discussions and presentations that contain increasingly complex vocabulary Listening/Speaking – Linguistic vocabulary. Possible linguistic functions: inquire/seek information, summarize/inform, cause/effect, problem solve  | X                                    |

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| <p>3.4 recognize and correctly use a range of approximately 40,000 words including a greater range of synonyms, antonyms, adjectives, adverbs, and words with multiple meanings related to academic topics to comprehend discussions, and presentations and create texts that contain increasingly complex vocabulary</p> <p>Listening/Speaking/Writing – Linguistic vocabulary, syntax, Discourse. Possible linguistic functions: inquire/seek information, summarize/inform, classify, cause/effect, problem solve</p>   | X |
| <p>3.5 recognize and use a range of approximately 85,000 words in a variety of oral and writing contexts</p> <p>Listening/Speaking/Writing – Linguistic vocabulary, syntax, Discourse. Possible linguistic functions: inquire/seek information, summarize/inform, problem solve, justify/persuade</p>  | X |
| <p>3.6 correctly use a broad range of approximately 85,000 words in a variety of oral contexts, to comprehend and create a variety of increasingly complex texts, and to communicate effectively on practical, social, and academic topics in a variety of contexts</p> <p>Listening/Speaking/Writing – Linguistic vocabulary, syntax, Discourse. Possible linguistic functions: inquire/seek information, summarize/inform, problem solve, justify/persuade, evaluate</p>   | X |
| <p>3.7 demonstrate comprehension of rapid speech on familiar topics by responding appropriately and overcome language gaps when participating in conversations and discussions using strategies such as circumlocution and asking clarifying questions such as “Can you explain...?”</p> <p>Listening/Speaking – Linguistic grammar and syntax, Strategic, Discourse; Listening – Auditory Discrimination. Possible linguistic functions: inquire/seek information, summarize/inform, sequence/order</p>   | X |
| <p>3.8 demonstrate comprehension of rapid speech on familiar topics; understand compound and complex sentences on unfamiliar topics and in unfamiliar contexts by responding appropriately, and overcome language gaps when participating in conversations and discussions using strategies such as circumlocution and asking clarifying questions such as “Can you explain...?”</p> <p>Listening/Speaking – Linguistic grammar and syntax, Strategic, Discourse; Listening – Auditory Discrimination. Possible linguistic functions: inquire/seek information, summarize/inform, sequence/order</p> | X |

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| <p>3.9 demonstrate comprehension of rapid speech on familiar and unfamiliar topics and a variety of sentence structures in unfamiliar contexts by responding appropriately, and overcome language gaps when participating in conversations and discussions using strategies such as elaborating, commenting, restating, summarizing, and asking clarifying questions such as “How is that related to...?” Listening/Speaking – Linguistic grammar and syntax, Strategic, Discourse; Listening – Auditory Discrimination. Possible linguistic functions: inquire/seek information, summarize/inform, compare/contrast</p>   | <p>X</p> |
| <p>3.10 demonstrate comprehension of rapid speech on familiar and unfamiliar topics; understand compound and complex sentences, conditionals, and a variety of sentence structures in unfamiliar contexts by responding appropriately, and overcome language gaps when participating in conversations and discussions using strategies such as elaborating, commenting, restating, summarizing, and asking clarifying questions such as “How is that related to...?” Listening/Speaking – Linguistic grammar and syntax, Strategic, Discourse; Listening – Auditory Discrimination. Possible linguistic functions: inquire/seek information, summarize/inform, compare/contrast</p>  | <p>X</p> |
| <p>3.11 demonstrate comprehension of varied styles of speech on familiar and unfamiliar topics using a variety of sentence structures including; recognize subtle differences that affect tone or emphasis in unfamiliar contexts by responding appropriately, and overcome language gaps when participating in conversations and discussions using strategies such as paraphrasing, clarifying, redirecting, and asking rhetorical questions or by seeking elaboration of others’ ideas by asking probing questions such as “Would a persuasive essay be the same as an opinion essay?”; can use rhetorical questions such as “Well, who wouldn’t?” Listening/Speaking – Linguistic grammar and syntax, Strategic, Discourse; Listening – Auditory Discrimination. Possible linguistic functions: inquire/seek information, summarize/inform, infer/predict/hypothesize</p> | <p>X</p> |

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| <p>3.12 demonstrate comprehension of varied styles of speech on familiar and unfamiliar topics including compound and complex sentences, conditionals, embedded clauses, ellipses, and a variety of sentence structures; recognize subtle differences that affect tone or emphasis in unfamiliar contexts by responding appropriately, and overcome language gaps when participating in conversations and discussions using strategies such as paraphrasing, clarifying, redirecting, and asking rhetorical questions or by seeking elaboration of others' ideas by asking probing questions such as "Would a persuasive essay be the same as an opinion essay?"; can use rhetorical questions such as "Well, who wouldn't?"</p> <p>Listening/Speaking – Linguistic grammar and syntax, Strategic, Discourse; Listening – Auditory Discrimination. Possible linguistic functions: inquire/seek information, summarize/inform, infer/predict/hypothesize</p> | X |
| <p>3.13 demonstrate increasing mastery of linguistic grammar and syntax, with some usage errors, by forming sentences conforming to the rules of English such as matters of correctness, cohesive devices such as common discourse markers and transition words, word order, negatives, noun and adjective phrases, irregular plurals, prepositions, possessives, verb tenses; by adding detail to affirmative and negative statements, questions, and commands</p> <p>Speaking/Writing – Linguistic grammar and syntax, Discourse. Possible linguistic functions: describe, summarize/inform, compare/contrast</p>   | X |
| <p>3.14 demonstrate increasing mastery of linguistic grammar and syntax, with occasional errors, by forming sentences conforming to the rules of English such as word order, negatives, noun and adjective phrases, irregular plurals, prepositions, possessives, verb tenses, active and passive voice, phrasal expressions; by using compound, complex, and conditional sentence structures</p> <p>Speaking/Writing – Linguistic grammar and syntax, Discourse. Possible linguistic functions: describe, summarize/inform, compare/contrast, cause/effect</p>   | X |



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| <p>3.15 demonstrate increasing mastery of linguistic grammar and syntax, with increasing accuracy, by forming sentences conforming to the rules of English such as negatives, noun and adjective phrases, irregular plurals, prepositions, possessives, verb tenses, a broad range of cohesive devices, relative clauses, embedded clauses, parallelism; by manipulating word order to convey precise meaning in complex sentence structure</p> <p>Speaking/Writing – Linguistic grammar and syntax, Discourse. Possible linguistic functions: describe, summarize/inform, cause/effect, justify/persuade, evaluate</p> | X |
| <p>3.16 demonstrate comprehension of multiple-step instructions; main ideas, examples, and clauses in detailed paragraphs connected with common cohesive devices by responding appropriately orally or in writing</p> <p>Listening/Speaking/Writing – Discourse. Possible linguistic function: sequence/order, describe, classify</p>   | X |
| <p>3.17 demonstrate comprehension of main ideas, supporting details, and related paragraphs connected with a variety of cohesive devices and transition words in academic texts by responding appropriately orally or in writing</p> <p>Listening/Speaking/Writing – Discourse. Possible linguistic function: compare/contrast, cause/effect, classify</p>  | X |
| <p>3.18 demonstrate comprehension of subtle nuances that cohesive devices impart on meaning in academic discourse such as is able to distinguish different points of view in a discussion or debate and support an opinion by responding appropriately orally or in writing</p> <p>Listening/Speaking/Writing – Discourse. Possible linguistic function: cause/effect, justify/persuade</p>   | X |
| <p>3.19 apply word-level knowledge such as compound words, common affixes such as un-, -ly, -ment, -tion, word families, introduction to root words; predict meaning; pay attention to gestures to enhance understanding and production of oral texts and to increase fluency</p> <p>Listening/Speaking – Linguistic vocabulary; Strategic; Socio-linguistic. Possible linguistic functions: paraphrase, summarize, inquire/seek information</p>  | X |

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| <p>3.20 apply word-level strategies such as use of a broader range of Greek- and Latin-based roots and affixes such as uni-, -logy, -ject-; pay attention to tone, volume, intonation, non-verbal cues, and actions that convey additional information or imply a meaning that is different from the literal meaning of the spoken words such as “Nice dress” to enhance understanding and production of oral texts and to increase fluency</p> <p>Listening/Speaking – Linguistic vocabulary; Strategic; Socio-linguistic. Possible linguistic functions: paraphrase, summarize, inquire/seek information</p> | X |
| <p>3.21 apply word-level knowledge such as higher level academic Greek- and Latin-based roots and affixes such as ambi-, pseudo-, -ic, -ious; investigate word connotations, word choice, and subtle differences in word placement within a sentence that can affect tone or emphasis to enhance understanding and production of oral texts and to increase fluency</p> <p>Listening/Speaking – Linguistic vocabulary; Strategic; Socio-linguistic. Possible linguistic functions: paraphrase, summarize, inquire/seek information</p>   | X |
| <p>3.22 demonstrate socio-linguistic competence and situational awareness by recognizing register, intonation, and humour and appropriately responding to and using common social expressions and non-verbal forms of communication such as gestures</p> <p>Listening/Speaking – Strategic &amp; Socio-linguistic. Possible linguistic functions: paraphrase, summarize, inquire/seek information</p>  | X |
| <p>3.23 demonstrate socio-linguistic competence by recognizing how subtle changes in tone, volume, speed, and intonation impact communication; by responding appropriately to innuendo; by using sarcasm and humour appropriate to the context and formality of the situation</p> <p>Listening/Speaking – Strategic &amp; Socio-linguistic. Possible linguistic functions: paraphrase, summarize, inquire/seek information, infer/predict/hypothesize</p>  | X |
| <p>3.24 demonstrate socio-linguistic competence by responding appropriately to subtle social and cultural references related to Canadian and western history, art literature and personalities; by adapting speech and gestures to the occasion, event, or context</p> <p>Listening/Speaking – Strategic &amp; Socio-linguistic. Possible linguistic functions: paraphrase, summarize, inquire/seek information, infer/predict/hypothesize, evaluate</p>   | X |

