



## BOARD MEMORANDUM

**Date:** June 22, 2022  
**To:** Board of Trustees  
**From:** Shawna Warren, Acting Superintendent  
**Originator(s):** Jonathan Konrad, Acting Deputy Superintendent, Education Services  
**Subject:** Omnibus Motion for Locally Developed Course Approval

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**Purpose:**

For approval. Motion required.

**Motion:**

That the Board of Trustees approve the following Locally Developed Courses as a course of study within The Sturgeon Public School Division for the terms listed below.

**Background:**

At the June 8, 2022, Committee of the Whole meeting, the Board of Trustees reviewed the recommendation for the Omnibus Motion regarding Locally Developed Courses, through Alberta Education's Locally Developed Courses Online Management System. The Sturgeon Public School Division has received both originating Board and Alberta Education approval to offer the courses listed below. The next step in this process is to receive Board approval for this authorization.

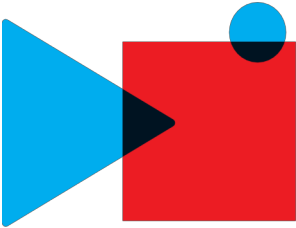
The course descriptions for the Locally Developed Courses that require Board approval are attached for Trustee information.

Administration is prepared to respond to questions at the June 22, 2022, Public Board meeting.

**Competencies in Math 15** for 3 credits acquired from The Red Deer School Division to be authorized as a course for study within The Sturgeon Public School Division from September 1, 2022, to August 31, 2026.

**Competencies in Math (2022) 15** for 5 credits acquired from The Red Deer School Division to be authorized as a course for study within The Sturgeon Public School Division from September 1, 2022, to August 31, 2026.





## BOARD MEMORANDUM

**Learning Strategies 15/25/35** for 3 credits acquired from The Calgary Roman Catholic Separate School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2022, to August 31, 2026.

**Learning Strategies 15/25/35** for 5 credits acquired from The Calgary Roman Catholic Separate School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2022, to August 31, 2026.

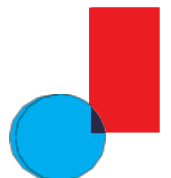
**Musical Theatre 15/25/35** for 3 credits acquired from The Calgary Roman Catholic Separate School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2022, to August 31, 2026.

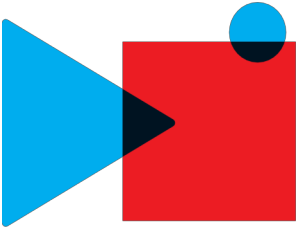
**Musical Theatre 15/25/35** for 5 credits acquired from The Calgary Roman Catholic Separate School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2022, to August 31, 2026.

**Psychology – Abnormal 35** for 3 credits acquired from The Pembina Hills School Division to be authorized as a course for study within The Sturgeon Public School Division from September 1, 2022, to August 31, 2026.

### Questions brought forward at the Committee of the Whole meeting on June 8, 2022

1. Does SPS have any locally developed approved courses we have developed?
  - Sturgeon Public Schools has developed some Junior High courses in the past, like Fit-for-Life. However, as these expire, teachers are able to provide the learning experiences for students under the Career and Technology Foundations (CTF) framework. Sturgeon Public does not have any locally developed High School courses written by Sturgeon teachers at this time.
2. Is there a need for these courses? Do students access them?
  - Many locally developed courses address emerging student interests or new career or education opportunities. Allowing these courses to be available for our students ensures our High Schools can offer courses that meet student interest and need. The courses being requested come from our current school administration as identified areas of study students and teachers want in our schools.





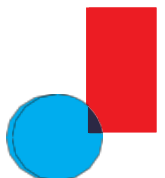
**B O A R D**  
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3. Is there a financial obligation for us to buy these courses? Why is it a 4 year term and not a 3 year term?
  - There is no specific fee paid to Alberta Education or the authorizing school division to be allowed to use these courses.
4. Psychology course - Dual Credit. Where does it fall? Is it part of Dual Credit?
  - This course can be offered by teachers within a classroom setting or through our learning centers. It does not require a partnership with a Post-Secondary institution and is not part of the Dual Credit Program.
5. What is Competencies in Math?
  - This course is an excellent choice for students who would like to take Math 10C, but need some skill development before enrolling in that course.

