AGENDA

The Board of Trustees of Edmonton School Division
One Kingsway,
Edmonton, Alberta

Via Zoom
Board Meeting #15   **Tuesday, May 11, 2021**
                                                        2:00 p.m.

A.   Roll Call

B.   Approval of the Agenda

C.   Communications from the Board Chair

D.   Communications from the Superintendent of Schools

E.   Minutes:

  1.   DRAFT – Board Meeting #14 – April 27, 2021

F.   Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, May 10, 2021, to speak under this item.)

G.   Reports:

  2.   Locally Developed Courses
       (Recommendation)

  3.   COVID-19 Impact on the Division from March 31 to April 27, 2021
       (Information)

  4.   Strategic Plan Update: COVID-19 Re-entry Strategy
       (Information)

  5.   Anti-Racism and Equity
       (Information)

  6.   Responses to Trustee Janz' Questions from the April 13, 2021, Board Meeting
       (Information – Response to Request for Information #100)

H.   Other Committee, Board Representative and Trustee Reports

I.   Trustee and Board Requests for Information

J.   Notice of Motions

K.   Meeting Dates

L.   Adjournment

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Board Meeting #14

Minutes of the Board Meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom on Tuesday, April 27, 2021, at 2:00 p.m.

Present:

Trustees

Sherry Adams	Trisha Estabrooks	Michael Janz
Shelagh Dunn	Ken Gibson	Bridget Stirling
Michelle Draper	Nathan Ip	

Officials

Angela Anderson	Karen Mills	Nancy Petersen
Todd Burnstad	Leona Morrison	Darrel Robertson
Grace Cooke	Kathy Muhlethaler	Carrie Rosa
Ron McNeil	Kent Pharis	Liz Yule

Board Chair: Trisha Estabrooks   **Recording Secretary**: Shirley Juneau

The Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis and Inuit whose footsteps have marked these lands for centuries.

A.   Roll Call: (2:00 p.m.)

The Superintendent advised that all Trustees were present.

B.   Approval of the Agenda

MOVED BY Trustee Draper:
   "That the agenda for the April 27, 2021, Board meeting be approved as printed."
   (UNANIMOUSLY CARRIED)

C.   Communications from the Board Chair

The Board Chair thanked the community for continuing to reach out and support the young boy who was badly beaten at Rosslyn School. The Board Chair advised that she and Superintendent Robertson, along with the mayor, had the opportunity to talk to the boy and his mother on the weekend and share how sorry they were that this attack happened. She said that Superintendent Robertson would be speaking to this incident as well, but she wanted to acknowledge the pain that this attack has

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caused for this boy, his family and the community. The Board Chair said that the Board of Trustees and the Division need to continue to work diligently to actively create a school division that is anti-racist. She reiterated that the Division needs community participation and guidance in achieving this.

The Board Chair reported that there are 35 school divisions that are choosing not to pilot the draft K-6 curriculum and that Edmonton Public Schools is among them. She advised that last week the Public School Boards' Association of Alberta (ASBA) called for a delay on the pilot of the curriculum. The Board Chair explained that the decision by more than half of the school boards, representing approximately 65 per cent of students, is sending a message - a message that she hopes Education Minister Adriana LaGrange will listen to. She shared that Edmonton Public Schools has a long history of providing input and robust feedback on curriculum and will continue to do this on this latest draft. The Board Chair said that she was pleased to receive clarification from Education Minister LaGrange recently that feedback from school divisions who are choosing not to pilot will be accepted.

The Board Chair reported that COVID-19 continues to challenge the Division, and that pivoting, being flexible and creative are essential. She said this also means continued teamwork and a belief that the Division will emerge from this stronger. The Board Chair shared that it is her hope, and the hope of many, that the Division doesn't get into a situation where students learning in person return, only to shift back to online learning. The Board Chair said that it is also her hope that all who can get the vaccine, get it. With schools reflecting what's happening in our community, it is imperative that as many people as possible receive the vaccine.

The Board Chair reported that April 28 is the National Day of Mourning for workers injured or killed at the workplace. She advised that in recognition of the men and women of the province and of the Division who are part of those statistics, the Edmonton Public School Board on April 27, 1998, proclaimed every April 28 as an annual 'Day of Mourning' in recognition of workers killed, injured or disabled on the job.

D.   Communications from the Superintendent of Schools

The Superintendent expressed his gratitude to the many individuals in the community who are supporting the student who was assaulted at Rosslyn School. He also thanked the Board Chair for her work to arrange a conversation with him, the family and the mayor. The Superintendent said he was grateful to the family for taking time to discuss this situation. The Superintendent remarked that schools and community need to be safe spaces for Black, Indigenous and People of Colour students, staff and families and that the Division is committed to doing the work to make this happen.

The Superintendent reported that the Rosslyn School principal has spoken with all classes about the assault and asked students to provide feedback about any safety concerns, and their experiences as Black, Indigenous and People of Colour at the school. He explained that the school has also offered support, including therapy, to any student who is experiencing trauma or feeling unsafe. The Superintendent advised that the Parent Advisory Council is holding an emergent meeting to ask parents who identify as Black, Indigenous and People of Colour to share their thoughts and concerns. He stated that staff will take

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part in professional development around anti-racism, restorative justice and uncovering bias. There will be student-led workshops focusing on anti-racism and social justice that will take place when students return to in-person learning. The Superintendent confirmed that school staff will also be reaching out to Black community groups to gather their feedback on future action needed.

The Superintendent reflected that last June the Board made the commitment to do the work of promoting anti-racism and inclusion. He said that Administration shares that commitment and that he is grateful for the community support and input.

The Superintendent thanked staff and Grades 7 to 12 families for their flexibility in switching to online learning on April 22, 2021. He advised that the Division is monitoring the COVID-19 numbers carefully and is hopeful that the move to online learning helps reduce the number of cases in schools.

The Superintendent announced the following principals have been confirmed, effective September 1, 2021:

- Janice Anderson
- Kristina Bagan
- Jeremy Brooks
- Tara Copeman
- Wanda Cummins
- Matt Evoy
- Stephen Fay
- Steven Greene
- Shaun Hall
- Craig Hughson
- Joleen Kitt
- Kerry Kotyshyn
- Shannon Mah
- Maureen Matthews
- Greg Meeker
- Ben Petruk
- Dawn Schmitz
- Michael Steele
- Karen Steinhauer

E.   Minutes

1.   Board Meeting #13 – April 13, 2021

MOVED BY Vice-Chair Ip:
   "That the minutes of Board Meeting #13 held April 13, 2021, be approved as printed."
   (UNANIMOUSLY CARRIED)

F.   Comments from the Public and Staff Group Representatives

There was one registered speaker that requested the Board of Trustees implement supplying free menstrual products in Edmonton Public Schools.

G.   Reports

2.   Transportation Fees for 2021-2022

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MOVED BY Trustee Janz:
**"That the 2020-2021 Student Transportation Fee Schedule be extended for the
2021-2022 school year."**
(UNANIMOUSLY CARRIED)

Trustee Dunn requested that information be added to the fee sheet advising families that fee waiver
requests can be submitted to school principals.

There was a short break in the meeting.

3.   Rescindment of Bylaw No. 2012-2013-1

MOVED BY Trustee Stirling:
**"That School Trustee Candidates Election Campaign Disclosure Bylaw 2012-2013-1 be
rescinded."**
(UNANIMOUSLY CARRIED)

4.   Motion re: Access to Free Menstrual Products in Edmonton Public Schools

MOVED BY Board Chair Estabrooks:
**"Given that menstrual products are a basic need and that access to these products can be a
barrier for students, the Board of Trustees moves that Administration explore ways to provide
free menstrual products in Division schools, including pursuing partnerships, to provide what
should be essential products in Edmonton Public School washrooms."**
(UNANIMOUSLY CARRIED)

The Board Chair requested that Administration report back to the Board the projected costs of
providing free menstrual products, dispensary machines and an implementation strategy. The Board
Chair requested that this report be submitted by the end of June 2021.

There was a short break in the meeting.

5.   Proposed Resolutions for ASBA Spring and Fall General Meetings

The following proposed two emergent resolutions be submitted for consideration at the ASBA SGM to
be held June 6-8:

MOVED BY Trustee Adams:
**"1. That the ASBA affirm that internet access is essential to Alberta students, staff, and
families for participation not only in public education, but society, and should be accessible
and affordable for all. Furthermore, that ASBA advocate to the federal and provincial
governments on behalf of all Alberta school divisions for immediate initiatives to increase**

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accessibility and quality and reduce costs of internet for students, staff and families."
(UNANIMOUSLY CARRIED)

"2. Given the number of school divisions opting out of the K-6 curriculum pilot, and given the numerous concerns about the draft K-6 curriculum, such as a lack of consultation with stakeholders, questions as to age and developmental appropriateness, and concerns raised by Chiefs with the Treaty 6 Confederacy and the Metis Nation of Alberta, we ask that ASBA advocate to the government on behalf of all school boards for a halt to the piloting and the implementation, and a rewrite of the K-6 curriculum."
IN FAVOUR: Trustees Draper, Dunn, Estabrooks, Ip, Janz and Stirling
OPPOSED: Trustees Adams and Gibson
(CARRIED)

The following proposed three non-emergent resolutions to be submitted for consideration at the ASBA FGM:

MOVED BY Trustee Adams:
"1. Given that collecting race-based data is one necessary step in working to dismantle systemic racism and racial discrimination, we ask that ASBA formally request on behalf of all school boards that Alberta Education develop a model for the collection of race-based data for staff and students across Alberta, in consultation with communities impacted by racism."
IN FAVOUR: Trustees Draper, Dunn, Estabrooks, Ip, Janz and Stirling
OPPOSED: Trustees Adams and Gibson
(CARRIED)

MOVED BY Trustee Adams:
"2. That ASBA request that the provincial Auditor General investigate the challenges and barriers to achieving inclusion as intended by the 2009 "Setting the Direction" framework. This could include, but not be limited to, inclusion, class-size composition, supports, comparisons to jurisdictions, court rulings, and funding."

MOVED BY Trustee Janz:
"That the Motion 2 be referred back to the Board of Trustee's ASBA Issues and Resolution Committee for further discussion."
(UNANIMOUSLY CARRIED)

Trustee Draper requested that the ASBA Issues and Resolutions committee submit a recommendation report that includes proposed changes to Motion 2 for deliberation prior to May 31, 2021.

MOVED BY Trustee Adams:
"3. That the Alberta government continue to collect and make publicly available class size data consistent with previous reporting requirements by the Alberta government and report on this information annually." (UNANIMOUSLY CARRIED)

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6.   Criteria the Province Uses to Allocate New Schools, Modernizations and Portables
(Response to Request for Information #098)

Information was provided in response to Request for Information #098.

Trustee Stirling left the meeting at 5:30 p.m.

Trustee Ip requested confirmation whether the Edmonton Catholic School Division utilized a temporary school composed of portables during the construction of a permanent school.