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| 3.25 respond in complete sentences to wh- and hypothetical questions Speaking – Linguistic vocabulary, grammar, and syntax, Strategic. Possible linguistic functions: inform, explain, describe   | X |
| 3.26 respond and begin to elaborate in a complete sentences to wh- and hypothetical questions Speaking – Linguistic vocabulary, grammar, and syntax, Strategic. Possible linguistic functions: explain, describe, elaborate   | X |
| 3.27 respond in complete sentences to wh-, hypothetical, inferential questions and implied meaning of questions Speaking – Linguistic vocabulary, grammar, and syntax, Strategic. Possible linguistic functions: explain, infer/predict/hypothesize, elaborate  | X |
| 3.28 respond and begin to elaborate in several complete sentences to wh-, hypothetical, inferential questions and implied meaning of questions Speaking – Linguistic vocabulary, grammar, and syntax, Strategic. Possible linguistic functions: infer/predict/hypothesize, justify/persuade, elaborate  | X |
| 3.29 respond in complete sentences to information-gap questions and other types of questions Speaking – Linguistic vocabulary, grammar, and syntax, Strategic. Possible linguistic functions: elaborate, infer/predict/hypothesize, justify/persuade, draw conclusions  | X |
| 3.30 respond and elaborate in multiple complete sentences to information-gap questions and other types of questions Speaking – Linguistic vocabulary, grammar, and syntax, Strategic. Possible linguistic functions: elaborate, infer/predict/hypothesize, justify/persuade, draw conclusions   | X |
| 3.31 demonstrate socio-linguistic communicative skills by appropriately commenting, stating opinions, clarifying, expressing agreement/disagreement, interrupting, and turn-taking; by using common expressions, idioms, and social references in appropriate contexts such as “chill”, “tight”, “pulling your leg”, shrug Speaking – Linguistic vocabulary, Socio-linguistic. Possible linguistic functions: inquire/seek information, problem solve | X |

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| 3.32 demonstrate socio-linguistic communicative skills by appropriately and effectively discussing, stating opinions, inquiring, and persuading; by using humour and sarcasm appropriate to context and formality Speaking – Linguistic vocabulary, Socio-linguistic. Possible linguistic functions: inquire/seek information, problem solve, evaluate   | X   |
| 3.33 demonstrate socio-linguistic communicative skills by appropriately and effectively communicating on practical, social, and academic topics; by adjusting communication for occasion or event i.e., context, audience, purpose Speaking – Linguistic vocabulary, Socio-linguistic. Possible linguistic functions: inquire/seek information, justify/persuade, analyze, infer/predict/hypothesize | X   |
| 3.34 demonstrate comprehensible pronunciation and appropriate intonation in unfamiliar and unrehearsed activities such as cooperative learning activities, discussions, and drama games, with occasional errors Note: accented speech is expected and accepted Speaking – Pronunciation.   | X X |
| 3.35 demonstrate appropriate expression and inflection in a variety of contexts such as storytelling, role-plays, presentations, increasing accuracy Note: accented speech is expected and accepted Speaking – Pronunciation.  | X X |
| 3.36 demonstrate appropriate expression and inflection consistently and accurately in a variety of contexts such as role-plays, presentations, explanations, interviews, and debates Note: accented speech is expected and accepted Speaking – Pronunciation.  | X X |
| 3.37 read with increased expression, attention to common punctuation, and meaningful word substitutions for short periods Reading – Fluency.   | X X |
| 3.38 read with increased expression, attention to most punctuation, and self-correction as required for sustained periods Reading – Fluency.   | X X |
| 3.39 read fluently with expression, appropriate intonation, attention to all punctuation, and self-correction, as required Reading – Fluency.  | X X |

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| <b>4 How does effectively applying metacognitive strategies, literacy skills, learning strategies, digital tools, and critical thinking skills to course content enhance comprehension of and responses to texts?</b>   | <b>15-3 15-5 25-3 25-5 35-3 35-5</b> |
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| <p>4.1 use predicting based on experience, prior knowledge, or context; use inference based on what has been read and prior knowledge; contextual cues such as embedded definitions, synonyms, punctuation; and affix analysis using knowledge of prefixes and suffixes to understand texts on unfamiliar topics and effectively and appropriately scan texts for specific content - Reading – Strategic comprehension. Possible linguistic function: inquire/seek information, infer/predict/hypothesize</p>   | <p>X</p>                             |
| <p>4.2 use synthesizing, pulling together relevant and significant information from text; summarizing, reducing overall information into most important points or findings; drawing conclusions, evaluating all information and determining the purpose of the text; contextual cues such as bold-face, format cues, glossary; and word analysis, looking at the root word, affixes, and other forms of the words to understand the meaning of words, to understand a variety of texts on unfamiliar topics and effectively and appropriately skim for ‘gist’ - Reading – Strategic comprehension. Possible linguistic function: synthesize, draw conclusions</p> | <p>X</p>                             |
| <p>4.3 apply strategies to ‘close read’ texts such as re-reading, annotating, discussing, summarizing, questioning the text and effectively and appropriately interpret and apply textual information to new situations to conduct research, design a multi-media presentation, prepare to write an essay, journal entry, persuasive essay, or draft a position paper - Reading – Strategic comprehension. Possible linguistic function: analyze, synthesize, draw conclusions</p>  | <p>X</p>                             |
| <p>4.4 use a variety of strategies such as note-taking, translation, imagery formation where a student creates a chart based on written information, re-combining, relating new to previously learned information to comprehend unfamiliar related paragraphs -Reading – Strategic comprehension; Writing – Discourse.</p>  | <p>X</p>                             |

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| 4.5 use a variety of strategies such as note-taking, translation, imagery formation where a student creates a chart based on written information, re-combining, relating new to previously learned information) to comprehend unfamiliar extended texts Reading – Strategic comprehension; Writing – Discourse.   | X |
| 4.6 use a variety of strategies such as note-taking, translation, imagery formation where a student creates a chart based on written information, re-combining, relating new to previously learned information) to comprehend a variety of genres of texts Reading – Strategic comprehension; Writing – Discourse.  | X |
| 4.7 critically evaluate validity and quality of resources such as by questioning where the source material originates, if it is fact or opinion, and how current the information is Listening/Reading – Strategic. Possible linguistic functions: inquire/seek information, evaluate, justify/persuade  | X |
| 4.8 critically evaluate validity and quality of resources such as by verifying the author's and publisher's credentials, reading for emotional or opinionated language, and noting grammatical and/or mechanical errors Listening/Reading – Strategic. Possible linguistic functions: inquire/seek information, evaluate, justify/persuade  | X |
| 4.9 critically evaluate validity and quality of resources such as by questioning whether the material appropriately and adequately covers the topic, noting potential biases, and verifying accuracy of facts as demonstrated by references or a bibliography Listening/Reading – Strategic. Possible linguistic functions: inquire/seek information, evaluate, justify/persuade                      | X |
| 4.10 use supports such as dictionary, reference tool, grammar guide to edit and revise expository and narrative texts for: capitalization of proper nouns; apostrophes, commas, quotation marks, hyphens, dashes, and commas; regular and irregular spelling; spelling of homophones and homonyms; subject-verb agreement; appropriate word choice; addition of supporting details Writing – Editing. | X |
| 4.11 edit and revise expository and narrative texts for most punctuation conventions, appropriate word forms and word choice, content, organization, verb tense, and active and passive voice Writing – Editing.  | X |

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| 4.12 proofread and revise reports and extended texts for coherence, audience, purpose, voice, and standard grammatical forms Writing – Editing.  | X |
| 4.13 use classroom materials such as teacher notes, textbook, digital sources to accomplish a particular task and to support learning  | X |
| 4.14 use supplementary materials such as teacher-selected and self-selected primary, secondary, and digital sources to accomplish a particular task and to support learning  | X |
| 4.15 use supplementary materials such as self-selected primary, secondary, and digital sources to accomplish a particular task and to support learning   | X |
| 4.16 know and apply metacognitive strategies to achieve greater independence in planning for learning such as setting SMART goals, using graphic organizers like KWL charts, mind-mapping, pre-writing such as brainstorming, free-writing   | X |
| 4.17 know and apply metacognitive strategies to achieve greater independence in planning for learning such as monitoring goal progression, using graphic organizers like a Frayer’s Model, following the writing process   | X |
| 4.18 know and apply metacognitive strategies to achieve greater independence in planning for learning such as using achievement of goals to determine next steps, using graphic organizers like essay outlines and flow charts, applying the adjustment cycle  | X |
| 4.19 seek clarification by asking questions; work collaboratively in pairs or small groups such as ‘elbow talk’, peer teaching; incorporate teacher feedback Listening – Strategic clarification; Speaking – Discourse.  | X |
| 4.20 seek additional information by asking specific questions; perform a specific role to complete a collaborative task such as literature circles, jigsaws; incorporate peer feedback Listening – Strategic clarification; Speaking – Discourse.  | X |
| 4.21 seek elaboration of others’ ideas by asking open-ended questions; contribute to larger group discussions such as reciprocal teaching, Socratic Circles; use self- and peer-evaluation to solidify concepts and confirm understanding Listening – Strategic clarification; Speaking – Discourse. | X |