Sincerely,

Shawna Warren, M.Ed  
Acting Superintendent

Attachment



# LOCALLY DEVELOPED COURSE OUTLINE

Competencies in Math (2022) 15-3

Submitted By:

**The Sturgeon School Division**

Submitted On:

**Jun. 2, 2022**

# Course Basic Information

<u>Outline</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2022	08/31/2026	Acquired	Authorization	G10

## Course Description

Competencies in Math 15 will cover topics including number sense, logical reasoning, measurement, algebra, graphical reasoning, statistics and probability.

The course will enhance numeracy skills in students, develop their critical thinking and problem solving abilities, and set them up for success in future courses in mathematics.

The **5-credit version** includes all learning outcomes from all topics.

The **3-credit version** includes learning outcomes from Number Sense and a minimum of two complete additional topics (Logic and Reasoning, Measurement, Algebra, Graphical Reasoning, Statistics and Probability) from the 5-credit version. This flexibility is provided to meet the learning needs of the students.

This locally developed course does not meet the mathematics requirement for graduation.

## Course Prerequisites

No prerequisites.

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

This course aims to improve student mastery of mathematical skills, concepts and ideas. Students will extend their knowledge beyond performing routine operations and will be encouraged to explore a deeper understanding of mathematical concepts through critical thinking and exploration exercises. Students will collaborate with their teacher and peers on exploring multiple ways to solve problems. As such, students will be challenged to become engaged learners, critical thinkers, and competent problem solvers.

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

Some students struggle to make sense of mathematics as they experience gaps in previous learning and may require additional resources and strategies to fill in these gaps. While the required help is often within reach in their school environment, the one resource often lacking is time. This course aims to give these students an opportunity to be successful in mathematics and have them reach their full potential as engaged learners by providing them with additional strategies, alternate approaches, resources and time with the ultimate goal of learners enrolling in provincial Mathematics 10 courses.

## Scope and Sequence (formerly: Learner Outcomes)

The goal of this course is to enhance the numeracy skills of students. Students will use numeracy willingly and confidently in their everyday lives and will be able to communicate effectively using the language of mathematics.

Students will explore a variety of mathematical topics that will lead to an appreciation for mathematics in real-life contexts. In this course, students will discover multiple ways to solve problems and they will develop an appreciation for mathematical contributions to advancements in society.

3-credit version REQUIRED (entire topic)

- Number Sense

3-credit version REQUIRED (a minimum of two of the following additional topics - all Specific Outcomes)

- Logic and Reasoning

- Measurement

- Algebra

- Graphical Reasoning

- Statistics and Probability

5-credit version requires all topics.

# LOCALLY DEVELOPED COURSE OUTLINE

Competencies in Math (2022) 15-5

Submitted By:

**The Sturgeon School Division**

Submitted On:

**May. 30, 2022**



# Course Basic Information

<u>Outline</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2022	08/31/2026	Acquired	Authorization	G10

## Course Description

Competencies in Math 15 will cover topics including number sense, logical reasoning, measurement, algebra, graphical reasoning, statistics and probability.

The course will enhance numeracy skills in students, develop their critical thinking and problem solving abilities, and set them up for success in future courses in mathematics.

The **5-credit version** includes all learning outcomes from all topics.

The **3-credit version** includes learning outcomes from Number Sense and a minimum of two complete additional topics (Logic and Reasoning, Measurement, Algebra, Graphical Reasoning, Statistics and Probability) from the 5-credit version. This flexibility is provided to meet the learning needs of the students.

This locally developed course does not meet the mathematics requirement for graduation.

## Course Prerequisites

No prerequisites.

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

This course aims to improve student mastery of mathematical skills, concepts and ideas. Students will extend their knowledge beyond performing routine operations and will be encouraged to explore a deeper understanding of mathematical concepts through critical thinking and exploration exercises. Students will collaborate with their teacher and peers on exploring multiple ways to solve problems. As such, students will be challenged to become engaged learners, critical thinkers, and competent problem solvers.

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

Some students struggle to make sense of mathematics as they experience gaps in previous learning and may require additional resources and strategies to fill in these gaps. While the required help is often within reach in their school environment, the one resource often lacking is time. This course aims to give these students an opportunity to be successful in mathematics and have them reach their full potential as engaged learners by providing them with additional strategies, alternate approaches, resources and time with the ultimate goal of learners enrolling in provincial Mathematics 10 courses.

## Scope and Sequence (formerly: Learner Outcomes)

The goal of this course is to enhance the numeracy skills of students. Students will use numeracy willingly and confidently in their everyday lives and will be able to communicate effectively using the language of mathematics.

