

Honouring Spirit: Indigenous Student Awards

Hilltop Jr/Sr High School

Mary Campbell, Award Recipient
Jody Smith-Tomke, Nominator, FNMI Liaison
Jonathan Morley, family member

Onoway Jr/Sr High School

Madison Alexis, Nominee
Nicole Alexis, Madison's Mother
Autumn Michelle, FNMI Liaison OJSH

Percy Baxter Middle School

Creio Johnson, Nominee
Tanya Zadderey, Nominator

Lieutenant Governor of Alberta Student Award

Fox Creek School

Adam Auclair, Award Recipient
Lisa Herold, Adam's Mother
Ian Baxter

Locally Developed Courses

Military Studies

For the 2024-2025 School Year

Introduction to the Military Studies Course Sequence

Subject: Social Sciences - Discipline: Political Science

The Military Studies sequence provides Alberta students with the opportunity to critically examine, assess and evaluate real-world problems/conflicts, and their military solutions. In the process, students will hone their communication, leadership and decision-making capabilities as informed, responsible and competent Canadian citizens in an increasingly conflict fraught and complex global context.

Student Need

This course examines theories and practices associated with war and peace and the military's role in various contexts. Existing Programs of Studies (including Social Studies, Canadian History and World History) provide teachers with limited opportunities to engage in conversations about the role of the military in Canada and internationally. Military Studies enables students to expand upon and deepen understandings by inquiring into specific military motivations and actions in contemporary and historical contexts.

In the contemporary context, students are bombarded daily by images of human conflict via exposure to representations of conflict at school, in literature, in video games, in film and via the media. The Military Studies courses are designed to help students to understand the specific roles the military can and may play in terms of engaging in and preventing conflicts. While this course is designed to provide enrichment and enhanced understanding for all students, it may play a particularly important role for the thousands of young Albertans involved in the growing Canadian cadet movement. The extension provided in this course sequence supports students to better understand the role of the military in both historical and contemporary contexts by examining its impact in shaping collective identity, assessing justifications for war and military action, and by evaluating the ethics of military actions and structures alongside their effects on local and Indigenous populations.

Courses in the Military Studies Course Sequence

Military Studies 15 (LDC1051)

Military organizations in Canada and abroad play a significant role in cultivating patriotism, humanitarian values and peace as well as preserving a country's heritage, sovereignty, environment, economic stability and security. Through examination of multiple perspectives, factors and resources, students in Military Studies 15 will think critically to examine role of the military in shaping collective identity in historical and contemporary societies.

| No required facilities.

Prerequisites: None

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2024-2025	2027-2028
5	2024-2025	2027-2028

Military Studies 25 (LDC2051)

Military organizations in Canada and abroad play a significant role in cultivating patriotism, humanitarian values and peace as well as preserving a country's heritage, sovereignty, environment, economic stability and security. Through examination of multiple perspectives, factors and resources, students in Military Studies 25 will think critically to assess justifications for war and military action in historical and contemporary contexts.

| No required facilities.

Prerequisites:

- All of the following:
 - Military Studies 15 (LDC1051)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2024-2025	2027-2028
5	2024-2025	2027-2028

Military Studies 35 (LDC3051)

Military organizations in Canada and abroad play a significant role in cultivating patriotism, humanitarian values and peace as well as preserving a country's heritage, sovereignty, environment, economic stability and security. Through examination of multiple perspectives, factors and resources, students in Military Studies 35 will think critically to evaluate the ethics of military action and structures, and their effects on local and Indigenous populations in both historical and contemporary international societies.

| No required facilities.

Prerequisites:

- All of the following:
 - Military Studies 25 (LDC2051)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2024-2025	2027-2028
5	2024-2025	2027-2028

Curriculum Outline

Curriculum Elements		Military Studies 15-3	Military Studies 15-5	Military Studies 25-3	Military Studies 25-5	Military Studies 35-3	Military Studies 35-5
1	Topic Perspectives on War & Peace	✓	✓	✓	✓	✓	✓
1.1	General Outcome Considering multiple perspectives, what is the relationship between the concepts of war and peace in historical and contemporary contexts?	✓	✓	✓	✓	✓	✓
1.1.1	Specific Outcome Analyze Canadian perspectives on the terms peace, security, war and conflict.	✓	✓				
1.1.2	Specific Outcome Analyze international perspectives on the terms peace, security, war and conflict.			✓	✓		
1.1.3	Specific Outcome Assess the justifications of war in Canadian context.	✓	✓				
1.1.4	Specific Outcome Assess the justifications of war from multiple perspectives.			✓	✓		
1.1.5	Specific Outcome Articulate connections between the desire for peace and Canadian endeavours for a peaceful world.	✓	✓				
1.1.6	Specific Outcome Articulate connections between the desire for peace and international endeavours for a peaceful world.				✓		
1.1.7	Specific Outcome Evaluate the historical factors enabling and hindering the desire for war historically.		✓				
1.1.8	Specific Outcome Evaluate the factors enabling and hindering the desire for war using contemporary and international examples.				✓		
1.1.9	Specific Outcome Identify the relationships between nations in conflict and out of conflict.				✓		
1.1.10	Specific Outcome Create an awareness of the complexities of humanitarian efforts by the Canadian Army in a post 9/11 world.					✓	✓