H.   Other Committee, Board Representative and Trustee Reports

Trustee Draper reminded everyone that the Edmonton Public Schools Foundation will host a 2021 Reading for Life Virtual Fundraiser in support of full-day Kindergarten programming. The event will take place on Friday, May 7, 2021, throughout the day. Trustee Draper encouraged everyone to sign up online or to email Ms Alva Shewchuk, Acting Director. She explained that Ms Shewchuk would appreciate pictures of those participating virtually for the development of a collage of the event.

I.   Trustee and Board Requests for Information - None

J.   Notices of Motion - None

K.   Next Board Meeting: Tuesday, May 11, 2021, at 2:00 p.m.

L.   Adjournment: 5:45 p.m.

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair	Karen Mills, Director of Board and Superintendent Relations

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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

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.

1

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

LH:lb

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.

1

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.

2

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 Harry Ainlay Lillian Osborne Queen Elizabeth 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 Jasper Place Queen Elizabeth W.P. Wagner
Theory of Knowledge 25-35 (3)	409	424	419	356	Harry Ainlay Lillian Osborne M.E. LaZerte McNally Old Scona Ross Sheppard Victoria
Vocal Jazz 15-25-35 (5)	59	87	89	21	Harry Ainlay Victoria
Workplace Essential Skills 25-35 (5)	247	289	188	214	Harry Ainlay L. S. at Blue Quill L. S. at Londonderry L. S. on Whyte L. S. West Edmonton M.E. LaZerte Ross Sheppard Strathcona Transitions at the Y 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

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
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 or texts representative of curricular expectations in programs of study enhance success in school, the community, and the world?

Learning Outcomes (formerly: Specific 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?	15-3	15-5	25-3	25-5	35-3	35-5
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

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

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?	**15-3 15-5 25-3 25-5 35-3 35-5**
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

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

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

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	

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 Reading – Socio-Linguistic, Discourse; Writing - Discourse. Possible linguistic functions: inquire/seek information, cause/effect, justify/persuade, analyze, create		X
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 Reading – Socio-Linguistic, Discourse; Writing - Discourse. Possible linguistic functions: cause/effect, justify/persuade, analyze, create		X
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 Speaking – Linguistic vocabulary and syntax, Strategic, Discourse; Writing – Strategic, Discourse. Possible linguistic functions: describe, sequence/order, explain, describe	X	
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 Speaking – Linguistic vocabulary and syntax, Strategic, Discourse; Writing – Strategic, Discourse. Possible linguistic functions: describe, sequence, explain	X	

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

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	X
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	X
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	X

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	X
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	X
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	X
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.	X

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	X
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	X
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	X

2.35 independently, select from a broad range of increasingly precise words including utility such as lounger, 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	X
2.36 independently, select from a broad range of increasingly precise and sophisticated words including utility such as lounger, 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	X
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 Listening/Speaking/Reading/Writing – Linguistic vocabulary. Possible linguistic functions: describe, classify, summarize/inform, compare/contrast	X

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 Listening/Speaking/Reading/Writing – Linguistic vocabulary. Possible linguistic functions: compare/contrast, cause/effect, justify/persuade		X	
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 Listening/Speaking/Reading/Writing – Linguistic vocabulary. Possible linguistic functions: justify/persuade, summarize/inform, synthesize			X
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 Reading – Socio-linguistic. Possible linguistic functions: inquire/seek information; evaluate	X		

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	X
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	X
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	X
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	X

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		X
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 istening – Socio-linguistic. Possible linguistic function: problem solve	X	
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		X
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		X
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	X	

	15-3	15-5	25-3	25-5	35-3	35-5
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			

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?	15-3	15-5	25-3	25-5	35-3	35-5
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			

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 Listening/Speaking/Writing – Linguistic vocabulary, syntax, Discourse. Possible linguistic functions: inquire/seek information, summarize/inform, classify, cause/effect, problem solve	X
3.5 recognize and use a range of approximately 85,000 words in a variety of oral and writing contexts Listening/Speaking/Writing – Linguistic vocabulary, syntax, Discourse. Possible linguistic functions: inquire/seek information, summarize/inform, problem solve, justify/persuade	X
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 Listening/Speaking/Writing – Linguistic vocabulary, syntax, Discourse. Possible linguistic functions: inquire/seek information, summarize/inform, problem solve, justify/persuade, evaluate	X
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…?" Listening/Speaking – Linguistic grammar and syntax, Strategic, Discourse; Listening – Auditory Discrimination. Possible linguistic functions: inquire/seek information, summarize/inform, sequence/order	X
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…?" Listening/Speaking – Linguistic grammar and syntax, Strategic, Discourse; Listening – Auditory Discrimination. Possible linguistic functions: inquire/seek information, summarize/inform, sequence/order	X

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	X
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	X
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	X

		X
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?"Listening/Speaking – Linguistic grammar and syntax, Strategic, Discourse; Listening – Auditory Discrimination. Possible linguistic functions: inquire/seek information, summarize/inform, infer/predict/hypothesize		X
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 Speaking/Writing – Linguistic grammar and syntax, Discourse. Possible linguistic functions: describe, summarize/inform, compare/contrast	X	
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 Speaking/Writing – Linguistic grammar and syntax, Discourse. Possible linguistic functions: describe, summarize/inform, compare/contrast, cause/effect		X

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 Speaking/Writing – Linguistic grammar and syntax, Discourse. Possible linguistic functions: describe, summarize/inform, cause/effect, justify/persuade, evaluate		X
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 Listening/Speaking/Writing – Discourse. Possible linguistic function: sequence/order, describe, classify	X	
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 Listening/Speaking/Writing – Discourse. Possible linguistic function: compare/contrast, cause/effect, classify	X	
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 Listening/Speaking/Writing – Discourse. Possible linguistic function: cause/effect, justify/persuade		X
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 Listening/Speaking – Linguistic vocabulary; Strategic; Socio-linguistic. Possible linguistic functions: paraphrase, summarize, inquire/seek information	X	

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 Listening/Speaking – Linguistic vocabulary; Strategic; Socio-linguistic. Possible linguistic functions: paraphrase, summarize, inquire/seek information	X	
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 Listening/Speaking – Linguistic vocabulary; Strategic; Socio-linguistic. Possible linguistic functions: paraphrase, summarize, inquire/seek information		X
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 Listening/Speaking – Strategic & Socio-linguistic. Possible linguistic functions: paraphrase, summarize, inquire/seek information	X	
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 Listening/Speaking – Strategic & Socio-linguistic. Possible linguistic functions: paraphrase, summarize, inquire/seek information, infer/predict/hypothesize		X
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 Listening/Speaking – Strategic & Socio-linguistic. Possible linguistic functions: paraphrase, summarize, inquire/seek information, infer/predict/hypothesize, evaluate		X

Outcome						
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					

Outcome						
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

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?	15-3	15-5	25-3	25-5	35-3	35-5
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	X					
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			X			
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						X
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.	X					

Outcome			
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	

Outcome			
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

	15-3	15-5	25-3	25-5	35-3	35-5
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	

5 How does creating a variety or texts representative of curricular expectations in programs of study enhance success in school, the community, and the world?	**15-3 15-5 25-3 25-5 35-3 35-5**

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

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		

Outcome						
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

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		

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

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
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)

1 How can students demonstrate musical skills through rehearsal and performance of diverse repertoire?	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Develop, interpret, and apply technical skills from Instrumental Music 10 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

2 How can students demonstrate individual responsibility as collaborative members in an ensemble?	15-3	15-5	25-3	25-5	35-3	35-5
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

3 How can musical performance be understood, analyzed, and appreciated?	15-3	15-5	25-3	25-5	35-3	35-5
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

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
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_2O_2 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)

1 investigate the development of the quantum mechanical model of the atom and its relationship to the modern periodic table of the elements	35-3
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

2 apply the concept of hybridized orbitals to describe and explain bonding in molecules	35-3
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

3 investigate the limitations of the ideal gas law and use calculations to support their explanations	35-3
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

4 apply phase diagrams for simple systems and calculate energies involved in the formation of binary ionic compounds from their elements	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

5 justify the effect of concentration on the physical properties of solutions through application of the units used to express concentrations for solutions	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

6 evaluate the solubility product for an ionic compound and explain the common ion effect and apply the solubility product to predict precipitation reactions	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

7 analyze properties of electrochemical cells in standard and nonstandard conditions	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

7.3 apply qualitative reasoning of Nernst equation to predict electrochemicals cells for nonstandard conditions	X

8 apply use of buffers in relation to acidbase titrations and evaluate pH at various regions of an acidbase titration curve	**35-3**
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

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	**35-3**
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

10 apply state functions enthalpy, entropy and Gibb's free energy to interpretation of physical and chemical change	35-3
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

11 apply the relationship between equilibrium constants, Thermodynamic properties and cell potential for chemical systems	35-3
11.1 evaluate Kc, Kp, and E°cell, ?G to interpret and predict the nature of a chemical reaction	X

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

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
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)

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 T*heory 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 T*heory 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 Outcome

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)

1 What is the nature and scope of various themes of knowledge?	25-3 35-3
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

2 What are the various methods, tools and practices that are used to explore and create knowledge?	25-3 35-3
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

3 To what extent do perspective and context affect knowledge?	25-3 35-3
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

4 What ethical implications exist when exploring knowledge?	**25-3 35-3**
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

5 How does the way that we organize or classify knowledge affect what we know?	**25-3 35-3**
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

6 What are effective modes of producing, discussing, and exploring areas of knowledge?	**25-3 35-3**
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

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

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
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 20thCentury. 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)

1 How can students demonstrate vocal jazz skills through rehearsal and performance of diverse stylistic and musical elements unique to vocal jazz?	15-5	25-5	35-5
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

2 How can students demonstrate the individual responsibility necessary to participate as a collaborative member in a vocal jazz ensemble?	15-5	25-5	35-5
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 emphases 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

3 How can students critically reflect upon and respond to the performance of vocal jazz?	15-5	25-5	35-5
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

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		

EDMONTON PUBLIC SCHOOLS

WORKPLACE ESSENTIAL SKILLS 25-35

Locally Developed Course Sequence

March 2021

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.

	6.3	Students organize information into a workplace document.	6.3	Students synthesize and present information from workplace documents.

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.

DATE: May 11, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: COVID-19 Impact on the Division from March 31 to April 27, 2021

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

**RESOURCE
STAFF:**   Laurie Barnstable, Anna Batchelor, Megan Normandeau, Carrie Rosa

REFERENCE: January 12, 2021 Caucus Committee meeting

ISSUE
The Board of Trustees are receiving ongoing verbal and written updates on the Division's efforts to support students and staff and mitigate transmission during the COVID-19 pandemic. Trustees have asked that information be shared regularly at public Board meetings.

BACKGROUND
Information reports about the impact of COVID-19 on the Division were presented at the November 24, February 9, March 9 and April 13 Board meetings. Every weekday, updates on the number of COVID-19 cases in schools are provided to Trustees via a transmittal memo, to students and families via a page on the Division website, and to the media via a direct report. Each week, the Superintendent emails an update to all staff.