Students will explore a variety of mathematical topics that will lead to an appreciation for mathematics in real-life contexts. In this course, students will discover multiple ways to solve problems and they will develop an appreciation for mathematical contributions to advancements in society.

3-credit version REQUIRED (entire topic)

- Number Sense

3-credit version REQUIRED (a minimum of two of the following additional topics - all Specific Outcomes)

- Logic and Reasoning

- Measurement

- Algebra

- Graphical Reasoning

- Statistics and Probability

5-credit version requires all topics.

# LOCALLY DEVELOPED COURSE OUTLINE

Learning Strategies 15-3

Learning Strategies 25-3

Learning Strategies 35-3

Submitted By:

**The Sturgeon School Division**

Submitted On:

**May. 30, 2022**

## Course Basic Information

<u>Outline</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2022	08/31/2026	Acquired	Authorization	G10
25-3	62.50	09/01/2022	08/31/2026	Acquired	Authorization	G10
35-3	62.50	09/01/2022	08/31/2026	Acquired	Authorization	G10

## Course Description

Learning Strategies is a series of course designed to assist high school students in developing the understandings, literacies, skills, and values to be successful in learning in all high school subjects and in lifelong learning. In collaboration with teachers, educational assistants, peers and parents, students will explore, develop, deepen, and apply a range of strategies for academic success. Progressively, students gain confidence, realize increased independence, and apply their strategies to other learning contexts.

While the nature of learning is complex and not always strictly linear, Learning Strategies content progresses in rigor from remembering and comprehending (15 level), to applying and analyzing (25 level), to creating and evaluating (35 level).

**Level 15:** As students transition to the expectations of high school, they will explore, comprehend, and begin to select for their personal learning strategies toolkits a range of learning strategies with direct instruction and guidance from their learning team.

**Level 25:** As students work to become independent and strategically learning high school students, they will analyze, strengthen, and continue to apply to their personal learning strategies toolkits with increasing confidence.

**Level 35:** As students prepare to transition to post-secondary and life-long learning, they will innovate and implement learning strategies with increased independence for successful high school completion and assemble their personalized toolkit that will be beneficial in further learning endeavors.

The **5-credit version** includes all learning outcomes from all topics.

The **3-credit version** includes all learning outcomes from the “Self Advocacy and Relationship Management in Learning” theme and a minimum of two complete additional themes from the 5-credit version: (understanding yourself and others as learners, organization and time and material management, understanding the learning process, preparing for evaluation). This flexibility is provided to meet the learning needs of the students.

## **Course Prerequisites**

Learning Strategies 15 – none

Learning Strategies 25 – Learning Strategies 15

Learning Strategies 35 – Learning Strategies 25

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

Learning Strategies is a series of courses that ask students to explore a range of strategies to learn more efficiently, reflectively, critically, collaboratively, and more confidently. It is organized into five themes, each with direct application to learning scenarios in the classroom and beyond (understanding yourself and others as learners, organization and time and material management, understanding the learning process, preparing for evaluation, and self-advocacy and relationship management in learning).

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

Just as the activity of reading in school shifts from learning how to read to reading to learn, high school curricula and practice often emphasizes the “what” of learning, ie. content, over the “how” of learning, ie. strategies. Many high school students, diverse learners in particular, would continue to benefit from instruction in how to learn most effectively across their subjects and into post-secondary education and other adult learning scenarios.

Indigenous thought describes education as a “lifelong, holistic process that begins while a child is still in the womb and continues so long as a person draws breath, encompassing all those learnings we need to live long and well on Mother Earth”. (Castenallano et. al, 2000, p. 1). Given the primacy of learning as a core human activity throughout an individual’s life span, a course that directly addresses how to learn deeply and effectively would be a developmental asset for any student.