Curriculum Elements		Military Studies 15-3	Military Studies 15-5	Military Studies 25-3	Military Studies 25-5	Military Studies 35-3	Military Studies 35-5
1.1.11	Specific Outcome Analyze the success of various operations in post 9/11 conflicts and peace keeping missions on the international stage.						✓
1.1.12	Specific Outcome Inquire into government support for the military in times of war.					✓	✓
1.1.13	Specific Outcome Inquire into government support for the military in times of tension and peace.						✓
1.1.14	Specific Outcome Create a spectrum that addresses the just war theory and its application of ethics in war.					✓	✓
1.1.15	Specific Outcome Inquire into ethical war and post-war practices in a Canadian context.					✓	✓
1.1.16	Specific Outcome Inquire into ethical war and post-war practices in an international context.						✓
1.1.17	Specific Outcome Analyze the periods of warfare and diplomacy in North America, pre- and post-contact between European and Indigenous peoples.					✓	✓
1.1.18	Specific Outcome Critically examine the historical legacy of warfare and diplomacy in North America between European and Indigenous peoples, and its impact on contemporary Indigenous communities.						✓
2	Topic Forces Shaping Military Activity	✓	✓	✓	✓	✓	✓
2.1	General Outcome What are the social, political, environmental and economic forces that shape, and are shaped by military activity?	✓	✓	✓	✓	✓	✓
2.1.1	Specific Outcome Evaluate the nature of the relationship between government and the military in a historic context.	✓	✓				
2.1.2	Specific Outcome Evaluate the nature of the relationship between government and the military in international contexts.			✓	✓		
2.1.3	Specific Outcome Inquire into the factors that determine the state, size, and role of Canada's military in times of peace and in times of conflict or war.	✓	✓				

Curriculum Elements		Military Studies 15-3	Military Studies 15-5	Military Studies 25-3	Military Studies 25-5	Military Studies 35-3	Military Studies 35-5
2.1.4	Specific Outcome Inquire into factors that determine the state, size, and role of the military in international contexts in times of peace and in times of conflict or war.			✓	✓		
2.1.5	Specific Outcome Analyze the role of leadership and training amongst different militaries in historical and contemporary societies.	✓	✓				
2.1.6	Specific Outcome Analyze international involvement in specific conflicts in historic and in contemporary contexts.			✓	✓		
2.1.7	Specific Outcome Investigate the changing role of technology and how it effects the nature of war.		✓				
2.1.8	Specific Outcome Investigate changing military operations around the world.				✓		
2.1.9	Specific Outcome Elaborate on the effects of Post-Traumatic Stress Disorder (PTSD) on individuals and families, and government responses to PTSD.				✓		
2.1.10	Specific Outcome Elaborate on the role religion has played in areas of conflict prior to 1500.					✓	✓
2.1.11	Specific Outcome Elaborate the role religion has played in areas of conflict after 1500.						✓
2.1.12	Specific Outcome Theorize about the degree to which wars and other hostilities have been started, conducted, and ended for religious purposes prior to 1500.					✓	✓
2.1.13	Specific Outcome Theorize about the degree to which wars and other hostilities have been started, conducted, and ended for religious purposes post 1500.						✓
2.1.14	Specific Outcome Evaluate the degree of violence that has been inherent when religions have been conflicted internally and externally.					✓	
2.1.15	Specific Outcome Evaluate the role religion has played in coming to terms of peace in a post 9/11 world.					✓	✓
3	Topic Military Stories and Identity	✓	✓	✓	✓	✓	✓

Curriculum Elements		Military Studies 15-3	Military Studies 15-5	Military Studies 25-3	Military Studies 25-5	Military Studies 35-3	Military Studies 35-5
3.1	General Outcome What can stories related to the military tell us about the conservation of collective memory and the identity of multiple communities?	✓	✓	✓	✓	✓	✓
3.1.1	Specific Outcome Analyze stories to gain an understanding of the impact of conflict and war on individuals and collective identity.	✓	✓	✓	✓		
3.1.2	Specific Outcome Assess the contributions and sacrifices made by non-military members of society during times when Canada has been involved in conflict and war.	✓	✓				
3.1.3	Specific Outcome Assess the contributions and sacrifices made by non-military members of society internationally during times of conflict and war.			✓	✓		
3.1.4	Specific Outcome Articulate the value of commemorating those impacted by war by exploring the theme of Remembrance in a Canadian context.	✓	✓				
3.1.5	Specific Outcome Compare Canadian efforts to commemorate and memorialize those impacted by war with those in international contexts.				✓		
3.1.6	Specific Outcome Explore and analyze the origins of remembrance protocols, why remembrance and memorialization happens, and what purpose it serves in Canada and abroad.		✓		✓		
3.1.7	Specific Outcome Analyze the stories from different communities and how it affected the evolving identity of Indigenous and female military personnel.				✓		
3.1.8	Specific Outcome Evaluate gender issues and gender relations in the context of conflict and war in Canada.					✓	
3.1.9	Specific Outcome Evaluate gender issues and gender relations in the context of conflict and war in an international and post 9/11 setting.						✓
3.1.10	Specific Outcome Analyze the impact of war on cultural constructions of gender, societal norms, what/who constitutes a war hero, and feminist approaches to peacekeeping and peace making.					✓	✓
3.1.11	Specific Outcome Analyze and make inferences on the impact war and conflict has on Indigenous communities during times of conflict in Canada.					✓	✓