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| 4.22 know and apply self-regulation strategies such as taking breaks, finding quiet areas, regulating breathing, mindfulness, removing distractions, positive self-talk; study and time management skills such as creating and adhering to schedules to mitigate procrastination, and test-taking strategies such as reducing anxiety, interpreting multiple choice questions, understanding rubrics | X X X X X X                          |
| 4.23 demonstrate basic understanding of on-line etiquette, access, and law   | X                                    |
| 4.24 demonstrate increasing awareness of on-line etiquette, access, law, and rights and responsibilities   | X                                    |
| 4.25 demonstrate sophisticated awareness of on-line etiquette, access, law, rights and responsibilities, and safety/security   | X                                    |
| 4.26 with explicit instruction and support, experiment with strategies to analyze and respond to complex questions, tasks, or topics   | X                                    |
| 4.27 with explicit instruction and support, experiment with and develop strategies to analyze and respond to complex questions, tasks, or topics   | X                                    |
| 4.28 with some independence, select and experiment with strategies to analyze and respond to complex questions, tasks, or topics   | X                                    |
| 4.29 with some independence, select and apply strategies to analyze and respond to complex questions, tasks, or topics   | X                                    |
| 4.30 with increasing independence, select and apply strategies to analyze and respond to complex questions, tasks, or topics   | X                                    |
| 4.31 with increasing independence and consistency, apply strategies to analyze and respond to complex questions, tasks, or topics  | X                                    |
| <b>5 How does creating a variety of texts representative of curricular expectations in programs of study enhance success in school, the community, and the world?</b>  | <b>15-3 15-5 25-3 25-5 35-3 35-5</b> |



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| <p>5.1 with explicit instruction and guided practice, effectively communicate big ideas, themes, and essential questions when responding to simple assignment topics and tasks</p> <p>Speaking/Writing – Linguistic vocabulary, syntax; Discourse. Possible linguistic functions: compare/contrast, classify, summarize/inform</p>        | X |
| <p>5.2 with guided practice, effectively communicate big ideas, themes, and essential questions when responding to increasingly complex assignment topics and tasks</p> <p>Speaking/Writing – Linguistic vocabulary, syntax; Discourse. Possible linguistic functions: cause/effect, summarize/inform</p>                                 | X |
| <p>5.3 independently and effectively communicate big ideas, themes, and essential questions in a variety of formats when responding to complex assignment topics and tasks</p> <p>Speaking/Writing – Linguistic vocabulary, syntax; Discourse. Possible linguistic functions: summarize/inform, justify/persuade, analyze, synthesize</p> | X |
| <p>5.4 with explicit instruction and guided practice, apply strategies such as pre-writing and graphic organizers to generate and draft ideas</p> <p>Writing – Strategic.</p>   | X |
| <p>5.5 with explicit instruction and guided practice, apply pre-writing strategies such as graphic organizers to generate and draft ideas</p> <p>Writing – Strategic.</p>   | X |
| <p>5.6 with guidance and feedback, apply pre-writing strategies such as graphic organizers and structured brainstorming to generate and draft ideas</p> <p>Writing – Strategic.</p>   | X |
| <p>5.7 with guidance and feedback, apply pre-writing strategies such as graphic organizers and structured brainstorming with increasing confidence and success to generate and draft ideas</p> <p>Writing – Strategic.</p>  | X |
| <p>5.8 apply strategies and begin to critically reflect on the writing process and product to determine and consider modifying strategy use</p> <p>Writing – Strategic.</p>   | X |
| <p>5.9 apply strategies and critically reflect on the writing process and product to determine and modify strategy use</p> <p>Writing – Strategic.</p>  | X |

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| 5.10 through modelling, select and use appropriate organizational structures to achieve the intended purpose in a variety of academic disciplines such as lab reports in science vs chronological timeline in social studies Writing – Discourse.  | X |
| 5.11 with support, critically select and use appropriate organizational structures to achieve the intended purpose in increasingly complex tasks across a variety of academic disciplines such as a five-paragraph essay in English vs a position paper in social studies Writing – Discourse.   | X |
| 5.12 independently, with feedback, critically select and use organizational structures to achieve the intended purpose of increasingly complex tasks across a variety of academic disciplines such as a research project vs critical analytical response to text Writing – Discourse.  | X |
| 5.13 with explicit instruction and guided practice, accurately quote, cite, and document sources to respect intellectual property and avoid plagiarism   | X |
| 5.14 with guidance and feedback, accurately quote, cite, and document sources to respect intellectual property and avoid plagiarism  | X |
| 5.15 independently and accurately, quote, cite, and document sources to respect intellectual property and avoid plagiarism   | X |
| 5.16 with support, through writing and speaking, demonstrate a growing awareness and understanding of culturally appropriate forms and styles when reading or creating and editing expository and/or narrative texts Speaking – Socio-linguistic, Pronunciation; Writing/Reading – Linguistic syntax, Socio-linguistic, Discourse, Editing.        | X |
| 5.17 with support, through writing and speaking, demonstrate a growing awareness and understanding of culturally appropriate forms and styles appropriate for reading and creating and editing texts for subject area tasks Speaking – Socio-linguistic, Pronunciation; Writing/Reading – Linguistic syntax, Socio-linguistic, Discourse, Editing. | X |

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| 5.18 with guided practice, through writing and speaking, demonstrate understanding of purpose, audience, genre, and degree of formality to produce and edit expository and narrative texts as necessary for subject area tasks Speaking – Socio-linguistic, Pronunciation; Writing/Reading – Linguistic syntax, Socio-linguistic, Discourse, Editing.  | X   |
| 5.19 with guided practice, through writing and speaking, demonstrate understanding of purpose, audience, genre, voice, tone, and degree of formality to produce and edit a variety of short and extended expository and narrative text forms necessary for subject area tasks Speaking – Socio-linguistic, Pronunciation; Writing – Linguistic syntax, Socio-linguistic, Discourse, Editing. | X   |
| 5.20 independently, with feedback, apply understanding of purpose, audience, genre, voice, tone, and degree of formality to produce and edit a variety of short and extended written and oral text forms necessary for subject area tasks Speaking – Socio-linguistic, Pronunciation; Writing – Linguistic syntax, Socio-linguistic, Discourse, Editing.                                     | X   |
| 5.21 independently, with feedback, apply understanding of purpose, audience, genre, voice, tone, and degree of formality to produce and edit a variety of written and oral text forms necessary for subject area tasks and appropriate to the socio-cultural context Speaking – Socio-linguistic, Pronunciation; Writing – Linguistic syntax, Socio-linguistic, Discourse, Editing.          | X   |
| 5.22 with guided practice, explore and begin to use print and digital resources such as monolingual/bilingual dictionaries, thesauri, format samples like sentence and paragraph frames, templates, and style guides Writing – Strategic, Editing; Reading.  | X X |
| 5.23 with increasing independence, use print and digital resources print and digital resources such as monolingual/bilingual dictionaries, thesauri, format samples like sentence and paragraph frames, templates, and style guides Writing – Strategic, Editing; Reading.   | X X |
| 5.24 Independently, use the most appropriate print and digital resources such as monolingual/bilingual dictionaries, thesauri, format samples like sentence and paragraph frames, templates, and style guides Writing – Strategic, Editing; Reading.   | X X |

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| 5.25 with explicit instruction and feedback, revise and edit one's own texts for: capitalization of proper nouns; apostrophes, commas, quotation marks, hyphens, dashes, and commas; regular and irregular spelling; spelling of homophones and homonyms; subject-verb agreement; appropriate word choice using self- assessment strategies, rubrics, and checklists writing – Strategic, Editing; Reading.                         | X |
| 5.26 with increasing independence, revise and edit one's own texts for most punctuation conventions, appropriate word forms and word choice, content, organization, verb tense, and active and passive voice using self-assessment strategies, rubrics, checklists, and peer/ teacher feedback writing – Strategic, Editing; Reading.   | X |
| 5.27 revise and edit one's own texts for coherence, audience, purpose, voice, and standard grammatical forms using self-assessment strategies, rubrics, and checklists before seeking peer and teacher feedback Writing – Strategic, Editing; Reading.  | X |
| 5.28 begin to apply organizational patterns and language features of common academic genres such as beginning, middle, and end in narrative structure; plot line; cause and effect in social studies Writing – Discourse  | X |
| 5.29 apply organizational patterns and language features of a variety of academic genres as flashback, indeterminate ending in narrative structure; poetic meter; word problem structure in math Writing – Discourse.   | X |
| 5.30 apply organizational patterns and language features of a variety of academic genres such as unreliable narrator; free and blank verse; position paper in social studies Writing – Discourse.   | X |
| 5.31 demonstrate increasing control over word order and sentence structure by writing a variety of compound sentences such as The Plains Tribes hunted buffalo, and they lived a traditional way of life and complex sentences such as The Plains Tribes had to give up their traditional way of life when the buffalo disappeared Writing – Discourse. Possible linguistic functions: summarize/inform, classify, compare/contrast | X |

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| 5.32 use a variety of compound sentences such as The Plains Tribes hunted buffalo, and they lived a traditional way of life. and complex sentences such as The Plains Tribes had to give up their traditional way of life when the buffalo disappeared and use a range of utility, descriptive, subject-specific, and academic words to achieve more precise meaning in familiar contexts to convey increasingly precise meaning Speaking/Writing – Linguistic vocabulary and syntax; Discourse.                                     | X |
| 5.33 demonstrate increasing control over word order and sentence structure by writing a variety of compound and complex sentence structures to express relationships of time and condition such as time clauses using before, after, while; conditional structures such as ‘If..., ...will + verb’ or ‘will + verb...if...’. such as If the herds were on the move, the tribes would be packing up and following them Writing – Discourse. Possible linguistic functions: summarize/inform, classify, compare/contrast, cause/effect | X |
| 5.34 use a variety of sentence structures to convey precise meaning such as time relationships, conditions like ...If the herds were on the move, the tribes would be packing up and following them, and critically select from a greater range of utility, subject-specific, academic words and words with multiple meanings to achieve precise meaning in more complex contexts Speaking/Writing – Linguistic vocabulary and syntax; Discourse.  | X |
| 5.35 demonstrate increasing control over word order and sentence structure by selecting sentence structures appropriate to the purpose, audience, and style of writing such as Canada, once a vast and largely unsettled land, was home to the Plains Tribes. They lived a traditional way of life, quite simply off the land, using the water, natural vegetation, and animal life. Writing – Discourse. Possible linguistic functions: summarize/inform, classify, compare/contrast, cause/effect, problem solve, justify/persuade | X |
| 5.36 critically select words and manipulate word order to convey precise meaning when producing language within complex and abstract topics appropriate to purpose, audience, and style of writing such as Canada, once a vast and largely unsettled land, was home to the Plains Tribes. They lived a traditional way of life, quite simply off the land, using the water, natural vegetation, and animal life. Speaking/Writing – Linguistic vocabulary and syntax; Discourse.   | X |

## LOCALLY DEVELOPED COURSE OUTLINE

Band (2021)15-3

Band (2021)15-5

Band (2021)25-3

Band (2021)25-5

Band (2021)35-3

Band (2021)35-5

Submitted By:

**The Calgary School Division**

Submitted On:

**Mar. 11, 2021**

This course sequence was developed by the Calgary School Division and is being considered for acquisition by Edmonton Public Schools.