## Scope and Sequence (formerly: Learner Outcomes)

(Theme 1) **Understanding Self and Others as Learner:** *Students will develop, revise, and share detailed personalized profiles of how they understand their selves as learners pursuing their highest levels of achievement. Additionally, they will come to understand how a learning space may be augmented by having learners with a variety of learning characteristics (eg. styles, preferences, intelligences). They will consider how just learning spaces honor diversity.*

- *General Outcome 1 Students will investigate how their particular characteristics as learners, when researched and understood, and incorporated in their learning, help them learn more effectively.*

- *General Outcome 2 Students will gain an understanding of which equity and accessibility considerations support their personal diversity as learners as well as the diversity of other students.*

(Theme 2) **Organization and Management of and Resources (Time Human, and Material):** *Students will learn and implement a range of strategies to organize and manage resources including time and materials; they will assess and augment their own organizational strategies, learn about effective goal setting, and set goals.*

- *General Outcome 3 Students will develop an understanding of the purpose and importance of organization and management, and apply this understanding to their own contexts.*

- *General Outcome 4 Students will demonstrate the ability to set goals and to establish, implement, monitor, evaluate and revise a plan of action and set priorities.*

(Theme 3) **Understanding the Learning Process:** *Students will engage with increasing self-awareness and strategic facility, in the learning process, including preparing to learn, relaxation techniques, note-taking, skill development, and maximizing memory.*

- *General Outcome 5 Students will reflect on and implement techniques to*



*maintain alertness, awareness, and relaxation in academic settings.*

· *General Outcome 6 Students will reflect on and develop learning process skills including note-taking, skill development, studying, and maximizing memory*

**(Theme 4) Responding to Assessment and Evaluation:***Students will reflect on the assessment and evaluation process in schools as it occurs over a variety of disciplines and develop strategies to respond with increasing facility to assessment and evaluation*

· *General Outcome 7 Students will develop an awareness of and monitor test and assignment requirements, grading processes, and the details of their own academic progress.*

· *General Outcome 8 Students will consider test-taking barriers and strategies and develop a plan to strategically manage their test-taking process*

**(Required Theme) Self-Advocacy and Relationship Management in**

**Learning:** *Students will develop increasingly sophisticated understandings of self-advocacy, resilience, and relationship management and self-advocate, build resiliency, and manage relationships in academic contexts with increasing confidence.*

· *General Outcome 9 Students will build resiliency and address barriers to learning*

· *General Outcome 10 Students will develop a conceptual understanding of self-advocacy and practice self-advocating.*

# LOCALLY DEVELOPED COURSE OUTLINE

Learning Strategies 15-5

Learning Strategies 25-5

Learning Strategies 35-5

Submitted By:

**The Sturgeon School Division**

Submitted On:

**May. 30, 2022**

## Course Basic Information

<u>Outline</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2022	08/31/2026	Acquired	Authorization	G10
25-5	125.00	09/01/2022	08/31/2026	Acquired	Authorization	G10
35-5	125.00	09/01/2022	08/31/2026	Acquired	Authorization	G10

## Course Description

Learning Strategies is a series of course designed to assist high school students in developing the understandings, literacies, skills, and values to be successful in learning in all high school subjects and in lifelong learning. In collaboration with teachers, educational assistants, peers and parents, students will explore, develop, deepen, and apply a range of strategies for academic success. Progressively, students gain confidence, realize increased independence, and apply their strategies to other learning contexts.

While the nature of learning is complex and not always strictly linear, Learning Strategies content progresses in rigor from remembering and comprehending (15 level), to applying and analyzing (25 level), to creating and evaluating (35 level).

**Level 15:** As students transition to the expectations of high school, they will explore, comprehend, and begin to select for their personal learning strategies toolkits a range of learning strategies with direct instruction and guidance from their learning team.

**Level 25:** As students work to become independent and strategically learning high school students, they will analyze, strengthen, and continue to apply to their personal learning strategies toolkits with increasing confidence.

**Level 35:** As students prepare to transition to post-secondary and life-long learning, they will innovate and implement learning strategies with increased independence for successful high school completion and assemble their personalized toolkit that will be beneficial in further learning endeavors.

The **5-credit version** includes all learning outcomes from all topics.

The **3-credit version** includes all learning outcomes from the “Self Advocacy and Relationship Management in Learning” theme and a minimum of two complete additional themes from the 5-credit version: (understanding yourself and others as learners, organization and time and material management, understanding the learning process, preparing for evaluation). This flexibility is provided to meet the learning needs of the students.

## **Course Prerequisites**

Learning Strategies 15 – none

Learning Strategies 25 – Learning Strategies 15

Learning Strategies 35 – Learning Strategies 25

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

Learning Strategies is a series of courses that ask students to explore a range of strategies to learn more efficiently, reflectively, critically, collaboratively, and more confidently. It is organized into five themes, each with direct application to learning scenarios in the classroom and beyond (understanding yourself and others as learners, organization and time and material management, understanding the learning process, preparing for evaluation, and self-advocacy and relationship management in learning).

