

CONNECTION

Information *for* Teachers

September 2001

Note: All links in the articles of this edition of *Connection: Information for Teachers* were active and accurate at the time of publication. This may no longer be the case.



September 2001

Career and Life Management (CALM)

Career and Life Management Update

The draft copy of the new program of studies will be available for review in late October 2001. The new guide to implementation to accompany the program of studies is in development. It is anticipated that the field validation of the new CALM course will take place in senior high schools throughout the province in the second semester of the 2001-2002 school year. Optional implementation of the new program of studies is scheduled for September 2002, with provincial implementation in both English and French scheduled for September 2003.

For more information, contact [Mark Buckley](#) at 780-422-3274.

Authorized Resources

Review [new resources](#) authorized between June 1, 2001 and September 15, 2001.

National Students Against Impaired Driving Day—Tuesday, October 16, 2001

In 1999, The Student Life Education Company hosted the Canadian Youth Against Impaired Driving (CYAID) National Conference in Ottawa. The aim of the conference was to seek consensus on the selection and creation of a national day of action dedicated to students working on impaired driving issues in their schools and communities. Over 500 senior high school students cast their votes, and the third Tuesday in October was chosen as the annual National Students Against Impaired Driving (NSAID) Day.

In its first year, NSAID Day 1999 had over 150 schools from across Canada participate. This increased to over 250 schools in the second annual NSAID Day in 2000; and this year, the expectation is that over 300 schools, representing every province and territory, will join the fight to stop impaired driving on Tuesday, October 16, 2001.

[Student Life NOW!](#) provides senior high schools across Canada with materials, a planning guide and other resources to promote the designated driver message. By setting a national day of action for youth, attention can be focused on an issue about which young people require more information. With the resources provided, students can reach out to their peers and community to end impaired driving.

Note: Links are provided to other sites as a service only to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these sites rests with the user.

Career and Technology Studies (CTS)

Authorized CTS Resources

Review new resources authorized between June 1, 2001 and September 15, 2001.

[Career Transitions](#)
[Communication Technology](#)
[Community Health](#)
[Construction Technologies](#)
[Design Studies](#)

[Electro-Technologies](#)
[Fabrication Studies](#)
[Foods](#)
[Forestry](#)
[Wildlife](#)

CTS Contacts

For more information about CTS in the English language, contact [Jan Mills](#) in Edmonton at 780-422-3275, fax 780-422-3745 or [Gary Bertrand](#) in Calgary at 403-297-5022, fax 403-297-3842.

For more information about CTS in the French language, contact [Paul Pelchat](#) at 780-422-1987, fax 780-422-1947.

Evergreening CTS: Survey and Response Form

Teachers and other education partners are encouraged to use the online [Evergreening CTS: Survey and Response Form](#) to provide the CTS unit with strand-specific feedback on curriculum needs and general feedback on the implementation of CTS programs.

Information on CTS course changes effective September 2001 and priorities for evergreening CTS in 2001-2002 is available through the [CTS Program Update](#) section of the Alberta Learning Web site.

Field Validation of New CTS Courses

Feedback received over the past two years has indicated a need for additional courses in the Communication Technology, Fabrication Studies and Information Processing strands of CTS. In response to this feedback, school systems were invited in August 2001 to participate in the validation of the following proposed 1-credit CTS courses:

Communication Technology

- Digital Imaging 1 (Introductory Level)
- Digital Imaging 2 (Intermediate Level)
- Digital Imaging 3 (Advanced Level)

Fabrication Studies

- Semi-automated/Automated Welding (Introductory Level)
- Flux Core Arc Welding 1 (Intermediate Level)
- Flux Core Arc Welding 2 (Advanced Level)

Information Processing

- Computer Science 1 (Introductory Level)
- Computer Science 2 (Intermediate Level)
- Computer Science 3 (Advanced Level)
- Object-oriented Programming 1 (Intermediate Level)
- Object-oriented Programming 2 (Advanced Level)
- Dynamic Data Structures 1 (Advanced Level)
- Dynamic Data Structures 2 (Advanced Level)

Each of the proposed new CTS courses listed above is available for viewing and downloading through the [CTS Field Test Documents](#) section of the Alberta Learning Web site. Field validation will occur from September 2001 to January 2002. Pending successful field validation, these courses will be prepared for provincial implementation, which is scheduled for September 2002.

Other Potential CTS Resources and Contact Information

Directory of Agriculture Organizations

The *2001-2002 Greenbook: Alberta Farm & Ranch Directory*, a concise directory of agriculture-related organizations within the province of Alberta, is now available. Teachers may find the directory to be a useful source of contacts for accessing up-to-date information relevant to a variety of courses within the Agriculture strand.