Curriculum Elements		Military Studies 15-3	Military Studies 15-5	Military Studies 25-3	Military Studies 25-5	Military Studies 35-3	Military Studies 35-5
3.1.12	Specific Outcome Analyze and make inferences on the impact war and conflict has on Indigenous communities during times of conflict in an international setting.						✓
3.1.13	Specific Outcome Evaluate the degree of nationalism that arises from times of conflict in Canada and Indigenous communities.					✓	✓
3.1.14	Specific Outcome Evaluate the degree of nationalism that arises from times of conflict in international communities.						✓
4	Topic Media and the Military	✓	✓	✓	✓	✓	✓
4.1	General Outcome What can be learned by critically examining the changing relationship between the media and the military over time?	✓	✓	✓	✓	✓	✓
4.1.1	Specific Outcome Analyze the ethical and legal considerations necessary to create, share and interpret Canadian portrayals of military events (glorification, condemnation, avoidance, exaggeration).	✓	✓				
4.1.2	Specific Outcome Apply the ethical and legal considerations necessary to create, share and interpret international portrayals of military events (glorification, condemnation, avoidance, exaggeration).			✓	✓		
4.1.3	Specific Outcome Assess the power of the Canadian media to influence war efforts.	✓	✓				
4.1.4	Specific Outcome Assess the power of the international media to influence war efforts.			✓	✓		
4.1.5	Specific Outcome Research how Canadian representations of the military and military events have changed over time (newsreels, embedded journalism, war art, music, commercials, protests etc.).	✓	✓				
4.1.6	Specific Outcome Compare how international representations of the military and military events have changed over time (newsreels, embedded journalism, war art, music, commercials, protests etc.).			✓	✓		
4.1.7	Specific Outcome Interpret media portrayals of war and contemplate their effect on Canadian personal and collective memories.		✓		✓		

Curriculum Elements		Military Studies 15-3	Military Studies 15-5	Military Studies 25-3	Military Studies 25-5	Military Studies 35-3	Military Studies 35-5
4.1.8	Specific Outcome Critically analyze media bias in reporting military events in a contemporary and historic context.		✓		✓		
4.1.9	Specific Outcome Debate the validity of War accounts as told by mainstream media in a Canadian context prior to the information age.					✓	✓
4.1.10	Specific Outcome Debate the validity of War accounts as told by mainstream media in a Canadian context post information age.						✓
4.1.11	Specific Outcome Research differing accounts of war using primary sources.						✓
4.1.12	Specific Outcome Critically analyze the justification of censorship during war and peacetime in Canada.					✓	✓
4.1.13	Specific Outcome Critically analyze the justification of censorship during war and peacetime in international contemporary contexts.						✓
4.1.14	Specific Outcome Create a validity spectrum that outlines different post 9/11 war stories as told by the media.					✓	✓
4.1.15	Specific Outcome Debate the validity of just war theory as described in mainstream media post 9/11.						✓
5	Topic Diverse Perspectives on Military Operations	✓	✓	✓	✓	✓	✓
5.1	General Outcome What can an exploration of diverse perspectives tell us about peace operations and the effects of such missions in a historical and contemporary context?	✓	✓	✓	✓	✓	✓
5.1.1	Specific Outcome Critically examine the origins of peace operations and the history of Canada's involvement therein.	✓	✓				
5.1.2	Specific Outcome Critically examine the origins of peace operations and the history of international involvement therein.			✓	✓		
5.1.3	Specific Outcome Differentiate between peace operations such as peacekeeping, peace-making and peace-support in the Canadian experience and evaluate their efficacy.	✓	✓				