## Course Basic Information

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

## Course Description

Band 15-25-35 is designed as an extension of the Instrumental Music 10-20-30 courses. Individual musical skills developed in Instrumental Music are reinforced, enhanced, and applied through participation in a large ensemble. 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 performances of diverse repertoire as musicians, part of an ensemble, and as audience members. These courses are excellent preparation for students who are planning to transition and pursue in musical ensembles from high school to post-secondary education

Band 15-25-35 requires an acoustically appropriate facility large enough to accommodate the ensemble and their equipment and practice spaces. There are no specifically required resources; however, an appropriate instrument standard and a variety of quality musical repertoire is recommended.

This course requires the following facilities and equipment:

- ☐ A facility large enough to accommodate the ensemble and their equipment.
- ☐ Engineered acoustics in the room that is appropriate for 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.
- ☐ An appropriate instrument standard based on student enrollment is required.

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

25: Instrumental Music 20 AND Band 15

35: Instrumental Music 30 AND Band 25

## Sequence Introduction (formerly: Philosophy)

Engagement in music fosters the development of creative and collaborative capacities. The foundation of musical creativity and innovation is built through practice and a deep understanding of the complexity of technique, theory, and nuance involved in musical expression. Band 15-25-35 offers students the opportunity to refine and extend their musicianship through rehearsal and authentic performance experiences in a large ensemble setting.

In Band 15-25-35, students not only extend their instrumental 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 instrument parts. Through the practice, performance and critical listening of repertoire, students experience many diverse cultures, historical periods and styles presented by master musicians, composers and arrangers.

## **Student Need (formerly: Rationale)**

The ensemble nature of Band fosters creative collaboration, leadership, communication, problem-solving, self-expression, and individual responsibility. Students are encouraged to develop awareness of themselves as musicians and members of the ensemble as they take creative risks through performance.

Band 15-25-35 is intended to provide Instrumental Music 10-20-30 students with the opportunity to perform music in a large ensemble. Participation in a large musical ensemble engages students to synthesize and apply their understandings of technique and theory to a new, dynamic, and collaborative environment. 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 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 fosters the ability for students to set and reach collective goals and build resiliency.

## **Scope and Sequence (formerly: Learner Outcomes)**

Band 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.

Band 15-25-35 is process-based, and the guiding questions span all course levels. The specific approaches and repertoire undertaken by students increase in difficulty as students progress, requiring more comprehensive understanding and skill. The learning outcomes of Band 15-25-35 are intended to be achieved through performance, reflection, and discussion. Overall, learning outcomes can be achieved concurrently rather than sequentially.

## **Guiding Questions (formerly: General Outcomes)**

- 1 How can students demonstrate musical skills through rehearsal and performance of diverse repertoire?**
- 2 How can students demonstrate individual responsibility as collaborative members in an ensemble?**
- 3 How can musical performance be understood, analyzed, and appreciated?**

## Learning Outcomes (formerly: Specific Outcomes)

| <b>1 How can students demonstrate musical skills through rehearsal and performance of diverse repertoire?</b> | <b>15-3 15-5 25-3 25-5 35-3 35-5</b> |
|---|--------------------------------------|
| 1.1 Develop, interpret, and apply technical skills from Instrumental Music 10 to a large ensemble setting.    | X X                                  |
| 1.2 Develop, interpret, and apply technical skills from Instrumental Music 20 to a large ensemble setting.    | X X                                  |
| 1.3 Develop, interpret, and apply technical skills from Instrumental Music 30 to a large ensemble setting.    | X X                                  |
| 1.4 Identify musical vocabulary, concepts, and instructor directions and gestures.                            | X X                                  |
| 1.5 Respond musically to the instructor's direction and gestures.   | X X                                  |
| 1.6 Respond musically and interpret the instructor's direction and gestures.                                  | X X                                  |
| 1.7 Refine musical responses to the instructor's direction and gestures.                                      | X                                    |
| 1.8 Through aural discrimination, identify appropriate adjustments to meet the goals of the ensemble.         | X                                    |
| 1.9 Through aural discrimination, begin to adapt their musical role to meet the goals of the ensemble.        | X X                                  |
| 1.10 Through aural discrimination, refine their musical role to meet the goals of the ensemble.               | X X X                                |
| 1.11 Musically express the artistic viewpoints inherent in the repertoire.                                    | X X X                                |
| 1.12 Musically interpret the artistic viewpoints inherent in the repertoire.                                  | X X                                  |
| 1.13 Intuitively interpret artistic viewpoints inherent in the repertoire                                     | X                                    |
| 1.14 Describe the variables associated with live performance including audience, hall, environment.           | X                                    |

|  |         |
|--|---------|
| 1.15 Respond to the variables associated with live performance including audience, hall, environment.                | X X X X |
| 1.16 Anticipate and respond to the variables associated with live performance including audience, hall, environment. | X       |

|  |                                      |
|--|--------------------------------------|
| <b>2 How can students demonstrate individual responsibility as collaborative members in an ensemble?</b> | <b>15-3 15-5 25-3 25-5 35-3 35-5</b> |
| 2.1 Develop individual responsibility through personal practice routines.                                | X                                    |
| 2.2 Apply individual responsibility through personal practice routines.                                  | X X X X                              |
| 2.3 Model individual responsibility through personal practice routines.                                  | X                                    |
| 2.4 Develop creative and collaborative group practice routines.  | X                                    |
| 2.5 Apply effective creative and collaborative group practice routines.                                  | X X X X                              |
| 2.6 Model effective creative and collaborative group practice routines.                                  | X                                    |
| 2.7 Develop appropriate rehearsal etiquette.   | X                                    |
| 2.8 Apply Appropriate rehearsal etiquette.   | X X                                  |
| 2.9 Model effective rehearsal etiquette.   | X X                                  |
| 2.10 Lead effective rehearsals.  | X                                    |

|  |                                      |
|--|--------------------------------------|
| <b>3 How can musical performance be understood, analyzed, and appreciated?</b>   | <b>15-3 15-5 25-3 25-5 35-3 35-5</b> |
| 3.1 Respond to the performance of large ensemble music from the perspective of a musician, ensemble member, and audience member.           | X X X X                              |
| 3.2 Explain and examine the performance of large ensemble music from the perspective of a musician, ensemble member, and audience member.  | X                                    |
| 3.3 Analyze and critique the performance of large ensemble music from the perspective of a musician, ensemble member, and audience member. | X                                    |

|   |             |
|---|-------------|
| 3.4 Analyze, respond and share feedback to rehearsals and performances                      | X X X X X X |
| 3.5 Recognize elements unique to the genre.   | X           |
| 3.6 Recognize and identify elements unique to the genre.                                    | X X         |
| 3.7 Recognize and anticipate elements unique to the genre.                                  | X X         |
| 3.8 Synthesize and incorporate elements unique to the genre.                                | X           |
| 3.9 Identify various roles and career opportunities within music industry.                  | X           |
| 3.10 Investigate various roles and career opportunities within music industry.              | X           |
| 3.11 Analyze and reflect upon various roles and career opportunities within music industry. | X           |

# LOCALLY DEVELOPED COURSE OUTLINE

Chemistry (Advanced) (2018)35-3

Submitted By:

The Calgary School Division

Submitted On:

May. 3, 2018

This course was developed by the Calgary School Division and is being considered for acquisition by Edmonton Public Schools.



## 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        | 05/03/2018        | 08/31/2022      | Developed               | Authorization        | G12           |

### Course Description

The Chemistry (Advanced) program is based on the Fall 2014 College Board: Advanced Placement Chemistry and Exam Descriptions. This course extends from Chemistry 20 and 30 to prepare students to complete the College Board: Advanced Placement Chemistry exam. College Board Advanced Placement cultivates academic success and provides experiences where students can earn advanced credit or advanced standing at thousands of colleges and universities on the basis of their Advanced Placement achievements.

Chemistry (Advanced) requires students have 25% of their instructional time dedicated to laboratory investigations. The labs should support the curricular outcomes. There are 16 recommended lab investigations, 6 of which are inquiry based.

Chemistry (Advanced) 35 requires a textbook that reflects the content and comprehension level of a first year post-secondary chemistry course.

### Course Prerequisites

Chemistry (Advanced) (2018) 35 3 credit prerequisite: SCN3796 Chemistry 30 (corequisite or prerequisite)

## **Sequence Introduction (formerly: Philosophy)**

As an extension of Alberta Education's program of studies in Science 10, and Chemistry 2030, the Chemistry (Advanced) course extends and fosters student discipline and perseverance and encourages students to strive for excellence in achievement. The course focuses on enduring, conceptual understandings in the field of chemistry, so that students can participate in the rapidly evolving and expanding field of the discipline. By linking chemistry knowledge to inquirybased learning of essential concepts through collaborative laboratory experiences, students develop the advanced inquiry and reasoning skills necessary to engage with the current literature and advancements in the field of chemistry.

Chemistry (Advanced) builds on Chemistry 30, adding depth, rigour, and additional concepts through an extensive laboratory component. Through this course students are challenged to take risks, consider ethical implications of research, and think in scientifically innovative and creative ways about the world in which they live and work.