The directory, updated annually by the Rural Education and Development Association (REDA), provides information about the services offered by major commodity organizations, cooperatives, marketing boards and commissions, food service and promotional organizations, and special interest organizations. Also included in the directory are educational organizations, crown corporations and government agencies that serve the agriculture industry.

To receive a complimentary copy of the *2001-2002 Greenbook*, contact [Gary Bertrand](#), CTS Program Manager.

SERVICE BEST™ Customer Service Excellence Program

SERVICE BEST™ is a service excellence training program available to teachers to support the delivery of the Tourism Studies course, TOU1030: Quality Guest Service. The program, offered by [Alberta's Training for Excellence Corporation](#) (ATEC), is industry-recognized and leads to a certificate.

To date, more than 160 teachers have been trained to deliver SERVICE BEST™, and more than 2600 students have participated and received their certificates and pins. The certificate may provide students with a significant hiring advantage when they have little or no work experience to offer an employer.

Teachers wishing to deliver SERVICE BEST™ must pay to attend a one-day inservice. Teachers receive the staff participant manual, leader's guide, overhead transparencies, videotapes and numerous other resources to assist in delivering the program to their students. Once a teacher has attended the inservice, student materials can be ordered from ATEC at a reduced cost. The cost includes a participant manual, SERVICE BEST™ certificate and lapel pin.

ATEC also offers Alberta senior high schools a one-hour career awareness presentation on the tourism industry. The presentation is intended to help students develop awareness of diversity in the tourism industry and the range of career opportunities that are available. Either a representative of the tourism industry or an ATEC representative delivers the presentation.

For more information, contact:

Joanne Martin, Alberta's Training for Excellence Corporation
Suite 1600, 8215 - 112 Street, Edmonton, AB T6G 2C8
Telephone: 780-423-9225, Toll free in Alberta: 1-800-265-1283
Fax: 780-437-6655
Email: joannem@atec.ca

Note: Links are provided to other sites as a service only to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these sites rests with the user.

Policies and Guidelines for Implementing CTS Programs

Subsequent to a recent review of the implementation of CTS programs, Alberta Learning has noted some anomalies in the delivery and reporting of CTS courses. The anomalies are most common in circumstances where a CTS course is offered in combination with a core course, and in circumstances where an individual CTS course; e.g., a leadership course, is offered separately and in isolation from other CTS courses.

The following policies and guidelines, as stated in the *Guide to Education: ECS to Grade 12* and the *Funding Manual for School Authorities*, outline the practices to be followed by schools in planning, delivering and reporting CTS courses.

Access to Instruction

Any method of instructional delivery must ensure that each student has access to at least 25 hours of instruction per high school credit. Access to instruction means there are designated times when teachers are available to the students, and students know how and when they will be able to access the instructional expertise of teachers. Schools can deliver a block of three, 1-credit CTS courses for 62.5 hours. However, schools must ensure that students meet all of the outcomes of each 1-credit course.

Reference:

[Guide to Education: ECS to Grade 12](#), September 2001, Senior High School Programming (pages 37-39)

Prerequisite Courses

The waiver provision for prerequisites in regular (non-CTS) courses does not apply to CTS courses. That is, prerequisite requirements for CTS courses must be met through successful completion of the prerequisite course, or successful challenge of the prerequisite course. The only circumstance that allows a CTS prerequisite to be waived is for the senior high school principal to accept a recommendation from the junior high school principal to place a Grade 10 student into a higher level 1-credit course that requires a prerequisite.

Reference:

[Guide to Education: ECS to Grade 12](#), September 2001, Awarding Course Credits (pages 116-117)

Integrating CTS and Non-CTS Courses

Schools may integrate CTS courses with non-CTS courses when the integration provides opportunities to apply the course content in a practical and career-related context. When schools integrate a CTS course with a non-CTS course, the following shall apply:

- the teachers who provide or supervise the instruction are certificated and knowledgeable about both the CTS and non-CTS course
- prior to registration, schools provide information to parents and students about the philosophy of each of the integrated courses, the outcomes of each of the integrated courses and how student learning will be assessed in each of the integrated courses
- information and counselling services make clear that registration in an integrated course is optional
- students have access to a minimum of 25 hours of instruction per credit
- teachers offer each of the integrated courses in accordance with the approved programs of study
- students meet the standards specified in the 1-credit CTS course for all outcomes within that 1-credit course in order for a teacher to provide a passing grade in the CTS component
- the CTS course and the non-CTS course must be graded separately, and credits must be awarded and reported separately
- if a CTS course is being integrated with a non-CTS course, then any prerequisite to the CTS course must be met first
- a student who has already gained credit in the integrated 1-credit CTS course is not eligible to earn another credit for the same 1-credit CTS course.