Curriculum Elements		Military Studies 15-3	Military Studies 15-5	Military Studies 25-3	Military Studies 25-5	Military Studies 35-3	Military Studies 35-5
5.1.4	Specific Outcome Analyze the distinctions between peacekeeping, peace-making and peace-support operations and develop convincing and well-researched arguments for/against such approaches in specific historical and real-world situations.			✓	✓		
5.1.5	Specific Outcome Evaluate the factors that enable and/or hinder the success of peace-keeping operations in specific international contexts.			✓	✓		
5.1.6	Specific Outcome Debate justifications for the use of force in historical situations.		✓				
5.1.7	Specific Outcome Debate justifications for the use of force in contemporary situations.				✓		
5.1.8	Specific Outcome Analyze how conflict exists on a continuum/spectrum (police or domestic operations, revolutionary war, peace support operations, limited war, general war/total war, nuclear war) and create positions on this continuum/spectrum.		✓		✓		
5.1.9	Specific Outcome Evaluate and create theories on the viability of Civil-Military relations during times of peace in democratic countries as well as authoritarian regimes.					✓	✓
5.1.10	Specific Outcome Evaluate and create spectrums that outline the changing relationship between the Canadian Military, government, and citizenry in a post 9/11 world.					✓	✓
5.1.11	Specific Outcome Evaluate and create spectrums that outline the changing relationship between democratic and authoritarian regimes' militaries, governments, and citizenry in a post 9/11 world.						✓
5.1.12	Specific Outcome Evaluate the impact post-war has on anthropology, sociology, international relations, developmental issues, gender issues in a Canadian context.					✓	✓
5.1.13	Specific Outcome Evaluate the impact post-war has on anthropology, sociology, international relations, developmental issues, gender issues in an international context.						✓
5.1.14	Specific Outcome Evaluate bias and degree of glorification post-war stories reflect on societal values in a Canadian context.					✓	✓
5.1.15	Specific Outcome Evaluate bias and degree of glorification post-war stories reflect on societal values in a Canadian context.						✓

Statement of Overlap with Existing Programs

Similar / Overlapping Courses	Description of Similarity / Overlap - Rationale
History of War and Warfare 15	Both courses include an analysis of the role of the military in historical contexts.
	Military Studies focuses on the role of the military in both historical <i>and</i> contemporary contexts by placing an emphasis on the development of understanding through analysis of multiple perspectives, factors, relationships and stories over time. It also includes an in-depth study of ethics, gender issues, peacekeeping, peacemaking and the role of the media. In contrast, the History of War and Warfare course includes a large focus on military operations, tactics, strategies, and technologies specific to the periods predating the introduction of mechanized warfare.
History of War and Warfare 25	Both courses include an analysis of the role of the military in historical and contemporary contexts.
	Military Studies focuses on the role of the military in both historical and contemporary contexts by placing an emphasis on the development of understanding through analysis of multiple perspectives, factors, relationships and stories over time. It also includes in-depth study of ethics, gender issues, peacekeeping, peacemaking and the role of the media. In contrast, the History of War and Warfare course places a significant emphasis on military operations, tactics, strategies, and technologies specific to the periods following the introduction of mechanized warfare.
Social Studies 10-1	Both courses offer an examination of global issues in historical and contemporary contexts.
	Military Studies provides a focused exploration of the military's role in global war and conflict. The development of this understanding is accomplished through the analysis of multiple perspectives, factors, relationships and stories over time.
Social Studies 10-2	Both courses offer an examination of global issues in historical and contemporary contexts.
	Military Studies provides a focused exploration of the military's role in global war and conflict. The development of this understanding is accomplished through the analysis of multiple perspectives, factors, relationships and stories over time.
Social Studies 20-1	Both courses include an examination of the First and Second World Wars and international conflicts.
	Military Studies provides in-depth exploration of the military's roles and responsibilities in war and conflict, spanning both historical and contemporary contexts. The development of this understanding is accomplished through the analysis of multiple perspectives, factors, relationships and stories over time.
Social Studies 20-2	Both courses include an examination of the First and Second World Wars and international conflicts.
	Military Studies provides in-depth exploration of the military's roles and responsibilities in war and conflict, spanning both historical and contemporary contexts. The development of this understanding is accomplished through the analysis of multiple perspectives, factors, relationships and stories over time.

Similar / Overlapping Courses	Description of Similarity / Overlap - Rationale
Social Studies 30-1	Both courses examine ideologies, actions and policies important to the development of active, informed and responsible citizens.
	Military Studies explores specific ideologies, actions and policies crucial to fostering active, informed and responsible citizens through the lens of the military. The development of this understanding is accomplished through the analysis of multiple perspectives, factors, relationships and stories over time.
Social Studies 30-2	Both courses examine ideologies, actions and policies important to the development of active, informed and responsible citizens.
	Military Studies explores specific ideologies, actions and policies crucial to fostering active, informed and responsible citizens through the lens of the military. The development of this understanding is accomplished through the analysis of multiple perspectives, factors, relationships and stories over time.