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

Just as the activity of reading in school shifts from learning how to read to reading to learn, high school curricula and practice often emphasizes the “what” of learning, ie. content, over the “how” of learning, ie. strategies. Many high school students, diverse learners in particular, would continue to benefit from instruction in how to learn most effectively across their subjects and into post-secondary education and other adult learning scenarios.

Indigenous thought describes education as a “lifelong, holistic process that begins while a child is still in the womb and continues so long as a person draws breath, encompassing all those learnings we need to live long and well on Mother Earth”. (Castenallano et. al, 2000, p. 1). Given the primacy of learning as a core human activity throughout an individual’s life span, a course that directly addresses how to learn deeply and effectively would be a developmental asset for any student.

## Scope and Sequence (formerly: Learner Outcomes)

(Theme 1) **Understanding Self and Others as Learner:** *Students will develop, revise, and share detailed personalized profiles of how they understand their selves as learners pursuing their highest levels of achievement. Additionally, they will come to understand how a learning space may be augmented by having learners with a variety of learning characteristics (eg. styles, preferences, intelligences). They will consider how just learning spaces honor diversity.*

- *General Outcome 1 Students will investigate how their particular characteristics as learners, when researched and understood, and incorporated in their learning, help them learn more effectively.*

- *General Outcome 2 Students will gain an understanding of which equity and accessibility considerations support their personal diversity as learners as well as the diversity of other students.*

(Theme 2) **Organization and Management of and Resources (Time Human, and Material):** *Students will learn and implement a range of strategies to organize and manage resources including time and materials; they will assess and augment their own organizational strategies, learn about effective goal setting, and set goals.*

- *General Outcome 3 Students will develop an understanding of the purpose and importance of organization and management, and apply this understanding to their own contexts.*

- *General Outcome 4 Students will demonstrate the ability to set goals and to establish, implement, monitor, evaluate and revise a plan of action and set priorities.*

(Theme 3) **Understanding the Learning Process:** *Students will engage with increasing self-awareness and strategic facility, in the learning process, including preparing to learn, relaxation techniques, note-taking, skill development, and maximizing memory.*

- *General Outcome 5 Students will reflect on and implement techniques to*

*maintain alertness, awareness, and relaxation in academic settings.*

- *General Outcome 6 Students will reflect on and develop learning process skills including note-taking, skill development, studying, and maximizing memory*

**(Theme 4) Responding to Assessment and Evaluation:***Students will reflect on the assessment and evaluation process in schools as it occurs over a variety of disciplines and develop strategies to respond with increasing facility to assessment and evaluation*

- *General Outcome 7 Students will develop an awareness of and monitor test and assignment requirements, grading processes, and the details of their own academic progress.*

- *General Outcome 8 Students will consider test-taking barriers and strategies and develop a plan to strategically manage their test-taking process*

**(Required Theme) Self-Advocacy and Relationship Management in**

**Learning:** *Students will develop increasingly sophisticated understandings of self-advocacy, resilience, and relationship management and self-advocate, build resiliency, and manage relationships in academic contexts with increasing confidence.*

- *General Outcome 9 Students will build resiliency and address barriers to learning*

- *General Outcome 10 Students will develop a conceptual understanding of self-advocacy and practice self-advocating.*

# LOCALLY DEVELOPED COURSE OUTLINE

Musical Theatre 15-3

Musical Theatre 25-3

Musical Theatre 35-3

Submitted By:

**The Sturgeon School Division**

Submitted On:

**Jun. 1, 2022**



## Course Basic Information

<u>Outline</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2022	08/31/2026	Acquired	Reauthorization	G10 G11 G12
25-3	62.50	09/01/2022	08/31/2026	Acquired	Reauthorization	G10 G11 G12
35-3	62.50	09/01/2022	08/31/2026	Acquired	Reauthorization	G10 G11 G12

## Course Description

The Musical Theatre 15/25/35 courses will focus on all performance components of the musical theatre genre: dance, drama, and music. Students will learn to work as a repertory company and promote an entrepreneurial spirit through collaborating with each other, the school community, as well as community arts partners. They will research the historical content of the production through scripts and other useful resources. Students will also become aware of and design all costume and makeup requirements of their characters as well as the decisions and planning regarding technical aspects of the production. Musical Theatre 15-25-35 must be a scheduled course for students, instructed by a certificated teacher as part of their contract for instructional time.