Division schools continue to do everything they can to mitigate risk by following safety guidelines outlined in the Government of Alberta's school re-entry plan and our Division's Re-entry Strategy. This includes: screening for illness, handwashing and sanitizing, physical distancing where possible, enhanced cleaning standards, strict illness protocols, personal protective equipment (PPE), masks and cohorts.

CURRENT SITUATION
There continues to be incidences of COVID-19 cases in our schools. From March 31 to April 27, 2021:
- We received notice that 221 individuals in the Division tested positive for COVID-19
- 112 out of 215 schools had COVID-19 cases
- 5,427 students were recommended or required to quarantine
- 663 staff were recommended or required to quarantine

A comparison of the COVID-19 case data to previous reporting periods is provided:

	Nov. 11, 2020 to Jan. 26, 2021	Jan. 27, 2021 to Feb. 23, 2021	Feb. 24, 2021 to March 30, 2021	March 31, 2021 to April 27, 2021
Number of positive cases	799	90	118	221
Number of schools with cases (out of 215 schools)	181	52	68	112
Students recommended or required to quarantine	17,508	2,200	3,067	5,427
Staff recommended or required to quarantine	2,040	264	385	663

Variant cases update
In mid-April, Alberta Health Services (AHS) shared that more than 50 per cent of the province's cases are variants of concern, the majority of which are the variant originally identified in the United Kingdom. As such, AHS will only notify the Division if a COVID-19 case is the variant originally identified in South Africa or Brazil. Since March 31, seven COVID-19 cases in Division schools have been confirmed as a variant by AHS. The last variant case AHS informed the Division about was on April 19.

Shift to online learning for Grades 7-12
On April 20, 2021, Alberta Education approved a request from the Division to shift junior high and high school students to online learning, due to the increasing COVID-19 case numbers in our schools and communities. The Division made the request to the province based on a significant number of students and staff in quarantine or isolation, substantial COVID-19 cases in the community and a substitute teacher shortage. Students in Grades 7–12 who chose in-person learning for Quarter 4 shifted to online learning on Thursday, April 22, with an original planned return to in-person learning Thursday, May 6.

Targeted regional measures
The province announced targeted regional health measures for hot spots in Alberta, including Edmonton, on April 29, 2021. These measures included transitioning students in Grades 7-12 to online learning starting Monday, May 3. Junior high and high school students in the Division will continue learning online, having already transitioned to online learning on April 22. The province plans for students to return to in-person learning on Monday, May 17; however, the situation will be assessed on an ongoing basis.

Transition to online learning at Kenilworth School
Following approval from Alberta Education, in-person learners at Kenilworth School transitioned to online learning on April 20, 2021. Three cases of COVID-19 were reported in the school in mid-April and 86 students and 19 staff members were asked to quarantine due to potential close contact with a positive case.

Rapid COVID-19 testing program at Division schools

Alberta Education identified three Division schools to take part in the rapid COVID-19 testing program:

- Donald R. Getty School (Tuesday, April 27)
- Dr. Lila Fahlman School (Wednesday, April 28)
- Victoria School (Thursday, April 29)

Participating schools received information and consent forms from the province. The testing is open to all in-person students in Kindergarten through Grade 6 whose families provided consent. All school staff working in-person are also eligible to participate. Testing is conducted by a third-party service provider contracted by the province, who collaborated with Alberta Health and Alberta Education to set the testing schedule.

Each school will have two rounds of testing—first at the end of April, followed by a second round eight days later. The province indicates their intention is then to move on to a new set of schools.

To identify schools, the province looked at the number of most recent cases in a school community and the particular COVID-19 variant identified with the cases. In future there may be additional criteria used to determine the prioritization of schools for rapid testing.

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DATE: May 11, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: COVID-19 Re-Entry Strategy

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

RESOURCE STAFF: Carolyn Baker, Laurie Barnstable, Marnie Beaudoin, Lea Beeken, David Callander, Kevin Carson, Sue Cusveller, Kim Diggle, Darryl Doan, Leanne Fedor, Rachel Foley, Terri Gosine, Geoff Holmes, Kim Holowatuk, Veronica Jubinville, Trish Kolotyluk, Terry Korte, Julie Kucher, Willa Kung-Sutton, Delia Kuzz, Amanda Lau, Owen Livermore, Patrick Miller, Coreen Moccia, Bob Morter, Aaron Muller, Ann Parker, Christine Pichlyk, Cynthia Prelle, Carrie Rosa, Andrea Sands, Mark Strembicke, Soleil Surette, Tammy Thero-Soto, Renee Thomson, Joy Wicks, Greg Wongda, Christopher Wright

ISSUE
The purpose of this Strategic Update is to provide the Board of Trustees with:
- A comprehensive summary of the Division's journey in response to the COVID-19 pandemic.
- A high level overview of the 2020-2021 school year through the perspective of COVID-19 strategies and practices, including details, data and reflections on the impact of these strategies and practices.
- A summary of lessons learned over this past year and how some of these learnings will inform the work of the Division.

BACKGROUND
In 2018, Edmonton Public Schools formally reaffirmed the District Strategic Plan for the 2018-2022 term. The District Strategic Plan has three priority areas with supporting goals and outcomes. The plan provides common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools and Division staff. The plan serves as the foundation for a Division culture of evidence-based decision making, assurance and accountability.

To demonstrate the Division's commitment to transparency and accountability, Strategic Plan Update reports were introduced in 2016–2017 as an extension of the Annual Education Results Report (AERR). The reports are intended to provide the Board of Trustees with detailed progress towards the goals and outcomes of our Strategic Plan.

CURRENT SITUATION
This Strategic Plan Update report highlights Edmonton Public Schools unwavering commitment and focus to providing high-quality teaching and learning in environments that keep students, staff and families as safe as possible during the COVID-19 global pandemic.

KEY POINTS
This Strategic Plan Update Report provides the Board of Trustees with a comprehensive summary of the Division's journey in response to the COVID-19 pandemic.

ATTACHMENTS and APPENDICES
ATTACHMENT I   Strategic Plan Update: COVID-19 Re-Entry Strategy

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EDMONTON PUBLIC SCHOOLS

Strategic Plan Update:

COVID-19 Re-Entry

May 11, 2021

epsb.ca

INTRODUCTION

> *"The COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents."*
>
> - United Nations, 2020

While the COVID-19 pandemic has significantly impacted education globally, what remains unchanged is Edmonton Public Schools' unwavering commitment and focus to providing high-quality teaching and learning in environments that keep students, staff and families as safe as possible. Edmonton Public Schools is honoured to serve students and families in the Edmonton area. The occurrence of the global pandemic introduced many complexities but it did not change our commitment to our vision: success, one student at a time.

The Division acted swiftly during the 2019-2020 school year to address the impacts of COVID-19. A high level summary of the Division's response from March to August 2020 is captured in the [Division's 2019-2020 Annual Education Results Report (AERR)](#). In planning for the 2020-2021 school year, [Alberta Education's 2020-2021 School Re-Entry Plan](#) stipulated that "everyone in the ECS-12 education system [must] be nimble in contributing to the success of our children and students". The Division embraced this guidance when planning for the 2020-2021 school year. All aspects of the Division's learning and working environments were considered during planning, while also leaving room for flexibility and innovation in order to adapt to changing circumstances within the unpredictability of the pandemic.

The purpose of this Strategic Update is to provide the Board of Trustees with:
- A comprehensive summary of the Division's journey in response to the COVID-19 pandemic.
- A high level overview of the 2020-2021 school year through the perspective of COVID-19 strategies and practices, including details, data and reflections on the impact of these strategies and practices.
- A summary of lessons learned over this past year and how some of these learnings will inform the work of the Division.

OUR COVID-19 JOURNEY

Beginning in spring 2020 and throughout the 2020-2021 school year, the Division participated in ongoing engagement with families, students and staff to better understand their needs during the pandemic. Due to the evolving nature of the pandemic and the many new elements of the COVID-19 Re-Entry Strategy, it was important for the Division to have several check-ins with stakeholders throughout the year.

In May 2020, a Re-Entry Survey was distributed to students, staff and families; feedback from this survey helped the Division gain a better understanding of people's feelings about coming back to school for the 2020-2021 school year, and helped to validate and strengthen Division planning. Since last May, the Division has continued to seek feedback through focus groups, surveys and ongoing dialogue with leaders. This feedback has enabled the Division to be responsive and adapt as required in navigating this uncharted, and at times complex, journey.

From the start, the Division understood that there were operational logistics unique to re-entry that would need to be established. Staff stepped up across schools and central departments to build the systems and processes needed for a safe re-entry, while continuing to prioritize teaching and learning. Re-entry and the first quarter tested many of these systems and processes, resulting in improvements based on feedback and experience. As staff from central and schools adapted their work to the unique requirements and realities of the 2020-2021 school year, they also continued to navigate emerging unanticipated factors presented by the pandemic.

The Division has always recognized the importance of collaboration and relationships to the success of any initiative or project. This has never been more clear than this year, as the Division has sought to support the well-being and safety of

its students, staff and families while returning to school during a global pandemic. The sudden pivot to emergent remote learning in March 2020 combined with the COVID-19 health restrictions was isolating for everyone. In the work to prepare for the 2020-2021 school year, relationships were a critical focus as innovative practices and creative problem solving were being developed to support school re-entry. This focus on relationships and creative ways to remain connected included both the online and in-person learning environments. Examples of how schools have adapted and prioritized connection and relationships within the protocols of the pandemic include:

- Students and families engaging in a range of virtual extracurricular activities and school events (school assemblies, school council meetings, after school programming).
- Schools engaging in team-building activities, including socially distanced friendly competitions like snowman building, costume contests, social media challenges and theme days across cohorts.
- Schools and the Division working with community partners to ensure families had access to the supports they needed. This work with partners reached across a range of areas including food security, access to technology, Wi-Fi support and overall well-being.

The Division's cornerstone value of collaboration serves to inform how we do our work; the unique spirit and energy that comes from collaborating has been foundational to the Division's pandemic response. Examples of this collaboration include:

- Curriculum Learning Supports and the Technology Integration and Planning Support (TIPS Team) working together to support online teaching and learning.
- Human Resources and Student Information working together to support student enrolment and staffing for the online learning cohort.
- Assistant Superintendents and principals coming together on a regular, timely basis to discuss challenges, solve problems and ensure clear understanding of COVID-19 protocols.
- The Distribution Centre transforming itself into a COVID-19 warehouse, coordinating the procurement and distribution of PPE and cleaning supplies and working with schools as they implemented a range of health-related COVID-19 safety protocols (directional stickers, hand sanitizer, cleaning etc.).
- Technology and Information Management collaborating with other central departments and schools to enhance and develop a variety of online processes to promote safety and access.