Locally Developed Courses

Reading

For the 2024-2025 School Year

Introduction to the Reading Course Sequence

Subject: Languages - Discipline: Other English

In Reading students will engage in diverse reading experiences with a focus on developing positive reader identity within an inclusive literacy environment. To do this, students will solidify and strengthen foundational reading skills to develop their reading comprehension across genres. The texts encountered in this course sequence progress from straightforward, to complex, to more sophisticated. Text forms and structures students encounter may vary, but the emphasis will be on written texts. The texts students' study can also include texts they encounter in career exploration and texts they are required to read in the workplace, in courses such as the Registered Apprenticeship Program, Work Experience, and Career and Technology Studies. Texts studied in this course will also give particular emphasis to texts that students choose to read for their own interest and pleasure. The reading skills gained through this course will allow students to achieve success in their senior high school courses as well as transfer their knowledge to multiple situations and contexts beyond school.

Student Need

This locally developed course is intended for any student who requires additional support with foundational reading skills. This will help students reconnect with positive reading experiences, strengthen their foundational reading skills, and develop a wider range of strategies to help them critically construct the meaning of texts they encounter in an academic environment and in their daily lives. Teachers will utilize diagnostic assessments to know students as readers and to determine appropriate instructional approaches and materials that will provide scaffolding to support each individual students' growth as a reader.

Courses in the Reading Course Sequence

Reading Foundations A 15 (LDC1296)

Students will participate in learning meant to positively support their identities as readers within a rich literacy environment. This course will strengthen students' language comprehension, which includes background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge, as well as word recognition, which includes phonological awareness, decoding, and sight recognition skills so that they can experience success in academic and social contexts. . Students, supervised by their teacher, will complete diagnostic assessments to understand the skills and next steps to support their reading development. Through a variety of texts and activities, students will build their confidence, motivation, metacognition and strategy use while reading. Students will learn specific reading strategies and apply these to a variety of diverse and increasingly complex texts with an emphasis on predicting, inferring, making connections, and summarizing.

| None

Prerequisites: None

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2024-2025	2027-2028
5	2024-2025	2027-2028

Reading Foundations B 15 (LDC1311)

Students will participate in literacy learning meant to strengthen and refine their language comprehension and word recognition skills while continuing to build positive reading identities. Students, supervised by their teacher, will complete diagnostic assessments to understand the skills and next steps to support their reading development. Students will learn and apply reading strategies with an emphasis on synthesizing and evaluating while reading increasingly complex and connected texts. The reading skills gained through this course will support students' disciplinary literacy and their ability to transfer their knowledge to multiple situations and contexts beyond school.

| None

Prerequisites: None

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2024-2025	2027-2028
5	2024-2025	2027-2028

Curriculum Outline

Curriculum Elements		Reading Foundations A 15-3	Reading Foundations A 15-5	Reading Foundations B 15-3	Reading Foundations B 15-5
1	Topic Self-Regulation During Reading	✓	✓	✓	✓
1.1	General Outcome How can students read and understand themselves as a reader in both functional and leisure contexts?	✓	✓	✓	✓
1.1.1	Specific Outcome Identify individual strengths and needs in reading acquisition process	✓	✓	✓	✓
1.1.2	Specific Outcome Select texts to meet personal needs, broaden knowledge across disciplines and real-world applications	✓	✓	✓	✓
1.1.3	Specific Outcome Identify and share texts that are related to personal interests and that provide joy and personal satisfaction	✓	✓	✓	✓
1.1.4	Specific Outcome Establish, decide, and determine level of attention and purpose for reading in variety of diverse contexts	✓	✓	✓	✓
1.1.5	Specific Outcome Create personally meaningful and effective processes to demonstrate active interaction with text to document evolving understandings while reading	✓	✓	✓	✓
1.1.6	Specific Outcome Participate in communal and collaborative reading experiences that support the building of positive reading identities	✓	✓	✓	✓
2	Topic Strategy Use Before, During, and After Reading	✓	✓	✓	✓
2.1	General Outcome How can personal reading strategies assist in activating, anticipating and consolidating meaning in texts?	✓	✓	✓	✓
2.1.1	Specific Outcome Identify, select and employ appropriate strategies to build meaning while reading.	✓	✓	✓	✓
2.1.2	Specific Outcome Identify and choose texts specific for different contexts and purposes	✓	✓		

Curriculum Elements		Reading Foundations A 15-3	Reading Foundations A 15-5	Reading Foundations B 15-3	Reading Foundations B 15-5
2.1.3	Specific Outcome Compare and explain the ways that reading takes place in different contexts and for different purposes.			✓	
2.1.4	Specific Outcome Evaluate a variety of texts and their appropriateness for reading that takes place in different contexts and for different purposes.				✓
2.1.5	Specific Outcome Use skimming and scanning to preview texts	✓			
2.1.6	Specific Outcome Make predictions to provide a focus prior to reading	✓	✓		
2.1.7	Specific Outcome Continually make predictions while reading	✓	✓		
2.1.8	Specific Outcome Confirm predictions while reading		✓		
2.1.9	Specific Outcome Adjust predictions while reading			✓	✓
2.1.10	Specific Outcome Reflect on the accuracy of predictions and the need to modify them when encountering new information				✓
2.1.11	Specific Outcome Ask text-dependent questions based upon a literal understanding of text	✓	✓		
2.1.12	Specific Outcome Ask text-dependent questions based upon knowledge of text form and structure.		✓		
2.1.13	Specific Outcome Ask text-dependent questions based upon an inferential understanding of text			✓	✓
2.1.14	Specific Outcome Reread for understanding	✓			
2.1.15	Specific Outcome Reread to adjust meaning		✓		