## Course Prerequisites

There is no formal prerequisite at the 15 level, but it is highly recommended that the student be registered in, or have credit in Drama 10, Choral 10, Dance 15, or have departmental approval.

Musical Theatre 15 is the prerequisite for Musical Theatre 25 and Musical Theatre 25 is the prerequisite for Musical Theatre 35.

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

Through Musical Theatre 15-25-35, it is expected that students develop competencies in the dance, drama, and vocal disciplines through project work and/or practical performance. The program will foster an appreciation for the form and a professional attitude towards performance, preparing students for a life-long appreciation of theatre or related performance experiences and the possibility of post secondary studies in the genre.

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

The Musical Theatre LDC aims to provide integrated study in dance, drama, and vocal music. Although LDCs exist for each of these topics individually, a large part of the theatre repertory includes works intended to feature all three strands in the same performance, with no current foundational course designed to address works of this nature. This course is essential for students who seek to make a serious commitment to a well-rounded experience in theatre performance.

## Scope and Sequence (formerly: Learner Outcomes)

Because musical theatre is performance-based, it is expected that the outcomes delivered in Level 15 would be repeated, enhanced, and extended throughout the three levels of the course, alongside the addition of newly introduced outcomes and increasing responsibility throughout Levels 25 and 35.

Students enrolled in Musical Theatre 15-25-35 will learn to work as a company. In addition to acquiring and practising techniques and skills which enable them to become competent singers, dancers, and actors, students will be expected to contribute to other aspects of musical theatre production. As such, they will develop a sense of ensemble work through making a personal commitment to sharing the responsibilities and obligations necessary for performance.

Musical Theatre 15 (5 credit) will be a teacher-initiated course centred on large group activities allowing students to share their individual strengths in music, dance, or drama, while developing new skills. Students will also have the opportunity to increase the depth of their understanding of the history and multi-disciplinary nature of the genre.

Musical Theatre 25 will provide students with the opportunity to work in smaller groups and to take on some of the required production responsibilities as peer coaches (e.g., as dance captains, vocal sectional leaders, stage managers, costume co-ordinators, or props coordinators), while continuing to develop and enhance the skills from Musical Theatre 15.

Musical Theatre 35 will provide individual students with opportunities to set stage direction, musical direction, and choreography for a musical theatre number. Solo and ensemble work is an expectation of the 35 level of this course, while continuing to develop and enhance the skills from Musical Theatre 15 and 25.

# LOCALLY DEVELOPED COURSE OUTLINE

Musical Theatre 15-5

Musical Theatre 25-5

Musical Theatre 35-5

Submitted By:

**The Sturgeon School Division**

Submitted On:

**Jun. 1, 2022**

## Course Basic Information

<u>Outline</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2022	08/31/2026	Acquired	Reauthorization	G10 G11 G12
25-5	125.00	09/01/2022	08/31/2026	Acquired	Reauthorization	G10 G11 G12
35-5	125.00	09/01/2022	08/31/2026	Acquired	Reauthorization	G10 G11 G12

## Course Description

The Musical Theatre 15/25/35 courses will focus on all performance components of the musical theatre genre: dance, drama, and music. Students will learn to work as a repertory company and promote an entrepreneurial spirit through collaborating with each other, the school community, as well as community arts partners. They will research the historical content of the production through scripts and other useful resources. Students will also become aware of and design all costume and makeup requirements of their characters as well as the decisions and planning regarding technical aspects of the production. Musical Theatre 15-25-35 must be a scheduled course for students, instructed by a certificated teacher as part of their contract for instructional time.

## Course Prerequisites

There is no formal prerequisite at the 15 level, but it is highly recommended that the student be registered in, or have credit in Drama 10, Choral 10, Dance 15, or have departmental approval.

Musical Theatre 15 is the prerequisite for Musical Theatre 25 and Musical Theatre 25 is the prerequisite for Musical Theatre 35.

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

Through Musical Theatre 15-25-35, it is expected that students develop competencies in the dance, drama, and vocal disciplines through project work and/or practical performance. The program will foster an appreciation for the form and a professional attitude towards performance, preparing students for a life-long appreciation of theatre or related performance experiences and the possibility of post secondary studies in the genre.