Reference:

[Guide to Education: ECS to Grade 12](#), September 2001, Senior High School Programming (pages 39-40)

Student Assessment

Students must be individually assessed and graded on each 1-credit CTS course taken. Assessment of student achievement in CTS courses is based on successful demonstration of **all** the general outcomes for any given course to the standard defined for each competency. When a student is able to successfully demonstrate all the general outcomes for a given course, the course is reported as successfully completed and a percentage mark is assigned for the course—a mark not less than 50%.

The department outlines suggested assessment for the general outcomes defined for each CTS course in the Guides to Standards and Implementation. CTS courses offered in combination with non-CTS courses must be assessed, graded and reported separately.

References:

[Guides to Standards and Implementation](#) (Sections D, E, F in each of the 22 CTS strands)

[CTS Manual for Administrators, Counsellors and Teachers](#) (pages 43-44)

[Guide to Education: ECS to Grade 12](#), September 2001, Senior High School Programming (pages 39-40)

Funding Eligibility

CTS courses reported as unsuccessful must be identified regarding their eligibility for funding. A 1-credit CTS course reported as unsuccessful is eligible for funding when a student has responded to instruction in at least 50% of the course content. In contrast to funding criteria for regular (non-CTS) courses, course content completion is the **sole criterion** for CTS funding eligibility.

Schools are required to maintain and retain for a period of 7 years documentation that students have met funding requirements. Documentation should include a course outline and student evaluation records that reflect access to, and effort in, work related to at least one half of the course content as defined by the learner outcomes for that course.

Reference:

[Funding Manual for School Authorities, 2001/2002 School Year](#), Section 1.A.1, Basic Instruction Funding (page 3 of 8)

Reporting Unsuccessful CTS Courses

When reporting unsuccessful CTS courses, an incomplete (INC) status occurs when a student is registered throughout a course yet does not complete all of the learner outcomes. A withdrawal (WDR) status occurs when a student chooses not to complete a course and the school wishes to officially remove that course from the student record. No mark is submitted with either a course completion status of INC or WDR. However, eligibility for funding must be indicated in both instances if the criterion for funding as outlined above has been met.

A school cannot request funding for a CTS course more than once when the course has only been delivered once. Schools will need to delete the previous incomplete course and resubmit the completed mark in the new term. The course will end up paid for once, at the most current rate.

Reference:

[Funding Manual for School Authorities, 2001/2002 School Year](#), Section 1.A.1, Basic Instruction Funding (page 6 of 8)

Curriculum Handbooks for Parents

Curriculum Handbooks for Parents 2001-2002

The [Curriculum Handbooks for Parents 2001-2002](#) are now available online and are available for purchase from the [Learning Resources Centre](#). These handbooks are helpful for parents of elementary, junior high school and senior high school students. They provide clear, concise information about what students are expected to learn in each subject at each grade level.

For more information, contact [Jennifer Bushrod](#) at 780-422-0624.

Distance Learning

Overview

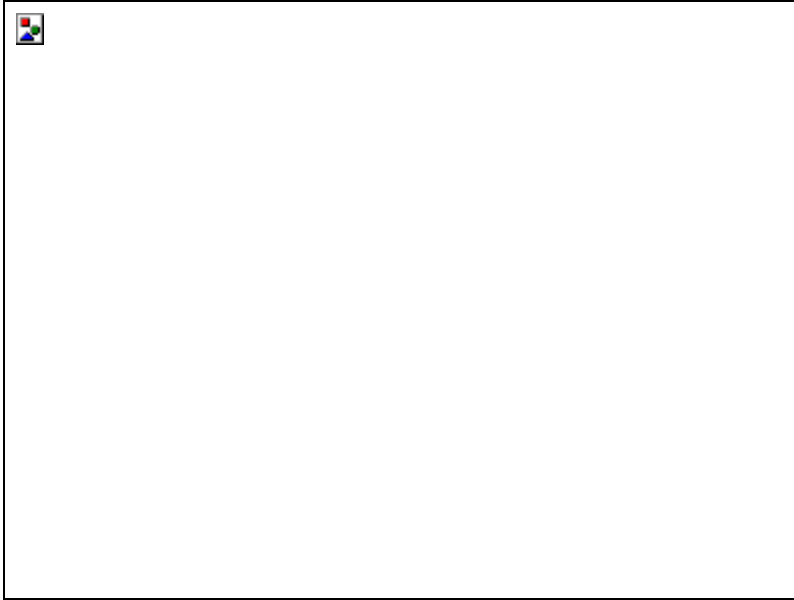
There are a variety of print and digital distance learning resources, as well as electronic resources available to all Alberta students. These resources include multimedia segments, subject-specific CDs and electronic explorers for a wide range of grade levels and subject areas. Pricing is very reasonable, and licensing arrangements are attractive.