Mental health was a priority for the Division even before the pandemic. This focus further intensified during COVID-19 and was a key area of planning for the 2020-2021 school year. As part of a provincial project between the four metro boards, a series of mental health resources were created to support school re-entry, welcoming students back to school, reconnecting and the unique circumstances of the pandemic. The emphasis on mental health is also reflected by the following actions taken by the Division for this school year:

- Schools were able to bring students back to school under a staggered entry; this supported students coming in in small groups or individually and enabled teachers the opportunity to connect intentionally with students and families at the start of the year.
- Nine additional social workers were hired to support schools in their efforts to remain engaged with families and to check on the safety and well-being of students.
- School-linked teams were established to support a coordinated, intentional approach to supporting mental health. These teams are made up of the following positions in order to provide cross-disciplinary support to schools:
  - Mental health consultants
  - Social workers
  - School family liaisons
  - Occupational therapists
  - Psychologists
  - Education behaviour consultants
- An Alberta Health Services grant supported the hiring of wellness coaches; these positions were filled mid-year and the Division topped up this funding to enable there to be one wellness coach per catchment.
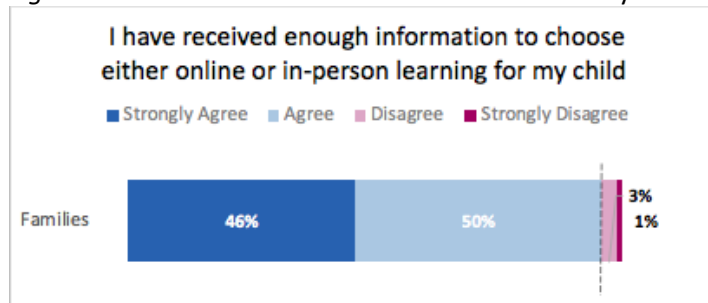
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- The Division extended its work with Dr. Michael Ungar, the founder and Director of the [Resilience Research Centre](#) at Dalhousie University, to support school administrators, teachers and parents/caregivers in addressing the well-being and resilience of students.
  - This year's work included professional learning for staff, two parent sessions with Dr. Unger and 87 schools participating in the student resiliency and engagement survey.
- Division students and families were invited to participate in a research partnership with Dr. Kelly Schwartz, Associate Professor in the School and Applied Child Psychology program at the University of Calgary to better understand how children/youth ages 12 to 18 are feeling about their well-being, resilience and their return to school during the COVID-19 pandemic.
  - Results for each round of the study, [Student Life During a Pandemic,](#) are posted online on the University of Calgary website.

To help students, families and staff feel safe leading into their return to school and throughout the school year, the Division placed a large emphasis on communication. Examples of how the Division reached out to stakeholders include:
- The Board Chair and Superintendent made a video outlining some of the health measures families could expect to see in our schools (6,720 views on epsb.ca). [Welcome back to school 2020-2021](#)
  - This direct communication with families and staff from the Board Chair and Superintendent continued at key points throughout the pandemic.
- Schools created their own welcome back videos specific to their school community; these videos showed families how the school facility was being prepared to support COVID-19 safety protocols and welcomed everyone back for the school year.
- After the release of the Division's Re-Entry Strategy, schools worked from this document to create a more detailed version of the re-entry strategy to reflect the unique circumstances of their school community.
  - Once completed, each school posted its plan to SchoolZone to help families better understand what school would look like for their child this year.
- Key messages and SchoolZone posts have been delivered throughout the year to continue to keep Division leaders, staff, students and families aware of emerging information.

Feedback from the annual Division survey points to the success of the Division's ongoing communication with families and staff as illustrated by the 96 per cent of families who felt that they received enough information to make a choice between online or in-person learning (Figure 1), and the 84 per cent of staff who felt that the communication around the Re-Entry Strategy supported their work this year (not pictured).

Figure 1. Effectiveness of communications for family choice

There is no question that this has been a challenging year unlike anything we have ever experienced. However, there have also been opportunities for growth, new experiences and celebration. The following quotes from this year's Division survey are examples that speak to these strengths:

Staff voice:
- "It has been a time of great transformation and adaptation but in a mostly positive way. I've appreciated having the opportunity to grow and evolve as a professional... "
- "The staff has really come together, supporting each other and creating a new normal that is manageable for staff and students with all the new protocols. I miss the face to face staff meetings and connections...however we have been creative at our online staff/parent meetings to make space for connection and collaboration."

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- "From a professional perspective, I have never experienced the degree of authentic collaboration... The community of professionals with whom I communicate regularly has expanded immensely and stretches across the province."

Family voice:
- "Kudos to the teachers for being so flexible and making ways to build relationships during these constraints!"
- "Because of the cohort system, my child made friends and strengthened relationships that might not have happened otherwise."
- "I'm very pleased with how well our school has managed throughout the pandemic. The communication has been excellent, and my child has felt happy and supported. Most importantly, there has been a persistent sense that we're all in this together as a school community."

Student voice:
- "I liked the freedom that this school year gave me. By having an ability to choose between in-person learning and online, I was able to more easily suit my needs to my learning."
- "I liked how they want to keep us safe during this pandemic and try to make it fun though the world is still going through a rough time. I also like how we still get to hang out with our friends but sadly we can't go on field trips anymore."
- "The school kept everybody really safe. We could still play some games at recess. The teachers always tell people to put on their masks... We are discovering a lot of new fun things we can do and games we can play."
- "I like this school year a lot because I get to meet new students every quarter. Another reason is you get to be more creative on what you can do."

THE COVID-19 RE-ENTRY STRATEGY

Recognizing relationships and well-being as a focus, on August 4, 2020, the Division publicly released the COVID-19 Re-Entry Strategy, a comprehensive document which established the foundation for what school re-entry would look like for the 2020-2021 school year amidst the COVID-19 pandemic. The Re-Entry Strategy, which follows provincial requirements, and in some cases exceeds these requirements, was developed around three key themes:
- Family Choice
- Continuity of Learning
- Well-being, Safety and Mitigation of Risk

The following section describes key strategies and practices taken in support of these themes along with supporting information that demonstrates their impact on students, families and staff.

Family Choice
The Division recognized that in-person classes may not be a comfortable choice for all families depending on personal circumstance and well-being. Family choice focuses on the Division's efforts to connect families to instruction while ensuring they have an ability to pick a learning mode (i.e., online or in-person learning) that best supports their sense of safety and well-being during the pandemic.

Strategies and Practices
Quarterly System
Recognizing families may want to move between online and in-person learning depending on personal circumstances and the unpredictable nature of the pandemic, the Division organized the 2020-2021 school year into four instructional periods called quarters (Q). Before the start of each quarter, families were able to choose in-person or online learning for their child.

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The importance of family choice is evident through the 15 per cent of families who transitioned their child between the two modes of learning between Q1, Q2 and Q3, as well as the gradual increase in the number of students participating in online learning (Figure 2).

Based on responses from the 2020-2021 Division Survey, it is clear that families are considering many factors when choosing the learning mode that best suits the needs of their child and their family (Table 1). Many families are balancing concerns about COVID-19 with concerns about their child's mental and emotional well-being.

Figure 2. Online and In-person Learning Enrolment

Table 1. Family reasons for selecting learning mode

In-person	Online	Transitioning between online to in-person or in-person to online
1. Social interaction (86 per cent) 2. Learning preference (78 per cent) 3. Mental health (78 per cent)	1. Risk of COVID-19 (84 per cent) 2. Health concerns (47 per cent) 3. Convenience (18 per cent)	1. Social interaction (48 per cent) 2. Mental health (47 per cent) 3. Learning preference (42 per cent)

Staffing

The quarterly system would not be possible without significant logistical collaboration between schools and central departments to ensure the appropriate distribution of online and in-person staffing to support high quality teaching and learning. Teachers to support online learning were either newly hired through Division Human Resources or transitioned to an online assignment at the school level to help meet online learning needs (Table 2). Since staffing needs not only shift at the beginning of each quarter but within the quarters, the Division remained responsive and flexible to adapt to changing circumstances.

Table 2. Online teaching staff distribution for the first three quarters

Quarter	Permanent staff teaching online	Temporary staff teaching online	Total staff teaching online
Q1	746	329	1075
Q2	763	319	1082
Q3	764	314	1078

Due to the requirement for staff to quarantine and isolate, having a reliable and responsive supply staff pool has been particularly important this year. Ready and able to step in, supply teachers, educational assistants, office staff and custodians have helped to maintain high quality teaching and learning environments when other staff have had to step back. Despite the responsiveness of supply staff, coverage became more challenging with the arrival of the third wave of the pandemic. This can be seen by the following data:
● 95 per cent of 44,728 teaching supply jobs were filled up until the end of April.
  ○ 99.9 per cent of teaching supply jobs were filled in 2019-2020.
● 81.7 per cent of 28,480 support supply jobs were filled up until the end of April.

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- 95.6 per cent of support supply jobs were filled in 2019-2020.
- 88.1 per cent of 16,812 custodial supply jobs were filled up until the end of April.
  - 93.2 per cent of custodial supply jobs were filled were filled in 2019-2020.

High numbers of staff being required to quarantine coupled with the inability to fill supply positions are two factors that can significantly impact a school's ability to maintain in-person operations. The Division has taken steps to mitigate this risk, including discouraging schools booking supply teachers for general in-school needs, prioritizing supply staff being deployed to schools facing the greatest operational challenges and encouraging staff to participate in activities like professional learning primarily on one of the Division's designated PL days. Despite these efforts, since January the Division has had to reach out to Alberta Education seeking permission to temporarily transition five schools to online learning due to the combination of staff and students required to quarantine and the challenge of maintaining operations. The approval to temporarily transition to online learning rests with the province.

Student transportation was also impacted by COVID-19 and family choice. In a typical school year, approximately one-third of Division students use the yellow bus or Edmonton Transit Systems (ETS) as their daily means to get to school. The 2020-2021 school year saw a 45 per cent decrease in yellow bus ridership and 69 per cent decrease in ETS ridership. In response to COVID-19, the Division made important changes to student transportation to ensure student safety. Some of these changes included:
- Agreements with contracted yellow bus carriers on a shared approach to cleaning costs to ensure that Government of Alberta health guidelines were implemented effectively for student safety and to prevent the spread of COVID-19.
- The implementation of an online tool to coordinate the maintenance of over 1,700 individual seating plans created by schools.
- The creation of an online application form for yellow bus service on epsb.ca to facilitate electronic and contactless applications during COVID-19. As of March 2021, over 90 per cent of all transportation applications are received electronically.
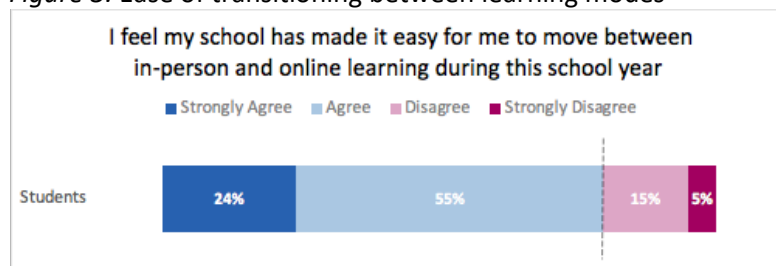
How did we do
Family feedback from the Division Survey has indicated that the quarterly system was appreciated in honouring family choice during the pandemic. Families commented that:
- "EPSB did a fantastic job in choosing the quarter system - given the changing nature of our understanding of COVID, and given the reality of three different waves, this was a much more realistic approach than other districts chose."
- "[The quarterly system] allowed families to make their own judgment call about rising/falling cases giving them a sense of comfort, choice and control."
- "Breaking the school into quarters gave us parents and our children an opportunity to celebrate a mini milestone. It's nice to have mini fresh starts. Especially during a year that has had its challenges, it was nice to have the mini achievements in the year."