Curriculum Elements		Reading Foundations A 15-3	Reading Foundations A 15-5	Reading Foundations B 15-3	Reading Foundations B 15-5
2.1.16	Specific Outcome Reread to challenge interpretations of familiar texts			✓	
2.1.17	Specific Outcome Reread to challenge interpretations across contexts				✓
2.1.18	Specific Outcome Distinguish between main ideas and supporting details	✓	✓	✓	✓
2.1.19	Specific Outcome Paraphrase and summarize ideas and/or information	✓	✓		
2.1.20	Specific Outcome Draw appropriate inferences when reading	✓	✓		
2.1.21	Specific Outcome Integrate and synthesizes ideas and/or information			✓	✓
2.1.22	Specific Outcome Evaluate own understanding of text such as words and/or meaning			✓	✓
3	Topic Word Recognition	✓	✓		
3.1	General Outcome How does word recognition assist in reading comprehension?	✓	✓		
3.1.1	Specific Outcome Apply knowledge of increasingly more complex grapheme-phoneme correspondences when identifying graphemes by name and phonemes by sound	✓			
3.1.2	Specific Outcome Apply phonological and phonics knowledge to decoding and encoding to demonstrate the ability to segment and blend letter sounds when reading in increasingly complex and multisyllabic words.	✓	✓		
3.1.3	Specific Outcome Apply knowledge of high frequency words to understand texts.	✓	✓		
4	Topic Language Comprehension	✓	✓	✓	✓

Curriculum Elements		Reading Foundations A 15-3	Reading Foundations A 15-5	Reading Foundations B 15-3	Reading Foundations B 15-5
4.1	General Outcome How can components of language comprehension assist in reading comprehension?	✓	✓	✓	✓
4.1.1	Specific Outcome Share personal connections to texts and evolving understandings in a variety of ways/contexts	✓	✓	✓	✓
4.1.2	Specific Outcome Describe and explain how personal connections made with characters, ideas and/or information in a text influence understanding	✓	✓		
4.1.3	Specific Outcome Analyze and assess how personal connections made with characters, ideas and/or information in a text influence understanding			✓	✓
4.1.4	Specific Outcome Examine and apply understanding of text features to construct meaning independently while reading	✓	✓	✓	✓
4.1.5	Specific Outcome Describe the effect on understanding of transitions or words that signal a sequence, comparison contrast, or additional information, problem and solution, cause and effect	✓	✓		
4.1.6	Specific Outcome Analyze the effectiveness and purpose of various kinds of text structures and ways to develop ideas that construct meaning			✓	✓
4.1.7	Specific Outcome Identify features that will assist in meaning making of text that would include title, table of contents, glossary, index, headings, subheadings, bold fonts, colour, definitions, photographs, drawings, diagrams, graphs, and captions	✓	✓		
4.1.8	Specific Outcome Explain features that will assist in meaning making of text that would include title, table of contents, glossary, index, headings, subheadings, bold fonts, colour, definitions, photographs, drawings, diagrams, graphs, and captions			✓	✓
4.1.9	Specific Outcome Identify and explain a variety of textual structures and how ideas and/or information are developed in order to anticipate how to construct the meaning of a text	✓	✓		
4.1.10	Specific Outcome Distinguish a variety of textual structures and how ideas and/or information are developed in order to anticipate how to construct the meaning of a text			✓	✓

Curriculum Elements		Reading Foundations A 15-3	Reading Foundations A 15-5	Reading Foundations B 15-3	Reading Foundations B 15-5
4.1.11	Specific Outcome Identify and explain the effect on meaning of deliberately chosen grammatical and mechanical techniques	✓	✓	✓	✓
4.1.12	Specific Outcome Identify and explain the effect of deliberately chosen literary devices on meaning	✓	✓	✓	✓
5	Topic Bridging Processes to Support Reading	✓	✓	✓	✓
5.1	General Outcome How does reading fluency support effective reading comprehension?	✓	✓	✓	✓
5.1.1	Specific Outcome Adjust reading rate to demonstrate appropriate emphasis on words, phrasing, expression and use of punctuation	✓	✓		
5.1.2	Specific Outcome Self-monitor reading fluency and track accuracy, automaticity and prosody when reading	✓	✓		
5.1.3	Specific Outcome Adjust reading rate to suit reading needs in a variety of diverse contexts			✓	✓
5.2	General Outcome How does background and vocabulary knowledge support effective reading comprehension?	✓	✓	✓	✓
5.2.1	Specific Outcome Use appropriate resources and processes to build background knowledge prior to reading to support comprehension	✓	✓	✓	✓
5.2.2	Specific Outcome Activates background knowledge to support comprehension of text			✓	✓
5.2.3	Specific Outcome Identify how the meaning of common tier 2 vocabulary change across disciplines and explain how this change in meaning impacts ability to engage within the discipline		✓		
5.2.4	Specific Outcome Apply knowledge of word parts, including roots and affixes to predict and confirm meanings of words		✓		
5.2.5	Specific Outcome Use knowledge of common roots and affixes to infer meaning of unfamiliar, tier 3, words across disciplines			✓	