Find [electronic products](#), [print products](#), and a listing of all distance learning and electronic [products currently in production](#).

All resources are available from the [Learning Resources Centre](#).

What's New

To ensure that distance learning courses contain images that Alberta learners can identify with, Graphic Artist Dave Bell and Project Manager Joyce Verrier recently travelled to the Bonnyville area. They took photographs, and obtained appropriate model releases, of students in the Elizabeth Settlement and those attending Frog Lake School.



New Products

Elementary

Print Courses

Grade 2 Mathematics: Modules 1-4 are now available. Modules 5-9 and Teacher's Guide CD will follow.
Grade 5 Mathematics: Modules 1-3 are now available. Modules 4-9 and Teacher's Guide CD will follow.
Grade 5 Science, developed with Weigl Educational Publishers and BC Open School, is now available.

Junior High School

Print Course

English Language Arts 9: Modules 1-3 with accompanying CD of multimedia segments and audio CD are now available. Modules 4-8, the second audio CD, the Researching and Making Presentations CD, and the Teacher's Guide CD will follow.

Senior High School

Print Courses

Applied Mathematics 20: Modules 1-3 with accompanying CD of multimedia segments are available. Modules 4-7 and the Teacher's Guide CD will follow.
Community Health 3010 is available.
Community Health 3020 is available.
Community Health 3040 is available.
Community Health 3140 is available.

Electronic Resources

Construction Technology 2040, developed with Edmonton Catholic Schools, is available.
Information Processing Multimedia Segments CD (Vol. 2 - English) is available.
Information Processing 1050, developed with Northern Lakes College, is available.

Note: Teacher's Guide material for the above courses will be available at no charge on the [Tools4Teachers Database](#). Alberta teachers who are not registered to use the Tools4Teachers Database can register by contacting [Jared Svenson](#) at 780-674-5350, Ext. 106, or by applying for access through [Tools4Teachers](#).

English as a Second Language

A [call for resources for senior high English as a second language](#) has been issued to all publishers, producers and distributors. The intent of this call is to identify new basic, support and authorized teaching resources to support implementation of the English as a Second Language Program of Studies, Senior High, 1997.

English Language Arts

Authorized English Language Arts Resources

Review [new resources](#) authorized between June 1, 2001 and September 15, 2001.

English Language Arts—Senior High School

In August 2001, the [Program of Studies for Senior High School English Language Arts](#), Interim 2001 and a copy of the [Guide to Implementation: Grade 10 English Language Arts](#), September 2001 Draft were distributed to every school offering senior high school English Language Arts. Also enclosed in the package distributed was a Response Form to gather feedback regarding the guide to implementation. The program of studies can be reproduced and distributed among teachers, administrators and school council members.

Provincial Implementation of the Program of Studies:

- will occur at Grade 10 in September 2001, at Grade 11 in September 2002, and at Grade 12 in September 2003
- is at Grade 10 only for the September 2001 to June 2002 school year. Therefore, English 20 and 23, and English 30 and 33, as represented in the [English Language Arts Program of Studies](#), Senior High, Revised 1981, will remain the current program for grades 11 and 12 until implementation as mentioned above.

The Program of Studies:

- has new course designations: English Language Arts 10-1; 20-1; 30-1 and English Language Arts 10-2; 20-2; 30-2. English Language Arts 10-1 and 10-2 are in effect for the September 2001 to June 2002 school year
- has standards associated with each course sequence similar to those of the current course sequences, English 10-20-30 and English 13-23-33
- has the following course codes: ELA1105 for ELA 10-1 and ELA1104 for ELA 10-2

- was piloted during the 2000-2001 school year in 33 different schools across Alberta and revised at the Grade 10 level from information given by the Grade 10 pilot teachers and other clients, stakeholders and partners. Nine orientation sessions were held in May 2001 across Alberta in conjunction with the regional consortium and teachers who piloted the program to provide additional support and information for teachers
- represents major consultations with teachers and administrators, representatives from post-secondary institutions and other stakeholder groups
- will be piloted at the Grade 11 level during the 2001-2002 school year in 25 schools across Alberta. Information and feedback from the pilot will be used to revise the program of studies prior to implementation at the Grade 11 level in 2002-2003.