## **Student Need (formerly: Rationale)**

The Chemistry (Advanced) course is designed to be the equivalent of an introductory level post secondary chemistry course. After successfully passing the optional College Board Advanced Placement Exam, some students may receive first year post secondary credit, depending on the institute and program they attend. Other students may have satisfied a basic requirement for a laboratory science course and will be able to undertake other courses to pursue their majors.

By extending the topics covered in the Alberta curriculum, the Chemistry (Advanced) course enables students to deepen their understanding of the scientific processes, hone their reasoning skills, and develop enduring understandings. This enables students to fortify knowledge and extend comprehension to novel situations both in class and beyond the school. The updated 2014 Course and Exam Description have moved from explicit memorization to application which is designed to deepen student understanding of concepts, as indicated in the exclusion statements.

## Scope and Sequence (formerly: Learner Outcomes)

The Chemistry (Advanced) course is designed to foster higher level mental activities that allow students to design and execute experiments, collect and analyse data, apply mathematical models, and connect concepts between areas of study. They will develop their abilities to express their ideas, orally and in writing, with clarity and logic.

### Laboratory Component

Students have regular opportunity to complete laboratory work within Chemistry 30. The Chemistry (Advanced) course will provide laboratory work that requires a greater degree of accuracy, comprehension and application.

Students will think analytically, reducing problems to identifiable, answerable questions as well as designing and carrying out experiments that answer questions. They will manipulate data acquired during an experiment and make conclusions and evaluate the quality and validity of such conclusions and propose further questions for study. Students should be able to communicate accurately and meaningfully about observations and conclusions. It is advised students' laboratory experiences encompass a breadth of experiences to engage in enhancing scientific literacy and critical thinking to meet the needs of the course. The details encompassing inquiry driven experiments can be found within the College Board: Advanced Placement Chemistry Lab Manual (College Board)

Suggested lab investigations to engage students in the College Board: Advanced Placement Chemistry curriculum:

- Investigation 1 - What Is the Relationship Between the Concentration of a Solution and the Amount of Transmitted Light Through the Solution?
- Investigation 2 - How Can Color Be Used to Determine the Mass Percent of Copper in Brass?
- Investigation 3 - What Makes Hard Water Hard?
- Investigation 4 - How Much Acid Is in Fruit Juices and Soft Drinks?
- Investigation 5 - Sticky Question: How Do You Separate Molecules That Are Attracted to One Another?
- Investigation 6 - What's in That Bottle?
- Investigation 7 - Using the Principle That Each Substance Has Unique Properties o Purify a Mixture: An Experiment Applying Green Chemistry to Purification
- Investigation 8 - How Can We Determine the Actual Percentage of H<sub>2</sub>O<sub>2</sub> in a Drugstore Bottle of Hydrogen Peroxide?
- Investigation 9 - Can the Individual Components of Quick Ache Relief Be Used to Resolve Consumer Complaints?
- Investigation 10 - How Long Will That Marble Statue Last?

- Investigation 11 - What Is the Rate Law of the Fading of Crystal Violet Using Beer's Law?
- Investigation 12 - The Hand Warmer Design Challenge: Where Does the Heat Come From?
- Investigation 13 - Can We Make the Colors of the Rainbow? An Application of Le Châtelier's Principle
- Investigation 14 - How Do the Structure and the Initial Concentration of an Acid and a Base Influence the pH of the Resultant Solution During a Titration?
- Investigation 15 - To What Extent Do Common Household Products Have Buffering Activity?
- Investigation 16 - The Preparation and Testing of an Effective Buffer: How Do Components Influence a Buffer's pH and Capacity?

## **Guiding Questions (formerly: General Outcomes)**

- 1 investigate the development of the quantum mechanical model of the atom and its relationship to the modern periodic table of the elements**
- 2 apply the concept of hybridized orbitals to describe and explain bonding in molecules**
- 3 investigate the limitations of the ideal gas law and use calculations to support their explanations**
- 4 apply phase diagrams for simple systems and calculate energies involved in the formation of binary ionic compounds from their elements**
- 5 justify the effect of concentration on the physical properties of solutions through application of the units used to express concentrations for solutions**
- 6 evaluate the solubility product for an ionic compound and explain the common ion effect and apply the solubility product to predict precipitation reactions**
- 7 analyze properties of electrochemical cells in standard and nonstandard conditions**
- 8 apply use of buffers in relation to acidbase titrations and evaluate pH at various regions of an acidbase titration curve**
- 9 evaluate the relationship existing between reaction mechanisms and rates of reactions including graphical representation and mathematical calculations of rate laws and activation energies for chemical reactions**
- 10 apply state functions enthalpy, entropy and Gibb's free energy to interpretation of physical and chemical change**
- 11 apply the relationship between equilibrium constants, Thermodynamic properties and cell potential for chemical systems**

## Learning Outcomes (formerly: Specific Outcomes)

|   |             |
|---|-------------|
| <b>1 investigate the development of the quantum mechanical model of the atom and its relationship to the modern periodic table of the elements</b>    | <b>35-3</b> |
| 1.1 evaluate the origin and rules of quantum numbers and apply to comprehend their role in the development of the periodic table                      | X           |
| 1.2 construct atomic electron configuration of atoms and ions by applying Hund's Rule, the Aufbau principle, and the Pauli exclusion principle        | X           |
| 1.3 formulate evaluation of the absorption and emission spectra on one electron atom through calculations and assess its implication on atomic theory | X           |
| 1.4 analyze spectroscopic data to determine properties of atoms, molecules, and solutions   | X           |

|  |             |
|--|-------------|
| <b>2 apply the concept of hybridized orbitals to describe and explain bonding in molecules</b> | <b>35-3</b> |
| 2.1 interpret through diagrams hybridized orbitals using Hund's Rule                           | X           |
| 2.2 interpret molecular bonding using pi and sigma bonds                                       | X           |
| 2.3 represent the formation of complex ions including coordination complexes                   | X           |

|  |             |
|--|-------------|
| <b>3 investigate the limitations of the ideal gas law and use calculations to support their explanations</b> | <b>35-3</b> |
| 3.1 apply van der Waals equation to assess deviations from ideal gas behaviours and justify anomalies        | X           |
| 3.2 apply Dalton's Law to interpret partial pressures of gases   | X           |
| 3.3 apply partial pressures to assess mole fractions of gases  | X           |

|   |      |
|---|------|
| <b>4 apply phase diagrams for simple systems and calculate energies involved in the formation of binary ionic compounds from their elements</b> | 35-3 |
| 4.1 interpret phase diagrams for states of matter at specific temperatures and pressures  | X    |
| 4.2 apply ionic compound formation from constituent elements to energies involved in formation using the BornHaber cycle                        | X    |

|  |      |
|--|------|
| <b>5 justify the effect of concentration on the physical properties of solutions through application of the units used to express concentrations for solutions</b> | 35-3 |
| 5.1 assess gas solubility as related to their solvents through application of Henry's Law  | X    |
| 5.2 apply Raoult's Law to calculate partial pressures of solutions using mole fractions  | X    |

|  |      |
|--|------|
| <b>6 evaluate the solubility product for an ionic compound and explain the common ion effect and apply the solubility product to predict precipitation reactions</b> | 35-3 |
| 6.1 investigate KSP for a low solubility solute through an experimental procedure  | X    |
| 6.2 apply KSP values to predict precipitates from a solution   | X    |
| 6.3 interpret data regarding the relative solubility of salts in terms of factors including common ions and pH that influence the solubility                         | X    |

|  |      |
|--|------|
| <b>7 analyze properties of electrochemical cells in standard and nonstandard conditions</b>  | 35-3 |
| 7.1 analyze data regarding galvanic or electrolytic cells to identify properties of the underlying redox reactions   | X    |
| 7.2 apply qualitative or quantitative predictions about galvanic or electrolytic reactions based on halfcell reactions and potentials and/ or Faraday's laws | X    |

|  |   |
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| 7.3 apply qualitative reasoning of Nernst equation to predict electrochemical cells for nonstandard conditions | X |
|--|---|

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|--|-------------|
| <b>8 apply use of buffers in relation to acidbase titrations and evaluate pH at various regions of an acidbase titration curve</b>   | <b>35-3</b> |
| 8.1 apply multiple concepts of acids and bases including Lewis Acid, Lewis Base, and BrønstedLowry AcidBase  | X           |
| 8.2 evaluate and relate the predominant form of a chemical species involving a labile proton such as the protonated/deprotonated form of a weak acid   | X           |
| 8.3 apply knowledge of acidbase titrations to quantitatively monoprotic and qualitatively monoprotic and polyprotic acids and bases, evaluate pH at any point along titration curve, specifically: before the addition of a titrant, in the buffer region, at equivalence point, and after equivalence point | X           |
| 8.4 identify a solution as being a buffer solution and explain the buffer mechanism in terms of the reactions that would occur on addition of acid or base   | X           |
| 8.5 design a buffer solution with a target pH and buffer capacity by selecting an appropriate conjugate acidbase pair and estimating the concentrations needed to achieve the desired capacity   | X           |
| 8.6 evaluate qualitative changes in pH of acidbase buffer systems through application of HendersonHasselbalch Equation   | X           |

|   |             |
|---|-------------|
| <b>9 evaluate the relationship existing between reaction mechanisms and rates of reactions including graphical representation and mathematical calculations of rate laws and activation energies for chemical reactions</b> | <b>35-3</b> |
| 9.1 interpret the results of an experiment regarding the factors such as temperature, concentration, surface area that may influence the rate of a reaction   | X           |
| 9.2 analyze concentration vs. time data to determine the rate law for a zeroth, first, or secondorder reaction  | X           |