Curriculum Elements		Reading Foundations A 15-3	Reading Foundations A 15-5	Reading Foundations B 15-3	Reading Foundations B 15-5
5.2.6	<p>Specific Outcome Use tier 2 and 3 vocabulary encountered in text within discussion, written reflection or representation</p>				✓

Superintendent's Report

Administrators Meeting June 5th

1. Instructional practice training and inferencing activity
2. Administrative Procedures workshop
3. Lunch and year end wrap up

Boot Camp Update

July 4th through to July 15th, we have two weeks of boot camp with 14 programs running week 1 and 10 programs running week two. All the favourites are back with new additions including Photography, Community Helpers, Early Childhood Level 1, and Introduction to Self-publishing. There are 224 students signed up to participate this year. While Trustees are invited to drop by anytime, the annual BBQ is at 11:45 on Thursday July 11.

WEEK 1

Aesthetics/Hairstyling

Discover your passion as an Esthetician with a fun filled week of makeup, manicures and nail art and tap into your creative side with a week of hairstyling. Working with a journey person Cosmetologist instructor, you will learn techniques in styling, braiding, and advanced bridal updos. Earn up to 3 credits.

Baking Brilliance

Who loves to bake? Students will learn to bake the most delicious breads, desserts and treats from around the world while learning the skills necessary. Learn from a professional who loves to share her skills. The possibilities are endless. For home, for fun, or maybe for a career. Let's experiment, learn how to use all the equipment properly, and gain some tips and tricks along the way. Earn up to 3 credits.

Community Helpers

Are you a natural born helper? Are you someone that friends seek out when they are needing help or having a tough time? Or perhaps you want to be that person and help those around you -- Come and learn how being connected with the right supports can turn problems into opportunities.





During this course you will learn effective communication, self-care, coping with stress, knowing when to refer people on to professional services in the community, handling crisis situations and suicide awareness. This course will help you identify some of the stressors that can have a negative impact on your life and also connect you with the community and professional support services to bridge the gap between informal (friends supporting friends) and formal support (professional, agency, organizations). Earn up to 3 credits.

Dynamic Dance

Dance has a rich and varied history that spans thousands of years in all cultures and societies, and it continues to serve a myriad of important purposes in today's world. Dynamic Dance is designed for students who are beginning their study of dance and have little or no experience with dance upon entry into this course sequence. This course sequence is intended to provide learners with a broad range of artistic and aesthetic experiences in a variety of dance genres. Through the exploration of dance, students are encouraged to take creative risks to achieve their artistic goals. The overall goal of the course is to foster an understanding and appreciation of, curiosity about, and a lifelong interest in dance. Earn 3 credits.

First Aid and Athletics

Take a journey through athletic therapy and personal health with our First Aid Instructor and explore the multitude of careers available in health care. Students will receive their standard 3-year First Aid and CPR Certification from St. John's Ambulance. Earn up to 3 credits.

Forensic Science Investigations

Explore the application of science skills and the career prospects in the world of Forensics. The hands-on labs and scientific inquiries will excite students to investigate the opportunities as a criminalist, laboratory technician and many more. Earn 3 credits.

Gaming Coding

Canada is in need of 250,000 IT professionals, are you interested in a career in the fast paced world of technology? Gamers will create a side-scrolling video game complete with sound effects, obstacles, power-ups and so much more! Expand on concepts to challenge yourself as a designer and develop your own game. Earn up to 3 credits.



Industrial Safety Certification

Students will complete the safety courses required by local industry and receive Industry recognized 3-year certification in: H2S Alive, Confined Space Entry, Fall Protection, Lockout Tagout Safety, and more. WHMIS and TDG will be completed online. Students must be 16 years or older to register. Sessions will take place at Brogan Safety in Whitecourt from 9 am to 4:30 pm. Earn 5 credits.

Introduction to Self Publishing

Explore your creative side by learning to create low content books such as children or adult colouring books, activity books, notebooks, recipe books and the list goes on. Students will learn how to create their choice of low content publications using several programs such as Canva and Adobe Illustrator and Adobe Indesign. Whether it's your own art or online graphics, we will explore ways to create and print your very own book. Self publishing is an innovative way to see your creative talents come to life. Earn up to 3 credits.