Providing family choice does have its logistical complexity; the hard work and flexibility of Division staff made the transitions as seamless as possible.

Seventy-nine per cent of students felt that their school made the transition between in-person and online learning easy (Figure 3).

Figure 3. Ease of transitioning between learning modes

Continuity of Learning
To support continuity of learning in a school year that was anticipated to have multiple points of transition, either within the schedule of the quarter system or due to COVID-19 related shifts to online learning, the Division created resources that supported a cohesive and coordinated approach to teaching, assessment and reporting practices.
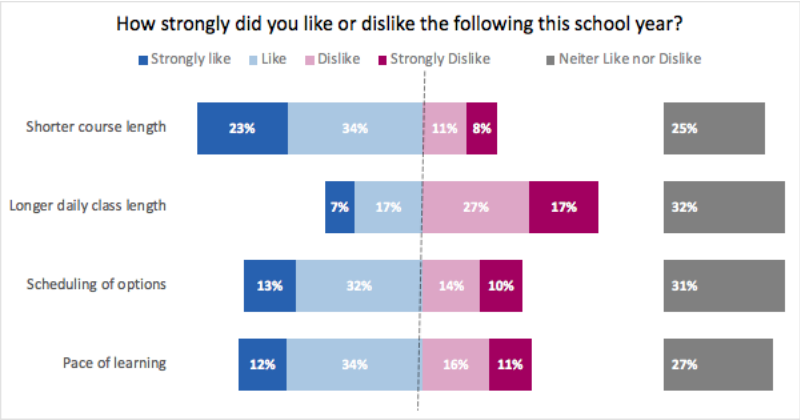
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Strategies and Practices

Alignment with the Quarterly System

The main strategy for continuity of learning was to align the program of studies and identify priority learning outcomes (PLO) within each Grades K-9 with the quarterly system, thus ensuring consistency of concepts covered regardless of the learning mode or school. Scope and sequence documents were created for language arts, mathematics, social studies and science for Grades K-9. The frequency and timing of progress reports were also modified to align with the quarterly schedule (i.e., there was a shift from three reporting periods to four reporting periods). High school programming was adjusted to a full quarterly schedule, with students taking up to two classes per quarter.

The alignment with the quarterly system had significant influences on class scheduling for junior high and high school students.

These influences included shorter course length, longer daily class length, a difference in option scheduling and a different pace of learning. Approximately 30 per cent of students did not have strong feelings about the impact of any of these changes on their learning. However, overall shorter course length was the most liked change and longer daily class length was the most disliked change (Figure 4).

Figure 4. Influences of the Alignment with the Quarterly System

Resources

A significant amount of funding and work was invested to develop comprehensive resources to support the consistency and flexibility required for family choice and the quarterly schedule. The work to develop these resources began in spring of 2020 and has had a team of dedicated staff supporting development throughout the 2020-2021 school year. The following resources are examples of materials developed to be responsive to learning needs anticipated this year:

- **Scope and Sequence Documents (K-9):** Documents that align the program of studies with the quarterly system to ensure students within each grade are learning the same unit and concepts around the same time.
- **Teacher/Support Packs:** The packs support Grades K-9 across the four core subject areas and serve as a companion resource to the Scope and Sequence Documents that teachers can use to support instruction both for in-person and online learning. These packs include sample lesson sequences, student activities, video supports, assessment materials etc. Some packs were adapted to support French language programming.
- **Home Support Packs:** A resource for schools to use when supporting students who are absent from class, in alignment with the learning that has occurred while the student is absent.

Quick facts

To support teaching and learning, as of April 2021, Division staff have created:

5,767 resources
- ➤ Accessed 566,626 times
- ➤ Shared with 39 other school Divisions
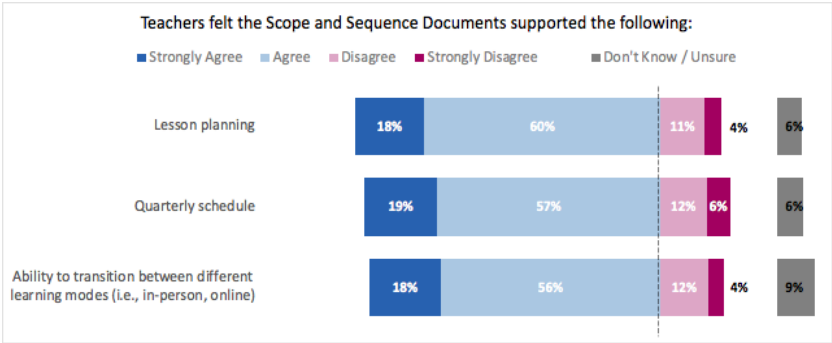
1,324 videos
- ➤ Accessed 469, 313 times

These resources are continually being created, updated and expanded throughout the 2020-2021 school year in response to teacher feedback.

Additional resources, with a focus on online learning, have also been curated. Some of these resources can be found on the publicly accessible Resource Hub, which is a repository of teaching and learning material for families and teachers working outside of the Division. The Hub has been viewed 28,757 times.

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High School Resources: Throughout the year, high school course packs for select courses have been developed and released. The high school course packs provide teachers with a range of materials including sample lesson plans, video resources, sample assessment materials and student assignments to meet the course requirements. High school course packs are designed to support instruction across a quarterly model. Also created were sample high school scope and sequence documents and course plans for select courses to support planning for instruction within a quarterly model.

When asked about the Scope and Sequence Documents in the Division survey, teachers felt the documents most supported lesson planning, the quarterly schedule and the ability for students to transition between different learning environments (Figure 5).

Figure 5. Teachers' Perspective on the Scope and Sequence Documents

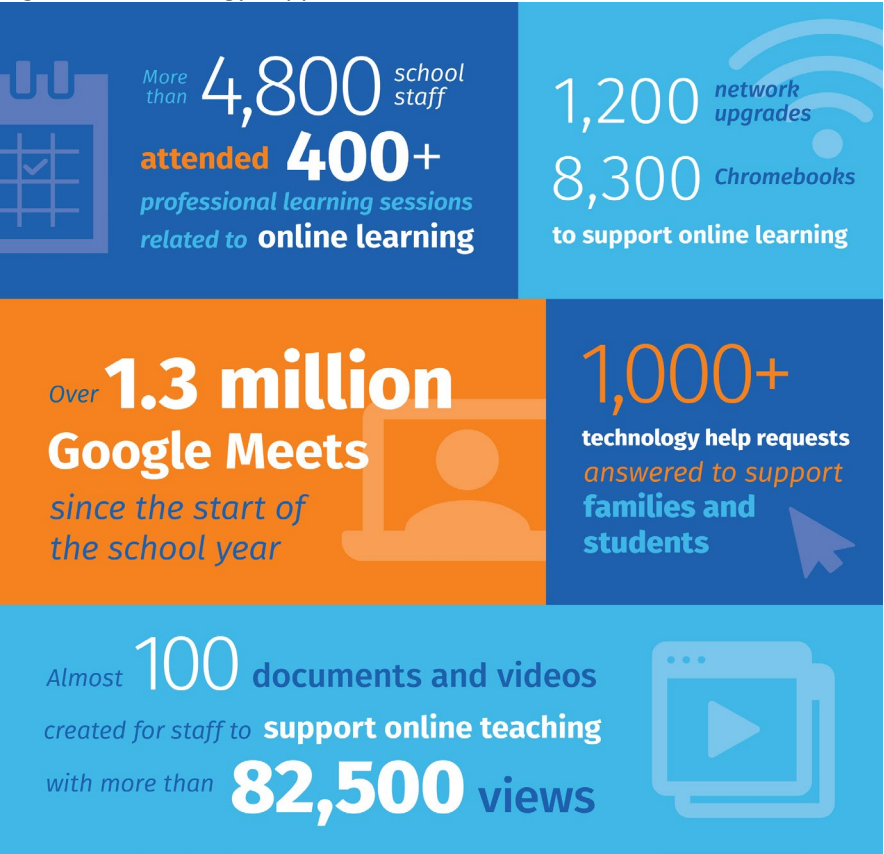## Technology Support and Professional Learning

The provision of technological resources, upgrades, support, and professional learning (PL) was instrumental in preparing staff for teaching and learning in the online learning environment (Figure 6).

The Division purchased additional online resources and significant technological upgrades were completed by the Division and third-party suppliers (e.g., Google) to enhance safety, engagement and assessment in online learning and working environments.

While the Division provided technology support to staff, families and students were also able to connect to the Division about their technology needs through https://techhelp.epsb.ca/. Through the willingness and lingual diversity of the Technology Information Management Team, the tech support was available to families and students in 20 languages.

Finally, in addition to the professional learning offered in a typical school year, the Division increased its focus on the development and delivery of technology related sessions. To ensure that this learning was accessible for all staff, PL was offered online both synchronously and asynchronously.
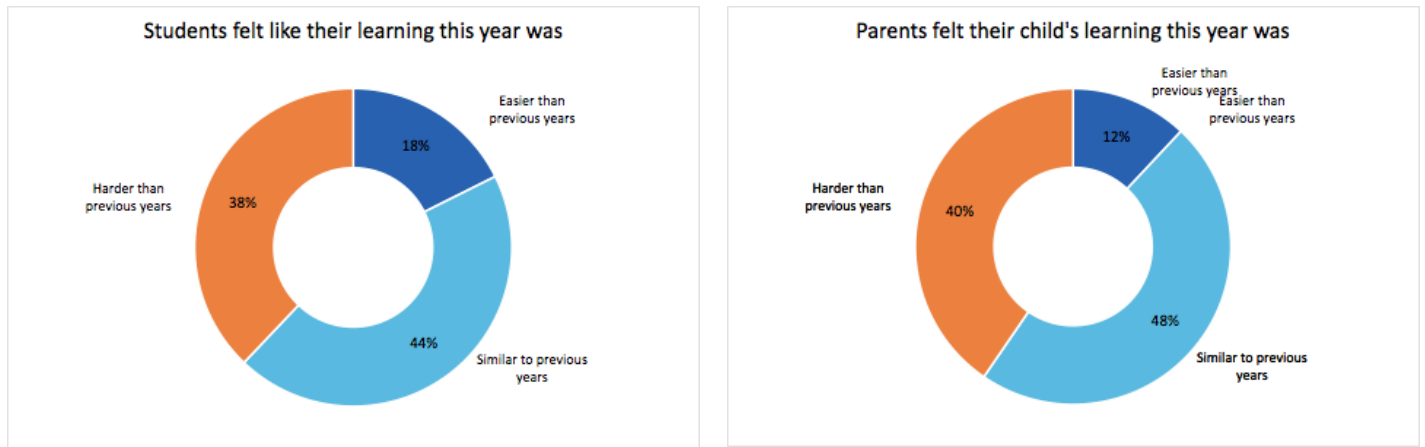
Figure 6. Technology Support and PL in the Division

How did we do

The Division worked hard to ensure high quality learning environments in light of the complexities introduced by the pandemic and this effort appears to have been noticed by students and families. Approximately 50 per cent of students and parents felt learning was similar to that of previous years (Figure 7a and b).