|  |   |
|--|---|
| 9.3 connect the halflife of a reaction to the rate constant of a firstorder reaction and justify the use of this relation in terms of the reaction being a firstorder reaction   | X |
| 9.4 apply the rate law for an elementary reaction to the frequency and success of molecular collisions, including connecting the frequency and success to the order and rate constant, respectively  | X |
| 9.5 interpret average kinetic energy and distribution of kinetic energies of particles such as MaxwellBoltzman distributions   | X |
| 9.6 explain the difference between collisions that convert reactants to products and those that do not in terms of energy distributions and molecular orientation  | X |
| 9.7 represent the energy profile for an elementary reaction, from the reactants, through the transition state, to the products, to make qualitative predictions regarding the relative temperature dependence of the reaction rate           | X |
| 9.8 evaluate alternative explanations, as expressed by reaction mechanisms, to determine which are consistent with data regarding the overall rate of a reaction, and data that can be used to infer the presence of a reaction intermediate | X |
| 9.9 interpret among reaction energy profile representations, particulate representations, and symbolic representations (chemical equations) of a chemical reaction occurring in the presence and absence of a catalyst                       | X |
| 9.10 interpret changes in reaction rates arising from the use of acidbase catalysts, surface catalysts, or enzyme catalysts, including selecting appropriate mechanisms with or without the catalyst present                                 | X |

|  |             |
|--|-------------|
| <b>10 apply state functions enthalpy, entropy and Gibb's free energy to interpretation of physical and chemical change</b>   | <b>35-3</b> |
| 10.1 evaluate enthalpy, entropy, Gibb's free energy as state functions to the interpretation of heating/cooling, phase transition, or chemical reaction at constant pressure | X           |
| 10.2 predict enthalpies for temperature changes and phase changes of heating/cooling, phase transition, or chemical reaction at constant pressure                            | X           |

|  |   |
|--|---|
| 10.3 predict heating and cooling curves for compounds  | X |
| 10.4 apply Gibb's free energy, standard enthalpy and entropy values to assess temperature and evaluate spontaneity of a reaction | X |

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|---|-------------|
| <b>11 apply the relationship between equilibrium constants, Thermodynamic properties and cell potential for chemical systems</b>  | <b>35-3</b> |
| 11.1 evaluate $K_c$ , $K_p$ , and $E^\circ_{\text{cell}}$ , $\Delta G$ to interpret and predict the nature of a chemical reaction | X           |

## LOCALLY DEVELOPED COURSE OUTLINE

Theory of Knowledge (2021)25-3

Theory of Knowledge (2021)35-3

Submitted By:

**The Edmonton Catholic Separate School Division**

Submitted On:

**Mar. 9, 2021**

This course was developed by the Edmonton Catholic Separate School Division and is being considered for acquisition by Edmonton Public Schools.

## Course Basic Information

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

## Course Description

Theory of Knowledge explores questions about knowledge and the process of knowing to develop an inquiring, reflective student working to deepen their understanding of their place in the world with attention to metacognition.

Theory of Knowledge emphasizes comparisons and connections between areas of knowledge and encourages students to become more aware of their own perspectives and the perspectives of others. (Adapted from Theory of Knowledge Programme Guide, International Baccalaureate).

Major themes in Theory of Knowledge 25 include:

- The core theme - Knowledge and the knower
- Optional themes (a minimum of two optional themes are selected from the following)
  - Knowledge and technology
  - Knowledge and language
  - Knowledge and indigenous societies
  - Knowledge and politics
  - Knowledge and religion

Theory of Knowledge 35 emphasizes comparisons and connections between areas of knowledge and encourages students to become more aware of their own perspectives and the perspectives of others. (Adapted from Theory of Knowledge Programme Guide, First Assessments 2022).

Major topics in Theory of Knowledge 35 include: include the following areas of knowledge:

1. History
2. The Human Sciences
3. The Natural Sciences

4. Mathematics

5. The Arts

Theory of Knowledge is part of the International Baccalaureate Diploma Programme core. This locally developed course was based on the May 2022 assessments by International Baccalaureate.

### **Course Prerequisites**

Theory of Knowledge is developed as a two-year program to be delivered concurrently with studies of other courses in the last two years of high school to align to International Baccalaureate Diploma Program. (There are no stated prerequisites for Theory of Knowledge.)

Theory of Knowledge 25 should be delivered in Grade 11.

Theory of Knowledge 35 should be delivered in Grade 12.

## **Sequence Introduction (formerly: Philosophy)**

Theory of Knowledge aims to make students aware of how they gain and utilize knowledge. The course explores questions about knowledge and the process of knowing and strives to deepen understanding of the nature of knowledge. This course emphasizes comparisons and connections between areas of knowledge and offers teachers and students the chance to reflect critically. In addition, students are encouraged to consider how knowledge is gained and used in their own culture and the cultures of others around the world.

Theory of Knowledge encourages students to be more acquainted with the complexities of knowledge, and to recognize the need to act responsibly in our complex and uncertain world (Adapted from What is Theory of Knowledge, [ibo.org/programms/theory-of-knowledge](http://ibo.org/programms/theory-of-knowledge))

The course can be structured in a variety of ways with the main focus on “How do we know that” in relation to areas of knowledge. Theory of Knowledge embraces the exploration of tensions, limitations and challenges relating to knowledge and knowing, so discussion guidance is a necessary element and largely dependent on individual student needs. (Adapted from Theory of Knowledge Programme Guide, First Assessments 2022).

## **Student Need (formerly: Rationale)**

Theory of Knowledge is aligned to the learning to the requirements and prepares students to complete the International Baccalaureate Diploma Program.

## Scope and Sequence (formerly: Learner Outcomes)

Theory of Knowledge provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing.

The 25-level course centres on the exploration of knowledge questions made up of three interconnected parts: core theme (knowledge and the knower), optional themes (technology, language, politics, religion, indigenous), areas of knowledge (history, human sciences, natural sciences, mathematics, arts) with a suggested framework (scope, perspectives, methods and tools, ethics). The course can be structured in a variety of ways with the main focus on “How do we know that”. It is largely reflective, and heavily reliant on discussion and student lead inquiry. Theory of Knowledge embraces the exploration of tensions, limitations and challenges relating to knowledge and knowing, so discussion guidance is a necessary element and largely dependent on individual student needs. (Adapted from *Theory of Knowledge Programme Guide, First Assessments 2022*).

The 35-level course centres on the exploration of knowledge questions focusing on the knower and areas of knowledge (history, human sciences, natural sciences, mathematics, arts) with a suggested framework (scope, perspectives, methods and tools, ethics). It is largely reflective, and heavily reliant on discussion and student lead inquiry (evidence, certainty, truth, interpretation, power, justification, explanation, objectivity, perspective, culture, values, responsibility) to put in perspective what students already know. (Adapted from *Theory of Knowledge Programme Guide, First Assessments 2022*).

### **Areas of Knowledge:**

In general terms, all that we know can be organized into the **Areas of Knowledge**. Each area possesses its own processes for developing or producing, acquiring, or evaluating knowledge.

Within Theory of Knowledge, five specific Areas of Knowledge:

- 1.The Arts (Study of the arts; includes literature, music, dance, visual art, theatre, film, also including aspects such as audience and purpose)
- 2.History (the study of how we interpret events of the past; the plausibility of historical fact.)
- 3.The Human Sciences (the study of how humans behave; Includes psychology, sociology, anthropology, geography, political science, and economics)
- 4.The Natural Sciences (the study of the natural world; the scientific method, observation, theory in NS, and the scientific community)



5. Mathematics (certainty, proof in mathematics)

## **Guiding Questions (formerly: General Outcomes)**

- 1 What is the nature and scope of various themes of knowledge?**
- 2 What are the various methods, tools and practices that are used to explore and create knowledge?**
- 3 To what extent do perspective and context affect knowledge?**
- 4 What ethical implications exist when exploring knowledge?**
- 5 How does the way that we organize or classify knowledge affect what we know?**
- 6 What are effective modes of producing, discussing, and exploring areas of knowledge?**

## Learning Outcomes (formerly: Specific Outcomes)

|  |                  |
|--|------------------|
| <b>1 What is the nature and scope of various themes of knowledge?</b>                                | <b>25-3 35-3</b> |
| 1.1 explore problems with knowledge that exist within knowledge themes                               | X                |
| 1.2 investigate different knowledge themes and explore the range and limitations within those themes | X                |
| 1.3 evaluate how certainties are formed and how individuals determine what is true                   | X                |

|   |                  |
|---|------------------|
| <b>2 What are the various methods, tools and practices that are used to explore and create knowledge?</b>     | <b>25-3 35-3</b> |
| 2.1 explore and evaluate varying justification and explanations used to provide evidence for knowledge claims | X                |
| 2.2 examine various methods, tools and practices used to produce knowledge                                    | X                |
| 2.3 explore the criteria used to distinguish between knowledge, belief and opinion                            | X                |

|   |                  |
|---|------------------|
| <b>3 To what extent do perspective and context affect knowledge?</b>  | <b>25-3 35-3</b> |
| 3.1 explore the importance and influence of perspective, culture, interpretation and objectivity in the formation and understanding of knowledge  | X                |
| 3.2 evaluate their own perspectives and explore the ways in which their knowledge has been influenced and formed  | X                |
| 3.3 compare and contrast links from the core theme (knowledge and the knower) to at least two focused global themes (technology, language, politics, religion, or indigenous societies) | X                |
| 3.4 explore and evaluate areas of knowledge considering the importance of purpose   | X                |

|   |   |
|---|---|
| 3.5 show an awareness through reflection when approaching complex situations in varying areas of knowledge about ethical implications, along with bias and common fallacies | X |
| 3.6 demonstrate awareness of their own and the perspective of others in evaluating areas of knowledge   | X |

|   |                  |
|---|------------------|
| <b>4 What ethical implications exist when exploring knowledge?</b>  | <b>25-3 35-3</b> |
| 4.1 reflect on the ethical implications of power and values in the acquisition, creation, use and perpetuation of knowledge | X                |
| 4.2 evaluate the need for ethical constraints in the pursuit of knowledge   | X                |
| 4.3 explore the responsibilities associated with the acquisition, creation, use and perpetuation of knowledge               | X                |

|  |                  |
|--|------------------|
| <b>5 How does the way that we organize or classify knowledge affect what we know?</b>  | <b>25-3 35-3</b> |
| 5.1 differentiate between all five areas of knowledge (history, human sciences, natural sciences, arts, mathematics) using the knowledge framework for each (scope, perspectives, methods and tools, and ethics) | X                |
| 5.2 identify and explore links between knowledge questions and the five areas of knowledge   | X                |
| 5.3 effectively navigate perceptions around knowledge by addressing and discussing ambiguity and complexity  | X                |
| 5.4 make connections between core concepts using different areas of knowledge, academic disciplines, and personal experiences  | X                |

|  |                  |
|--|------------------|
| <b>6 What are effective modes of producing, discussing, and exploring areas of knowledge?</b>      | <b>25-3 35-3</b> |
| 6.1 develop relevant, clear and coherent arguments around different areas of knowledge             | X                |
| 6.2 use precise examples and evidence to effectively reflect critically on beliefs and assumptions | X                |

|   |   |
|---|---|
| 6.3 articulate implications in regard to the nature of knowledge                      | X |
| 6.4 differentiate between the modes of knowledge production in the areas of knowledge | X |

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## LOCALLY DEVELOPED COURSE OUTLINE

Vocal Jazz (2021)15-5

Vocal Jazz (2021)25-5

Vocal Jazz (2021)35-5

Submitted By:

**The Calgary School Division**

Submitted On:

**Mar. 18, 2021**

This course sequence was developed by the Calgary School Division and is being considered for acquisition by Edmonton Public Schools.