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

The Musical Theatre LDC aims to provide integrated study in dance, drama, and vocal music. Although LDCs exist for each of these topics individually, a large part of the theatre repertory includes works intended to feature all three strands in the same performance, with no current foundational course designed to address works of this nature. This course is essential for students who seek to make a serious commitment to a well-rounded experience in theatre performance.

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

Because musical theatre is performance-based, it is expected that the outcomes delivered in Level 15 would be repeated, enhanced, and extended throughout the three levels of the course, alongside the addition of newly introduced outcomes and increasing responsibility throughout Levels 25 and 35.

Students enrolled in Musical Theatre 15-25-35 will learn to work as a company. In addition to acquiring and practising techniques and skills which enable them to become competent singers, dancers, and actors, students will be expected to contribute to other aspects of musical theatre production. As such, they will develop a sense of ensemble work through making a personal commitment to sharing the responsibilities and obligations necessary for performance.

Musical Theatre 15 (5 credit) will be a teacher-initiated course centred on large group activities allowing students to share their individual strengths in music, dance, or drama, while developing new skills. Students will also have the opportunity to increase the depth of their understanding of the history and multi-disciplinary nature of the genre.

Musical Theatre 25 will provide students with the opportunity to work in smaller groups and to take on some of the required production responsibilities as peer coaches (e.g., as dance captains, vocal sectional leaders, stage managers, costume co-ordinators, or props coordinators), while continuing to develop and enhance the skills from Musical Theatre 15.

Musical Theatre 35 will provide individual students with opportunities to set stage direction, musical direction, and choreography for a musical theatre number. Solo and ensemble work is an expectation of the 35 level of this course, while continuing to develop and enhance the skills from Musical Theatre 15 and 25.

# LOCALLY DEVELOPED COURSE OUTLINE

Psychology – Abnormal 35-3

Submitted By:

**The Sturgeon School Division**

Submitted On:

**May. 31, 2022**



# Course Basic Information

<u>Outline</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
35-3	62.50	09/01/2022	08/31/2026	Acquired	Reauthorization	G12

## Course Description

Psychology - Abnormal 35 provides students with an overview of normal and abnormal behaviour within the conditions that affect individuals in our society. Students learn about perspectives of abnormality, causal factors, types of disorders, as well as assessment methods, prevention, and treatment.

### **Sensitive & Controversial Issues**

Several mental illnesses result from abuse and trauma. Other mental illnesses result in behaviours that fall far outside the realm of what society considers ordinary or acceptable. Information presented in this course is meant solely for educational purposes and should be presented in a non-offensive manner. Validation and acceptance of those who are experiencing mental health issues is one of the main reasons this course was created.

Psychology - Abnormal 35 should not trigger or exacerbate any mental health issues. Should an issue arise, teachers are recommended to share their concerns with appropriate provincial mental-health support services.

## Course Prerequisites

Personal Psychology 20 or General Psychology 20

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

The social sciences are an important component of a well-rounded education that enables students to broaden their knowledge, acquire transferable skills, and develop the values and attitudes advantageous to living in a global society. Students with social science literacy skills will gain an increased understanding of human interaction and, by studying Psychology - Abnormal 35 specifically, can demonstrate empathy and compassion for those experiencing mental illness. This course highlights the facts that mental illness is not a character defect and that mental illness can affect anyone of any culture, age, or gender identity.

The Psychology - Abnormal 35 curriculum encourages thinking and exploration in the areas of self-understanding, diversity, and one's relations with others; students reflect on who they are and who they may become.

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

Psychology is one of the many fields of study that provides a frame of reference for students to understand themselves, others, and social relationships. Addressing issues in psychology assists students in understanding, interpreting, and participating in society with increasing insight and skill. Students will benefit from developing skills that help them become engaged thinkers as they explore why people act in certain ways under given circumstances. Students, as ethical citizens who strive to improve the human condition, will learn to better understand human behaviour, the relationship between human behaviour and problems and issues in society, as well as think critically about solutions that may improve and maintain the mental health of Albertans.

## Scope and Sequence (formerly: Learner Outcomes)

Students will benefit from studying this course because of the inherent value in increasing one's understanding of behaviour; both their own behaviour and that of others.

Students will understand that

- culture and stereotypes influence the interpretation of behavior
- predisposition, psychosocial factors, and sociocultural factors interact to influence behavior as do physical, emotional, and nutritional deprivation
- there are similarities between the symptoms and causes of clinical, cognitive, and personality disorders
- there are varying degrees to which peoples' lives are disrupted because of mental illness.