Figure 7a and 7b. How students and parents felt about learning this year
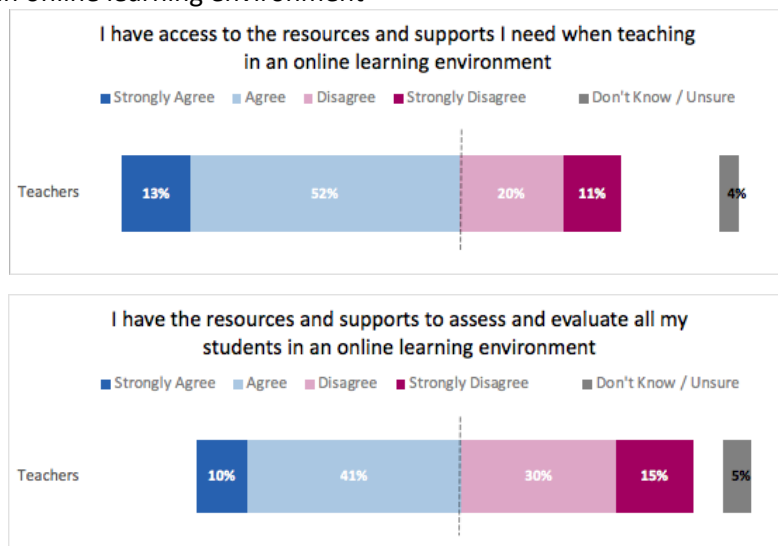

Additionally,
- 86 per cent of families felt their child had the supports and resources they needed to be successful.
- 86 per cent of families felt they had access to the supports they needed to help their child be successful.

The Division's efforts to support staff in the online learning environment is reflected in the 63 per cent of staff who agreed that they felt supported working in an online environment this year (not pictured). Furthermore:
- 63 per cent of teachers indicated they had the resources and supports needed when teaching in an online learning environment (Figure 8a).
- 51 per cent felt they had the resources and supports to assess and evaluate all their students in an online learning environment (Figure 8b).

Figure 8a and 8b: Access to resources and support for teaching and assessing in an online learning environment

Additionally, from the Division Survey staff commented:
- "For our new teachers on staff, the scope and sequence partnered with the teacher resource packs were a fantastic support. Supporting quality lesson planning, and integrating strong pedagogical practices. After the pandemic, I can see these resources as a wonderfully supportive framework to support new teachers."
- "Reporting to parents consistently across the Division worked well. Pairing conferences with interim reports was conducive to goal setting."

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Student voice from the survey included:
- "I liked the quarterly system and how I was able to focus on only 2 courses a quarter instead of several courses in a normal year which improved my learning in a way."
- "I like how we really only had to focus on two subjects at a time. Yes, the pace is really fast, but we are also given the opportunity to only focus on those subjects."

Well-being, Safety and Risk Mitigation

Protecting each other is a shared responsibility among all members of the school community. The Division's COVID-19 safety strategies were developed in accordance with public health guidance, to mitigate or reduce the risk of COVID-19, while also focusing on the well-being of students and staff given the realities of the pandemic.

The Division's plan was not built around a single strategy, but employed multiple complementary strategies and practices that worked together to support the safest school and work environments possible in terms of mitigating or reducing the risk of COVID-19 including:

- Personal protective equipment (PPE)
- Masking
- Handwashing and sanitizing
- Screening for illness
- Strict illness protocols
- Cleaning standards
- Physical distancing
- Cohorts

Strategies and Practices

PPE, Sanitizing, and Cleaning Standards

To ensure Health-approved/recommended products for all Division facilities, the Division adapted quickly to support the central procurement and distribution of Personal Protective Equipment (PPE), hand sanitizer and cleaning supplies. Additionally, funding was committed to numerous upgrades to Division buildings that promoted safety (Figure 9).

A large quantity of supplies were procured and distributed. On the busiest day, the Division's Distribution Center drivers drove a combined total of 1,165 kilometers and made 485 deliveries to schools. The COVID-19 related PPE and supplies included: non-surgical masks, N95 masks, Oxivir TB disinfectant spray, Victory handheld and backpack sprayers, face shields, disposable gowns, gloves and plexiglass shields.

Beyond ensuring that all products were appropriate to mitigate COVID-19, a coordinated, Division-level approach to procure and distribute PPE and cleaning supplies was employed to increase efficiency, lower costs and promote equity throughout the whole process.

Figure 9. Division PPE, Cleaning, and Building Upgrades

Additionally, a number of COVID-19-specific training sessions were developed to support the effective use of PPE, as well as to ensure high standard cleaning and disinfecting methods and procedures. Numerous staff completed these courses including:

● 7,363 staff completed a self-paced training module relative to COVID-19 and the Division's Re-Entry Strategy.
● 500 custodial staff completed three courses related to PPE, cleaning products and equipment and cleaning guidelines.

Screening for Illnesses and Strict Illness Protocols

Under provincial direction, staff and students are required to complete illness screening prior to coming to work or attending school:

● Staff are required to complete the Government of Alberta's COVID-19 screening questionnaire.
● Families are required to use the COVID-19 Alberta Health Daily Checklist (for children under 18) with their child.

Principals were responsible to ensure all families were aware of and had access to the provincial checklist. These checklists are available in multiple languages to make them accessible to families, staff and students.

Although the Division limits visitors allowed in its building this school year, visitors that need to be present at a school complete a contactless check-in/check-out process. This electronic process, which used a QR code and an online form consisting of health screening questions, allowed the Division to easily monitor movement in and out of buildings.

When a confirmed positive COVID-19 case arises, Alberta Health Service and Division officials work together to:

● Determine who is considered to be a close contact of the individual.
● Contact everyone who is considered a close contact.
● Notify all members of the school community that there has been a confirmed positive case.

As part of the Division's intent to be transparent, COVID-19 case numbers are available on epsb.ca and are routinely reported to staff, the Board of Trustees and the media.

Throughout the pandemic, the Division has been in ongoing communication with Alberta Health Services officials. Though we were unable to obtain information around in-school transmission, the Division receives timely and detailed feedback around our implementation of COVID-19 health and safety protocols. This feedback has helped the Division consistently implement health protocols and has also reinforced the overall strength of the Division's Re-Entry Strategy, including the decision early on to have mandatory masks for students (Grades 4 to 12) and staff.

As of April 30, 2021, there had been

1,685
Confirmed positive COVID-19 cases impacting a Division facility

These cases have resulted in isolation and/or quarantine periods of

547, 190 days for students and
64,414 days for staff

Physical Distancing and Cohorting

The provincial guidelines for school re-entry introduced the concept of cohorts as a key factor to promoting safety. Schools organized around cohorts, with consideration to how a group of students could learn together, play together and have lunch together while limiting the number of staff who would have regular contact with the group of students. K to 6 learning environments were the most conducive to cohorting. Junior High and High School students limited their interactions with others through the quarterly system, postponing some types of activities and following physical distancing protocols.

Beyond changing how we organize for instruction, the Division also looked at how to change many in-person processes to online. One example of this was the work done to replace the in-person registration and pre-enrolment process for new students with an online system. The system enabled families to easily and electronically submit and sign

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documentation to pre-register their child in their school of choice. As of April 6, 2021, 8,737 families have used the Division's new online pre-registration system.
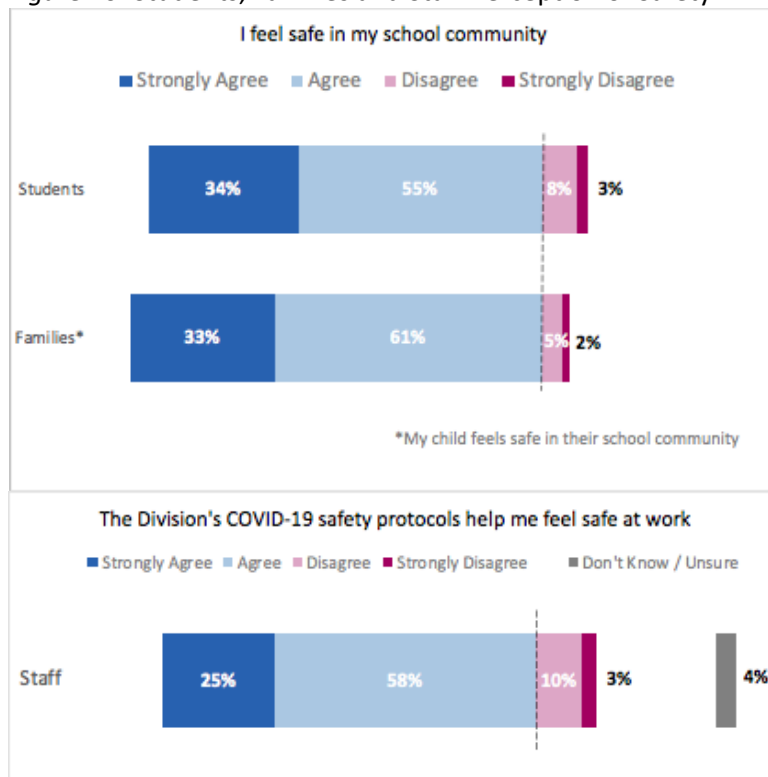
How did we do

Feedback from the Division survey confirmed that the efforts taken in support of safety and risk-mitigation have been well-received by students, families and staff.