## Course Basic Information

| <u>Outline Number</u> | <u>Hours</u> | <u>Start Date</u> | <u>End Date</u> | <u>Development Type</u> | <u>Proposal Type</u> | <u>Grades</u> |
|-----------------------|--------------|-------------------|-----------------|-------------------------|----------------------|---------------|
| 15-5                  | 125.00       | 09/01/2021        | 08/31/2025      | Developed               | Authorization        | G10           |
| 25-5                  | 125.00       | 09/01/2021        | 08/31/2025      | Developed               | Authorization        | G10           |
| 35-5                  | 125.00       | 09/01/2021        | 08/31/2025      | Developed               | Authorization        | G10           |

## Course Description

Vocal Jazz offers students the opportunity to study Jazz as a vocal subject in its own right. A comprehensive music program includes Jazz as a separate and unique genre of study. Vocal Jazz is the study of a uniquely North American art form that tells the vital history of people. In this musical form, the human voice becomes the instrument of delivery. Several vocal skills introduced in the Choral 10-20-30 are built upon in Vocal Jazz however, with specific emphasis on genre-specific theory, techniques, and improvisation throughout a variety of jazz genres including, but not limited to, blues, bossa, latin, swing, and bebop.

Vocal Jazz 15-25-35 is process-driven and gives students the opportunity to develop skills necessary to understand and communicate musically, culminating with ensemble performance opportunities. Students develop individual and collaborative goals as they participate in and refine practice routines, rehearsal, and performance. Vocal Jazz encourages specific development of listening skills, aural skills, and Jazz theory which involves balancing chords, listening through a sound system, executing proper mic techniques, building chords with extensions, and understanding and interpreting alternate scales.

Vocal Jazz 15-25-35 requires an acoustically appropriate facility large enough to accommodate the ensemble and the following technical equipment which is necessary for enhancing the subtleties of the Jazz style: piano/keyboard, Audio system, PA system, cables, speakers, and hand-held microphones.

This course requires the following facilities and equipment:

An acoustically appropriate learning environment large enough to comfortably accommodate a vocal jazz class

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.

Piano/keyboard

Good quality audio stereo system

Public address (PA) system: which may include: 24 channel mixing board, full range speaker system, monitor speaker system, equalizer, digital effect processor, snake, cables, speakers.

Industry standard, hand-held vocal microphones

## **Course Prerequisites**

15: none

25: Vocal Jazz 15

35: Vocal Jazz 25



## **Sequence Introduction (formerly: Philosophy)**

Jazz is recognized as a true North American art form that continues to evolve with each new musician. The jazz tradition of improvising is composing spontaneously based on a variety of Jazz forms including blues, bossa, latin, swing, bebop. Through these musical forms, students are asked to demonstrate not only technical skill, but creativity in expressing original ideas.

This course is process-driven and gives students the opportunity to focus their learning by exploring and experiencing skills necessary to understand and communicate musically, culminating with performance opportunities. Vocal Jazz is an intimate experience for musicians and audiences, and the selections of music, practiced and performed, reflect this intimacy. The ensemble nature of Vocal Jazz fosters creative collaboration, problem-solving and individual responsibility.

## **Student Need (formerly: Rationale)**

Vocal Jazz provides specific opportunities for the development of the unique qualities and skills of jazz musicians. In Vocal Jazz, students 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. Vocal Jazz is a specific discipline, separate from Choral Music and Choir, and plays an integral part of the Music programs offered to students. The jazz sound is separate and unique as compared the choir sound and the development of this sound requires specific time and attention in study. As such, a separate course is needed by those students who either wish to study jazz separate from choral music/choir or would like to study jazz in addition to choral music/choir. The intent of this course is to provide students the opportunity to master Jazz forms which cannot be achieved through an optional module within Choral Music and Choir.

Through Vocal Jazz, students develop understanding related to complex harmonic structures and rhythms, stylistic interpretation, vocal blend, and microphone and vocal techniques such as straight tone, modified vowels, and resonance. The added complexity and needed adjustments that microphone singing demands also warrants specific attention through a locally developed course. Through Vocal jazz, students develop skills in phrasing, shading, rhythm, enunciation, accentuation and vocal production that are specific to microphone singing and not developed in choral/choir classes (Pleasants, 1974). Through the practice, performance and critical listening of jazz repertoire, students experience the many historical periods and styles (including but not limited to blues, bossa, latin, swing, and bebop) presented by master musicians, composers, and arrangers. The depth and breadth of Jazz styles cannot be fully examined through a general or choral music program.

Through participation in Vocal Jazz ensembles, students build confidence in their interactions with others while embracing the diverse abilities of their peers. The ensemble nature of Vocal Jazz fosters creative collaboration, leadership, communication, problem-solving, self-expression, and individual responsibility. By working collaboratively in a jazz ensemble, students learn to communicate effectively to build understanding, advance learning goals and foster an increased individual contribution within a musical community.

Pleasants, Henry. *The Great American Popular Singers*. New York: Simon and Schuster, 1974.

## **Scope and Sequence (formerly: Learner Outcomes)**

Vocal Jazz 15-25-35 fosters the development of creative and collaborative competencies through active participation in ensembles. The essential understandings focus on how the elements of music are related to communication and expression by individual musicians and the ensemble as a whole. The focus of each course is performance-based with outcomes that promote increased musical understanding, awareness, and interaction.

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

## **Guiding Questions (formerly: General Outcomes)**

- 1 How can students demonstrate vocal jazz skills through rehearsal and performance of diverse stylistic and musical elements unique to vocal jazz?**
- 2 How can students demonstrate the individual responsibility necessary to participate as a collaborative member in a vocal jazz ensemble?**
- 3 How can students critically reflect upon and respond to the performance of vocal jazz?**

## Learning Outcomes (formerly: Specific Outcomes)

|  |                       |
|--|-----------------------|
| <b>1 How can students demonstrate vocal jazz skills through rehearsal and performance of diverse stylistic and musical elements unique to vocal jazz?</b>            | <b>15-5 25-5 35-5</b> |
| 1.1 Develop basic singing techniques and skills including straight tone, modified vowels, and resonance that are unique to vocal jazz.                               | X                     |
| 1.2 Demonstrate basic singing techniques and skills unique to vocal jazz including straight tone, modified vowels, resonance.  | X                     |
| 1.3 Refine vocal techniques and skills unique to vocal jazz including straight tone, modified vowels, resonance.   | X                     |
| 1.4 Recognize and apply common stylistic forms, time-feel/beat, and language/articulation within jazz genres including blues, bossa, latin, swing, and bebop.        | X                     |
| 1.5 Refine stylistic forms, time-feel/beat, and language/articulation within jazz genres.  | X                     |
| 1.6 Model understanding of and navigate through common and uncommon forms within jazz genres.  | X                     |
| 1.7 Demonstrate self-expression through a basic application of improvisation and scat techniques over basic chord structures.  | X                     |
| 1.8 Demonstrate self-expression through refined improvisation and scat including the use of phrasing and syllables over advanced chord structures and chord changes. | X X                   |
| 1.9 Develop microphone performance techniques including: distance, alignment, popping, altered enunciation of text.  | X                     |
| 1.10 Adapt microphone performance techniques to create intimacy and intensity while adapting to the sound system and possible rhythm section.                        | X                     |
| 1.11 Lead effective microphone performance techniques.   | X                     |
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|--|-----------------------|
| <b>2 How can students demonstrate the individual responsibility necessary to participate as a collaborative member in a vocal jazz ensemble?</b> | <b>15-5 25-5 35-5</b> |
| 2.1 Develop individual responsibility through personal practice routines.  | X                     |
| 2.2 Refine personal practice routines by adjusting tone, vowels, balance, and emphasis to meet the goals of the ensemble.                        | X                     |
| 2.3 Model individual responsibility through personal practice routines including ones that develop soloist parts.                                | X                     |
| 2.4 Develop effective, creative, and collaborative group practice routines that emphasizes ensemble interaction in response conductor direction. | X                     |
| 2.5 Refine effective, creative, and collaborative group practice routines based on close listening of ensemble voices through the sound system.  | X                     |
| 2.6 Model and relate effective, creative, and collaborative practice routines including ones that develop the role of the lead vocalist.         | X                     |
| 2.7 Develop appropriate rehearsal etiquette including vocal warm-ups.  | X                     |
| 2.8 Model effective rehearsals.  | X                     |
| 2.9 Lead effective rehearsals.   | X                     |