Learners Permit Preparation

It takes study and practice to be a safe driver. This camp will provide students the opportunity to acquire the knowledge and skills necessary to pass the Alberta Class 7 Learners Permit exam. Students will learn about the routine care and maintenance of a vehicle. Earn 1 credit.

Photography

Students will express their creativity through imagery using digital cameras and digital editing software. Participants will explore career fields and gain skills in taking and editing unique photographs for different purposes. Earn up to 3 credits.

Redline your Automotive Knowledge

Working under the guidance of a journey person automotive technician, students will develop an increased awareness of automotive technology and acquire the knowledge and skills necessary to perform routine vehicle service. Earn up to 3 credits.

Welding and Fabrication

The world is your masterpiece...behind your welding helmet. Combine your passion for welding with an artistic edge. In this course you will explore the fundamentals of a



career in welding by practicing the safe use of welding equipment, trying wire feed welding and learning chaos fabrication processes. You will weld, meld and create self-designed metal sculptures and other works of art. There will also be a field trip to see a welding show and have the opportunity to see the career in action. Personal Protective Equipment is provided. Earn up to 3 credits.

WEEK 2

Art and Design

The program will be a place for students to explore, experiment and connect as artists. They will work with a variety of media, develop skills in processing and share their ideas. The program will invite youth to connect with their culture, their community as well as the wider world. Students will learn about Art as a potential career through the development of an artist's portfolio. Earn up to 3 credits.

Dynamic Dance

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Exploring the World of Travel

Want to travel the world when you finish high school? Or are you interested in a career in Travel and Tourism? This camp will teach you to travel safely around the world on a budget. Taught by a world traveler, who has explored Europe, Asia, South America, Central America and North America you will learn how to plan and travel on a budget. Students will learn how a career in the accommodations industry will help pay for their travel plans. Earn up to 3 credits.

Fashion Studies

Students will explore the world of fashion: Designs, trends, fashion icons and basic sewing. Participants will learn about the stages of clothing creation and get to fabricate their own pieces. Earn up to 3 credits.



Forensic Science Investigations

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Redline your Automotive Knowledge

Working under the guidance of a journeyperson automotive technician, students will develop an increased awareness of automotive technology and acquire the knowledge and skills necessary to perform routine vehicle service. Earn up to 3 credits.

Programming and Robotics

Have you ever wished you had a robot that would do all the things you did not want to do? Here is your chance to design a circuit board. Students will learn to integrate robot control language to design, develop, implement and debug robotic programs. They will learn to have the robot do what they want it to do. Earn up to 3 credits.

Welding and Fabrication

The world is your masterpiece...behind your welding helmet. Combine your passion for welding with an artistic edge. In this course you will explore the fundamentals of a career in welding by practicing the safe use of welding equipment, trying wire feed welding and learning chaos fabrication processes. You will weld, meld and create self-designed metal sculptures and other works of art. There will also be a field trip to see a welding show and have the opportunity to see the career in action. Personal Protective Equipment is provided. Earn up to 3 credits.

Whole Body Wellness

No one can be happy all of the time, that is not realistic...but, what if you could learn





some strategies to manage big emotions during stressful times? Come and join us to learn about some of the contributing factors that lead to you feeling anxious, annoyed or often misunderstood by friends, parents and even teachers. Learn about mental wellness, stereotypes, and when is the right time to ask for help for yourself or for someone you care about. This course will also help you learn how to create a physical space that supports your mental wellness. That space could mean your bedroom, your car, your locker, even space within your school or community. Earn up to 3 credits.

World of Cooking

Lets learn to develop your skills in the kitchen, or to welcome you to the world of cooking. Students will work with a red seal chef to develop knife skills, cook food from around the world and develop techniques to impress. If you love to cook, or just want to develop basic skills in the kitchen then this is the class for you. Students will earn their Safe Food Handling Certification to help them begin their career in the food or hospitality industries. Earn up to 3 credits.

NEW TO BOOT CAMP!!! TWO WEEK COMMITMENT!

Early Childhood Care

Have you ever wondered what a career in childcare would involve? This two-week course explores child development, child care, and early childhood education and will prepare you to apply for your Level 1 Early Childhood Educator Certificate. Students will gain hands-on experience working with children to increase their skills and explore this exciting career path. Earn 5 credits.

TWO WEEK COMMITMENT!

PE 10 / CALM 20 Combined Course

During the two weeks, students will have the opportunity to complete the graduation requirements of PE 10 (3 credits) and CALM 20 (3 credits) during the two week boot camp. Looking to open space in your schedule next year? Need them to graduate but have not completed them yet? The courses will be offered together over two weeks. Attendance in the full two weeks is required to receive credit in both courses. Priority will be given to students going into grade 12 who require the courses for graduation. Earn 6 credits.





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Valleyview New School Project

We have received working designs and external views which will allow us to proceed to our next steps with both Infrastructure and Education, as well as our community and industry partners who have expressed interest in the project.