Survey feedback indicated that approximately 90 per cent of students and families agreed (i.e., strongly agree and agree) that they felt safe in their school community. This sentiment was echoed by Division staff, with 83 per cent agreeing that the Division's COVID-19 safety protocols made them feel safe at work (Figure 10).
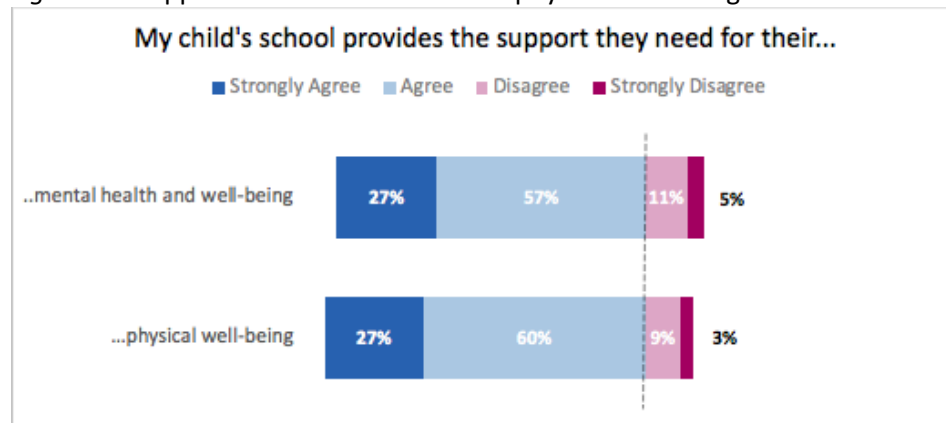
The multiple modes used to communicate the Division's safety protocols were also effective, with over 90 per cent of families and staff indicating that they knew what their school was doing to keep them and their child safe during the pandemic, and over 80 per cent of staff felt that the Division's communication around the Re-Entry Strategy was timely (not pictured).

Figure 10. Students, Families and Staff Perception of Safety

With respect to health and well-being, families felt their child's school provided their child the supports they needed for their mental health and well-being (84 per cent), as well as physical well-being (87 per cent) (Figure 11).

Figure 11. Supports for mental health and physical well-being

Comments from families and staff reflect positively on the Division's efforts to ensure student and staff safety:
- "I want to say thank you for ensuring students are safe and for communicating messaging clearly. It feels good to know that EPSB, the school, teachers, staff and principals care so much about the students to figure out the logistics

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for cohorts, classroom doors, breaks, cleaning, masking and online learning. It's a crazy world out there with covid but it's nice to know that everyone is doing the best to ensure student safety at school."
- "I believe that the measures EPSB have taken were good and I felt relatively safe sending my children to school."
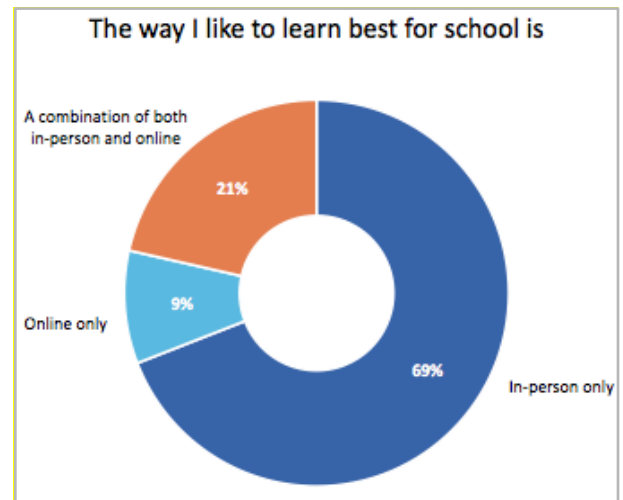
LESSONS LEARNED

Everyone is eager for the pandemic to be over and for the opportunity to return to many of the activities and ways of being that have been given up during this past year. As we optimistically look ahead, the Division will reflect on the past 12 months and the lessons we have learned. This reflection, along with the experience we have gained will shape the work of the Division in the years to come. Our key learnings include:

Online Learning: The Division's capacity to support the online learning environment has increased significantly since the start of the pandemic. This includes:
- Building the capacity and confidence of Division teachers to work in the online learning environment.
- Developing resources and professional learning opportunities tailored specifically towards the online learning environment.
- Implementing a range of technology upgrades to enhance engagement and flexibility within the online learning environment.

We know that there is much to learn around this learning environment, including the opportunity to further explore synchronous and asynchronous learning and refine online assessment practices to support the reporting of student progress.

Figure 12. Student Learning Mode Preference

Feedback from students also tells us that many students are eager to have online learning available as an option to them (see Figure 12).

Engagement: The Division has always valued engagement and the voice of staff, students and families. However, the importance of stakeholder voice was more critical than ever this year, as the Division worked to be responsive and nimble to the ever-changing circumstances presented by COVID-19.

A great example of the effectiveness of engagement is the Division's work to support online learning. The ability to connect with students, families and staff from the online learning cohort at various points in the year enabled the Division to learn and adjust between quarters where there were identified areas for improvement. By engaging at multiple points throughout the year, the Division was able to be responsive much sooner and made adjustments mid-year, as opposed to waiting until next year. This responsiveness was appreciated. The Division has also gained further insight into effective elements of engagement with staff, students, families and the community, including how to host online engagement that supports meaningful results.

Responsive Planning: The Re-Entry Strategy was a detailed and complex plan developed in response to the complexity of maintaining school operations during a global pandemic. However, the Division also quickly learned that a good plan also needs to be nimble and responsive to unanticipated or emerging circumstances and change. Early into the school year, the Division developed systems to support ongoing evaluation and updating of key elements of the plan, timely communication with Division leaders regarding changes to the plan and processes to support families in adjusting to unanticipated changes in routines, protocols or expectations. Going forward, Division planning will intentionally allow for change and fluidity over time.

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Family Choice: Family choice was a key feature to the Division's Re-Entry Strategy and greatly valued by many families during the uncertainty and risk of the pandemic. However, supporting this model in a large urban division comes with many challenges, including the following:
● Family choice proved to be a resource-intensive way of organizing, both in terms of the additional staff required to work directly with students in the online cohort and the support required from central teams to maintain the model.
● Staffing the model at each of the quarterly transitions is disruptive for staff, schools and students, as this transition requires the closing of some online cohorts and the establishment of new ones in response to students moving between in-person and online learning.
● Choosing online learning is one aspect of choice for a family; however, it is not entirely feasible for the Division to provide both online learning for every Division-offered alternative or language program. Despite clear messaging around this limitation, this did result in disappointment for some families.
● Offering family choice at multiple points in a non-pandemic school year would not be operationally efficient or financially feasible. The model of family choice and the online learning required funding beyond the Division's provincial allocation. The costs associated with organizing this way were covered through the Division's $38.5 million dollars of federal COVID-19 Safe Return to Class Funding.
● Family choice has a direct impact on Division bussing routes and the overall capacity of our transportation service; each quarterly change required a nimble response by transportation services to reschedule routes based on student programming.
    ○ This has both human resource and financial implications.

Staffing: The Division's team of 14,427 staff have stepped into the challenges of the pandemic being flexible, responsive, calm and caring despite the stress and uncertainty of being frontline workers during a pandemic. Across the Division, staff learned new systems, new routines and enhanced protocols for cleaning in a matter of weeks leading into the new school year in preparation to support the Division's operations amidst the pandemic. Over the past several months the following lessons have emerged:
• Quarterly model and family choice: The quarterly model and family choice had a significant impact on Division staffing. As we moved through staffing processes for each quarter, we refined processes based on experience and feedback received. Processes in Quarters 3 and 4 shifted significantly from processes used for Quarters 1 and 2 based on these learnings. Having four times in the year to operationalize around this work surfaced the importance of:
    ○ Having a designated, committed team of staff from across Central units with the unique skills needed to support this process. It is also important to make adjustments to ensure there is adequate staffing to respond to the tight timelines of each transition and the volume of staffing decisions needed to be made.
    ○ Implementing administrative efficiencies based on lived experience and making adjustments mid-year to streamline processes.
    ○ Identifying opportunities to Involve principals at key points in the process to support transition for staff and students, as well as maintain teacher/student relationships as much as possible.
• Supply Staff: The Division anticipated that challenges filling supply needs would increase this year due to the pandemic.
    ○ Various strategies, such as sharing daily absence reports and implementing pilots for recent post-secondary teaching graduates, have been used to work proactively with schools to address supply challenges.
    ○ During wave two of the pandemic, HR began working intentionally with assistant superintendents and principals to prioritize supply assignments. This enabled the Division to be intentional around supporting schools with greater absences due to COVID-19 related factors.
    ○ To help encourage supply teachers in accepting assignments, funding was put in place that would pay a supply teacher who was required to quarantine as a result of being on assignment in a school. These supply teachers needing to quarantine due to COVID-19 were then also able to support the online learning environment as long as they were well and able to work.
    ○ Despite taking intentional steps and seeking ways to add to the roster throughout the year, during waves two and three of the pandemic the system faced challenges with fill rate. In extreme circumstances, schools with a

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high number of staff on AHS-required quarantine were challenged to remain operational. In these few cases, the Division requested a transition to online learning for the school.

o This work has provided the Division with the opportunity to experiment with new ways of recruiting staff and intentionally tracking the need for supply that will serve us well in the years ahead.

At this time, the Division is uncertain about what the 2021-2022 school year will bring. The recent announcement that school staff have been prioritized for the vaccine is a positive step forward. As the Division prepares for next year, the circumstances around the pandemic and any COVID-19 health restrictions will inform our planning, as safety and well-being remains a priority. As in any other school year, we are preparing for teaching and learning and being responsive to the needs of our students. The Division knows that literacy, numeracy, mental health and well-being are all critical areas of importance as we move forward from the disruption and stress of this challenging year.

There is also excitement about the opportunities that next year will bring as we anticipate gradually being able to return to many of the activities and things about school that we miss. The following Wordle highlights the collective responses of staff, students and families when asked what they were most looking forward to at school after the pandemic.

While we're all looking forward to returning to non-pandemic times, we'll be sure to keep the lessons, innovator mindset and team spirit this past year brought us.

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REFERENCES

United Nations. (2020). *Policy Brief: Education during COVID-19 and Beyond.* Retrieved from
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Information Report

EDMONTON PUBLIC SCHOOLS

DATE: May 11, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Anti-Racism and Equity

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

ISSUE
The Division acknowledges that racism exists in our schools and workplace and is committed to taking intentional and meaningful action towards the elimination of racism across the Division. This action will include the development of a model to support the collection of raced-based data and focusing on actions that promote a culture of respect and equity for all students, staff and families.

BACKGROUND
On June 4, 2020, the Edmonton Public School Board of Trustees released a public Board Statement on Anti-Racism and Inclusion, acknowledging the "existence of racism and discrimination in the Division", and their commitment, "to being a place where every student and staff person feels they belong". Additionally, at the September 22, 2020 Board Meeting a motion was passed requesting that administration develop a model supporting the collection of race-based data.

In the fall of 2020, the Superintendent expressed his commitment to the development of a model to support the collection of race-based data. To help inform this work, an Equity Advisory Committee was established to provide advice and recommendations to the Superintendent around critical factors to be considered prior to the collecting of information that would inform a race-based data set. The opportunity to express interest in sitting on the committee was communicated both internally and with the broader community. The committee was made up of representation from the following stakeholder groups: parents, community members, staff, Student Senators and Trustees. Once established, committee membership was posted on the Division's website. The Division contracted Dr. Yvonne Chiu to chair the advisory committee and the committee's work was grounded in a terms of reference.