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|---|-----------------------|
| <b>3 How can students critically reflect upon and respond to the performance of vocal jazz?</b>   | <b>15-5 25-5 35-5</b> |
| 3.1 Develop an emerging ability to analyze basic components of vocal jazz performance including basic vocal techniques, improvisation techniques, and basic forms of jazz genres. | X                     |
| 3.2 Critically analyze a vocal jazz performance as a musician, ensemble member, and audience using appropriate jazz descriptors for melody and harmony within jazz forms.         | X                     |
| 3.3 Critically analyze a vocal jazz performance as a musician, ensemble member, and audience through complex and nuanced jazz descriptors.  | X                     |

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|--|-------|
| 3.4 Recognize the unique variables associated with live performance including audience, hall, environment and any instrumental rhythm sections.                                    | X     |
| 3.5 Respond appropriately to the unique variables associated with live performance including audience, hall, environment and any instrumental rhythm sections.                     | X     |
| 3.6 Model and explain an appropriate response to the unique variables associated with live performance including audience, hall, environment and any instrumental rhythm sections. | X     |
| 3.7 Examine how a lifelong engagement in music produces positive impacts and presents a variety of career opportunities.   | X X X |

# **WORKPLACE ESSENTIAL SKILLS 25-35**

Locally Developed Course Sequence

March 2021



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## INTRODUCTION TO LOCALLY DEVELOPED COURSES

Locally developed courses (LDCs) provide students with learning opportunities that complement, but do not duplicate provincially authorized programs. These courses enable school authorities to be innovative and responsive to the local needs of students. Locally developed courses are developed and implemented according to provincial and Division requirements, including those identified in:

- *Guide to Education: ECS to Grade 12*
- GA.BP Student Programs of Study
- GAA.BP Delivery of Student Programs

This document provides the required course content for the delivery of this course sequence. Additional support information is available to staff of Edmonton Public Schools through the [Division Intranet](#) by searching for “locally developed courses.”

## ASSESSMENT OF LOCALLY DEVELOPED COURSES

The primary purpose of assessment is to improve student learning and provide valid and reliable information to students and parents/guardians about student progress related to Alberta programs of study and locally developed courses of study. Student achievement and growth related to all locally developed courses is to be assessed, evaluated and reported in accordance with the following provincial and Division requirements:

- *Education Act*
- *Guide to Education: ECS to Grade 12*
- *Teaching Quality Standard*
- GK.BP Student Assessment, Achievement and Growth
- GKB.AR Standards for Evaluation

## WORKPLACE ESSENTIAL SKILLS 25-35

### Sequence Introduction

Workplace Essential Skills 25-35 provides students with opportunities to develop workplace skills that are essential as they prepare to enter the world of work and/or technical training. In Workplace Essential Skills 25-35, students are encouraged to reflect on their individual strengths and workplace readiness. This course sequence supports the development of a variety of competencies. Through an examination of various workplace texts and contexts, students in Workplace Essential Skills 25-35 will have opportunities to develop critical thinking, problem solving, literacy and numeracy skills. This course sequence also focuses on developing effective interpersonal communication skills and collaboration.

### Student Need

Workplace Essential Skills 25-35 is designed to provide opportunities for students at risk of not completing high school to develop essential workplace skills, thereby preparing them for employment and lifelong learning. Outcomes in this course sequence address the knowledge, understanding, skills and attitudes that students may need as they pursue further studies, training and employment. Workplace Essential Skills 25-35 focuses on the workplace environment, providing students with opportunities to engage in relevant and real-life learning in different workplace contexts. It is unique in that it prepares students to potentially write and receive certification for the Test of Workplace Essential Skills (TOWES), which is a nationally accepted test that measures essential skills in the workplace.

### Curriculum Architecture

#### Essential Understandings

Essential understandings describe two or more big concepts that are essential to the subject area and have an important relationship. The essential understandings provide the context for the guiding questions and learning outcomes. In an LDC sequence that has multiple levels, the essential understandings span the levels.

#### Guiding Questions

Guiding questions are thought-provoking questions that are derived from the essential understandings. The guiding questions describe the unifying concepts embedded within the learning outcomes and contextualize that knowledge for deeper understanding. They are unique for each level.

#### Learning Outcomes

Learning outcomes describe what students are expected to know, understand and be able to do upon completion of the course. Learning outcomes are developmentally appropriate, building upon and making connections to prior learning throughout the course sequence. Depending on the learning context and developmental needs of students, learning outcomes may be dealt with individually, in an integrated manner, or as groups of outcomes.

| WORKPLACE ESSENTIAL SKILLS 25-35 |   |   |  |   |
|----------------------------------|---|---|--|---|
|                                  | 25  |   | 35   |   |
| Essential Understanding 1        | Exploring connections strengthens our understandings of relationships to help us make meaning of the world of work. |   |  |   |
| Guiding Question 1               | How can an examination of essential workplace skills help to prepare me for the world of work?                      |   | How can understanding essential workplace skills and reflecting on my own skills help to prepare me for the world of work? |   |
| Learning Outcomes                | 1.1   | Students describe and explain skills that are viewed as essential for the workplace*.                                     | 1.1  | Students examine and analyze the importance of essential workplace skills* in a variety of workplace contexts.      |
|                                  | 1.2   | Students describe and explain skills, attitudes and behaviors that may help them enter and progress in the world of work. | 1.2  | Students assess their skills, attitudes and behaviors and reflect on how they may be utilized in the world of work. |
| Guiding Question 2               | How can thinking skills help to make decisions and solve problems in the workplace?                                 |   | How can thinking skills be applied when making decisions and solving problems in the workplace?                            |   |
| Learning Outcomes                | 2.1   | Students explain the importance of applying thinking skills when making decisions and solving problems in the workplace.  | 2.1  | Students apply thinking skills when making decisions and solving problems in workplace contexts.                    |
| Guiding Question 3               | How can my actions in the digital world affect me in the workplace?   |   | How can my actions in the digital world impact my ability to market myself to employers?                                   |   |
| Learning Outcomes                | 3.1   | Students explain the risks and benefits associated with actions in the digital world.                                     | 3.1  | Students reflect on how actions in the digital world may affect their ability to market themselves to employers.    |

\*Essential workplace skills include reading and writing skills, numeracy (money math, scheduling, budgeting and accounting, measurement and calculation, data analysis, numerical estimation), oral communication, thinking skills (job task planning, decision-making, problem solving, finding information), working with others and continuous learning.

| WORKPLACE ESSENTIAL SKILLS 25-35 |  |  |  |  |
|----------------------------------|--|--|--|--|
|                                  | 25   |  | 35   |  |
| Essential Understanding 2        | Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways. |  |  |  |
| Guiding Question 4               | How can communication skills and collaboration be used in the workplace?   |  | How can communication skills and collaboration be used effectively in the workplace? |  |
| Learning Outcomes                | 4.1  | Students examine verbal and non-verbal workplace communication skills that are used to exchange ideas and information. | 4.1  | Students apply effective verbal and non-verbal workplace communication skills in a variety of workplace contexts.  |
|                                  | 4.2  | Students explain the importance of respectful collaboration and teamwork in the workplace.                             | 4.2  | Students analyze the effectiveness of collaboration and teamwork in various workplace contexts.                    |
| Guiding Question 5               | How can applying reading skills and techniques help to determine meaning and locate information in workplace texts?                                |  | How can I examine workplace texts to determine key information, purpose and intent?  |  |
| Learning Outcomes                | 5.1  | Students apply scanning and skimming techniques to locate key information in simple workplace texts.                   | 5.1  | Students select and apply appropriate strategies to locate key information in a variety of workplace texts.        |
|                                  | 5.2  | Students apply reading comprehension skills to determine meaning in simple workplace texts.                            | 5.2  | Students explain the purpose and intent of a variety of workplace texts.   |
| Guiding Question 6               | How can information be presented in workplace documents?   |  | How can workplace documents be used to effectively convey information?               |  |
| Learning Outcomes                | 6.1  | Students describe key text features, such as format, structures, symbols and layout, in workplace documents.           | 6.1  | Students select and apply appropriate text features in a variety of workplace documents.                           |
|                                  | 6.2  | Students select and apply an established format to present workplace information.                                      | 6.2  | Students select and apply a variety of workplace text forms to effectively present, request and share information. |

|  |     |  |     |   |
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|  | 6.3 | Students organize information into a workplace document. | 6.3 | Students synthesize and present information from workplace documents. |
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| WORKPLACE ESSENTIAL SKILLS 25-35 |  |   |  |   |   |
|----------------------------------|--|---|--|---|---|
|                                  | 25   |   |  | 35  |   |
| Essential Understanding 3        | Applying financial literacy and numeracy in the workplace enables us to achieve outcomes and solve problems. |   |  |   |   |
| Guiding Question 7               | How can financial literacy and numeracy skills be applied in the workplace?                                  |   |  | How can financial literacy and numeracy skills be applied in a variety of workplace contexts? |   |
| Learning Outcomes                | 7.1  | Students explain how financial literacy and numeracy can be applied in the workplace.   |  | 7.1   | Students explain how financial literacy and numeracy can be applied in a variety of workplace and real-life contexts.   |
|                                  | 7.2  | Students apply appropriate financial vocabulary in a variety of workplace contexts.   |  | 7.2   | Students interpret and apply appropriate financial vocabulary in a variety of workplace contexts.   |
|                                  | 7.3  | Students apply financial processes to complete simple transactions, such as handling cash, making payments and e-transfers, and calculating discounts and tips. |  | 7.3   | Students apply various financial processes to complete a variety of transactions, such as handling cash and credit cards, making payments and e-transfers, and calculating discounts, tips, deductions and tax. |
|                                  | 7.4  | Students solve simple problems by estimating, measuring and calculating, using imperial and metric (SI) units of measure for length, area and volume.           |  | 7.4   | Students solve simple and complex problems by estimating, measuring and calculating, using imperial and metric (SI) units of measure for length, area and volume.   |
|                                  | 7.5  | Students estimate and calculate the material and labour costs of a task.  |  | 7.5   | Students calculate projected material and labour costs of a task and prepare an invoice.  |