The committee met on three occasions: December 1, January 19 and March 2. The following documents provide a summary from each of the three meetings:

- December 1 meeting summary
- January 19 meeting summary
- March 2 meeting summary

On April 12, 2021 the Superintendent received the Equity Advisory Committee's recommendation report. The report highlighted the importance of moving forward in the collection of race-based data and the anticipated positive outcomes for students as a result of having this data. Included were the following three areas of recommendation:

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1. **Develop and implement a model to collect race-based data, to inform systemic changes that includes consideration to:**

   ● Establish an internal inter-departmental working group to support the development of the model.
   ● Research/liaise with other school boards and sectors in society (health, justice, etc.) that have initiated race-based data collection processes, to learn from their findings.
   ● Conduct a privacy impact assessment, for data security and protection.
   ● Establish culturally responsive data gathering processes.
   ● Create a plan to support the use of the data, addressing analysis, reporting and accountability.

2. **Create opportunities for ongoing engagement with community, staff, students and families.**

   ● Maintain an Equity Advisory Committee.
   ● Initiate listening circles and other culturally appropriate methods of engagement.
   ● Identify the community groups and partners that can support the collection of race-based data.
   ● Create reciprocal opportunities for critical analysis and feedback throughout various stages of model development.
   ● Establish an ombudsperson, who can listen, collect data, relay messages and provide anonymity, relative to race-based data collection.

3. **Develop a communication plan to support ongoing transparency and communication about the development of a model to collect race-based data.**

Additionally, the Equity Advisory Committee provided recommendations for the Superintendent's consideration around other key actions to support anti-racism and equity across the Division. These additional recommendations included:
● Establishment of a Divisional Anti-Racism and Equity Team of leaders, to help move forward intentional actions in support of sustainable systemic changes.
● Examination of human resource practices and policies to ensure more people of diversity are represented across all staffing roles.
● Collaborating with post-secondary institutions around teacher training.
● Professional learning opportunities for all staff that respond to and informs systemic changes towards equity.
● Guidance to build upon existing relationships and initiatives.

CURRENT SITUATION
The recommendations from the Equity Advisory Committee align or complement other key factors foundational to the Division's commitment to anti-racism and equity. In thinking about next steps, the Division's intentional actions will extend beyond the collection of race-based data to other areas where there is the opportunity to make meaningful systemic change. This broader body of work will be informed by the following:

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- The direction and intent of the Board's draft policy in support of anti-racism and equity. The policy has been to the Board for first reading and is currently out for feedback to inform second, third and final reading. This policy, once approved, will serve as the foundation to anti-racism and equity efforts across the Division.
- The voices of stakeholders from within the Division and members of the community. Over the past several months the Superintendent has engaged in a variety of conversations with staff, community members and families that have further informed his plans around next steps for the Division.
- The implications of events continuing to unfold in our community, both those that reinforce the need and importance for change and those events that inspire and set an example for the future.

To confirm the Division's commitment to next steps, a multi-year Anti-Racism and Equity Action Plan is currently being finalized. The plan will initially address the collection of race-based data, anti-racism and equity support for schools and the review of human resource practices and procedures, but will have the flexibility to expand to include other key initiatives critical to moving the Division forward. Additionally, targeted resources have been identified to support this work. Along with the allocation of funds in the 2021-2022 operating budget, the Superintendent has identified an internal steering committee whose responsibility will be to provide leadership and support to key areas of the Anti-Racism and Equity Action Plan.

This work will continue to be informed by the voice of staff, students, families and community and the Division commits to ongoing updates regarding this work.

KEY POINTS
- Edmonton Public Schools acknowledges that racism exists in our schools and commits to intentional steps towards anti-racism and equity.
- The Superintendent established an Equity Advisory Committee to help inform the development of a model to support the collection of race-based data.
- The Division's work in support of anti-racism and equity will be informed by the Board of Trustees' revised policy, coming forward for second, third and final reading.
- The Superintendent is developing a multi-year action plan to direct the Division's efforts in support of anti-racism and equity. Targeted resources have been identified to support this work.

DR:np

EDMONTON PUBLIC SCHOOLS

DATE: May 11, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Responses to Trustee Janz' Questions from the April 13, 2021 Board Meeting (Request for Information #100)

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

RESOURCE STAFF: Todd Burnstad, Leanne Fedor, Terri Gosine, Jeremy Higginbotham, Christopher Wright

REFERENCE: N/A

ISSUE

At the April 13, 2021, Board meeting, Trustee Janz requested the following information:

1. An overview of the leases or funding agreements around parent societies and facility use payments.
2. A cost to ensure that all schools have bike racks compliant with the City of Edmonton standard and cost to provide bike cages to schools. Could this be provided through Division surplus?
3. Funding implications if the Division were to amend the funding formula for next year to ensure that a level eight is provided for a full-time unit cost and a level seven to equate to .75 of an Education Assistant.

BACKGROUND

Administration conducted research, compiled data, and generated cost estimates related to the questions posed in the Request for Information (RFI). Responses are provided below and correspond with the question numbers forwarded through the RFI.

CURRENT SITUATION

1. In the 1970's the Division began work to explore offering alternative programs to Division students. As part of this initiative, the Division engaged with society groups to explore the feasibility of incorporating their unique programs into the Division under the lens of alternative programming. As this concept gained momentum, over time, more societies approached the Division for partnership opportunities and, subsequently, more alternative programs were added to the Division.

   Specific to programs that have societal ties and own their school buildings, the Hebrew Alternative program was approved by the Board in October 1975 to retroactively recognize the program that began in September 1975. The Edmonton Christian Alternative Program was approved by the Board in May 1999 to begin programming in September 1999. Millwoods Christian Alternative Program was approved by the Board in May 2000 to begin programming in September 2000. Finally, Meadowlark Christian Alternative Program was approved by the Board in May 2004 to begin programming in September 2004. Once these programs were approved, the Division then entered into master agreements with each corresponding Society whereas the Division would deliver alternative programming to Division students in school buildings owned by these Societies.

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Currently, we have the following Society-owned school buildings which accommodate Kindergarten to Grade 12 education for Edmonton Public students:

- Talmud Torah
- Edmonton Christian West (Building 1 and Building 2)
- Edmonton Christian High School
- Edmonton Christian North East
- Millwoods Christian School
- Meadowlark Christian School

As a derivative of the Master Agreements, there are also individual Facility agreements that have been in place since the inception of the respective Master Agreements. Many of the societies already had school facilities before joining the Division and the Division decided to proceed with the leasing of these buildings instead of utilizing existing Division instructional space. In all facility agreements, the Division is the Tenant and the Society is the Landlord. The Facility agreements reflect a standard lease agreement that speaks directly to the operation of the facility.

Within these facility agreements, the responsibilities for the costs associated with the ongoing repair, maintenance and operation of those facilities is outlined. In some agreements the ongoing costs associated with the upkeep of these facilities is the responsibility of the Landlord (Societies), in which case the Division provides an annual facility use payment to the landlord. In some agreements, where the Tenant (Division) is responsible for routine maintenance and repairs, there is no rent (or facility use) payment contemplated.

2. The provision of bicycle enclosures in order to ensure a consistent standard and compliance with current zoning bylaws would involve the following costs and considerations:
   a. The current zoning bylaw requires one bicycle parking space per 140 square meters of building floor space. As all of our schools are various sizes, each school would have a different requirement. On average, an elementary school would require four racks (40 bicycles), a junior high would require five racks (50 bicycles), a K-9 would require seven racks (70 bicycles) and a high school would require 20 racks (200 bicycles). As zoning bylaws have changed over the years, not all schools would currently meet this requirement. The majority of our schools have racks that meet this standard; however, some schools may have an inadequate number of racks or the racks may be aging. The cost to replace/add bike racks to ensure that all schools meet the zoning bylaw is estimated at $750,000.
   b. Providing a fenced enclosure at each school, assuming that it is a chain link fence that is eight feet high and has one lockable gate, would cost approximately $3.5 million. This estimate is based on the dimensions contemplated by the zoning requirements noted above.
   c. Often, we install shale around the bike racks as it is difficult to cut grass around the bike racks. Fencing would make landscaping maintenance even more difficult, so Integrated Infrastructure Services would recommend installing shale in order to limit potential lifecycle costs and limit potential damage to personal property. The cost to add shale to the schools that do not currently have it is estimated at $1 million.
   d. Since 2019, the Division has received three requests for additional bike racks and one request for removal of a bike rack.
   e. In total, potential costs for the installation of consistent bike enclosures across the Division could reach approximately $5.25 million.

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Additional considerations related to the installation of bicycle enclosures may involve logistics, such as:

- Integrated Infrastructure Services often places bike racks in multiple locations around school buildings in order to allow students to lock up their bikes near their designated entrance. This would not be possible with the placement of a single bike enclosure at each school.
- The Division would need to determine the ability of each individual site to accommodate a bike enclosure, within the context of existing buildings, current or anticipated portables, and the available land.
- The scope of the work would likely require two summer seasons for procurement, supply, and installation work. As such, Division surplus funds would need to be available for two successive fiscal years.
- The Division would need to work with schools to ensure a consistent approach to operationalizing the bike enclosures. Matters such as responsibility for locking and unlocking the enclosure, access times and staff resource to ensure events such as late student arrivals, etc. would need to be addressed.

3. Based on the September 2021 projected enrolment, the table below reflects the total unit costs of providing a full-time Educational Assistant for students identified with a level eight and 0.75 for students with a level seven code (i.e. severe special needs).

Division Level 7 & 8 Coded Students	September 2021 Projected Enrolment Normalized Enrolment*	Educational Assistant Level E (10 month) - Unit Cost $ 57,015
Level 7 students	2,250.0	$ 96,212,812
Level 8 Kindergarten	59.5	$ 3,392,393
Level 8 Full Day Kindergarten	32.0	$ 1,824,480
Level 8 students	1,077.3	$ 61,419,409
TOTAL	**3,418.8**	**$ 162,849,094**

* - Normalized enrolment factors in half day Kindergarten as 0.5.

In terms of funding implications, the normalized enrolment of students coded either seven or eight of 3,418.8 represents 3.4 per cent of the total Division's normalized projected enrolment of 101,071. The total unit cost of the Educational Assistants as reflected in the table of $162.8 million would equate to 20.6 per cent of the total funds directly allocated to schools of $790.7 million.

KEY POINTS

- Currently the Division has six Society-owned school buildings which accommodate Kindergarten to Grade 12 education for Edmonton Public students. Once these programs were approved by the Board, the Division then entered into individual Facility agreements that allowed for the leasing of Society buildings instead of utilizing existing Division instructional space. In all facility agreements, the Division is the Tenant and the Society is the Landlord. Societies are responsible for general maintenance in most instances.

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- The provision of bicycle enclosures in order to ensure a consistent standard and compliance with current zoning bylaws could reach approximately $5.25 million.
- Based on the September 2021 projected enrolment, the total unit costs of providing a full-time Educational Assistant for students identified with a level eight and 0.75 for students with a level seven code would be $162,849,094.

CW:kk

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