For more information, contact [Janet Hancock](#) at 780-422-0769, fax 780-422-3745.

The Guide to Implementation:

- has been written to support teachers with the implementation of the new program
- is a draft document that will be revised and reformatted during the 2001-2002 school year
- was distributed with a response form to gather feedback for revision and reformatting. Please submit responses to Bill Talbot no later than December 15, 2001.

For more information, contact [Bill Talbot](#) at 780-422-0820, fax 780-422-0576.

Support for Implementation

- Three new senior high school English language arts integrated teaching and learning resources have been approved to support the program at the Grade 10 level—*Crossroads*, *Nelson English*, and *SightLines*.
- An extensive list of new professional teaching resources has been approved.
- View a list of [new resources](#), authorized since January 2000, to support Grade 10 English Language Arts.
- Resources will be reviewed for Grade 11 and Grade 12 during the late fall of 2001 and again in the late fall of 2002.
- Current authorized teaching and learning resources will be phased-out gradually.
- *Room for Five*, a nine-part video series and teacher guide, developed to highlight strategies of oral and written communication, was distributed to each school jurisdiction in Alberta in the spring of 2001 and is available for ordering from ACCESS: The Education Station at 780-440-7755, fax 780-440-8899 (outside Edmonton, call toll free 1-888-440-4640).
- The CD-ROM, *Researching and Making Presentations: Grades 5 to 12* will be available for ordering from the [Learning Resources Centre](#) (LRC) in October 2001.

For more information, contact [Barbara Esdale](#) at 780-422-0597, fax 780-422-0576 or [Carol Young](#) at 780-422-3255, fax 780-422-0576.

Distance Learning

- The new provincially authorized ELA 10-1 and ELA 10-2 courses produced by the Learning Technologies Branch, in partnership with the Alberta Distance Learning Centre, will be available in September 2002 through the Learning Resources Centre.

- For the September 2001 to June 2002 school term, distance learning providers are welcome to participate in the field test of the new ELA 10-1 and ELA 10-2 courses developed by the Alberta Distance Learning Centre (ADLC). Participants are expected to provide the ADLC with feedback. The field-test course materials are being sold through the Learning Resources Centre (LRC)—Product Numbers [458374](#) and [458837](#). These course materials may be ordered online or by calling the LRC at 780-427-5775. For further information, contact [Debbie Campbell](#), LRC, at 780-427-5258, fax 780-422-9750.

Teaching English Language Arts to Francophone Program Students, Grades 3 to 9

Alberta Learning has developed a collection entitled *Teaching English Language Arts to Francophone Program Students, Grades 3 to 9*. It is designed to support the teaching of English language arts to francophone program students. This three-part collection consists of the following:

- *Bridging the Français and English Language Arts (ELA) Programs of Study*
- [A Guide to Transfers and Interference](#)
- *Teaching English to Francophone Program Students: Pedagogical Considerations*.

Bridging the Français and English Language Arts (ELA) Programs of Study

This document, available through the [Learning Resources Centre](#) (LRC), shows the strong correlation between learning outcomes outlined in the Français and ELA programs of study. It is a two-part document:

- The **first part** provides the user with the ELA program of studies. Highlighted changes illustrate whether a specific learning outcome (SLO) link has been found in the Français program as well as the grade level and learning strand in which the matching SLO appears.
- The **second part** provides an English translation, by grade level, of all the Kindergarten to Grade 9 specific learning outcomes in the Français program.

A Guide to Transfers and Interference

This document, also available through the [LRC](#), presents ways to help students make the most of the opportunities to transfer their skills, while minimizing the interference that is bound to occur. The document consists of a chart that provides a fairly detailed list of points of interference and transfer between French and English. The document also provides appendices on teaching strategies. The chart is divided into two columns:

- The **first column** identifies the language concept that may result in interference. It also illustrates how the interference may show itself in the student's language skills. The symbols used in this column are (P) for "pronunciation," (S) for "sound," and ® for "written as" or "pronounced as."
- The **second column**, in addition to providing information on points of transfer, presents three types of information:
 - Problem—explains what the student is doing incorrectly.
 - Source—explains how the student's knowledge of French produces this error.
 - Strategy—suggests how to correct the interference.

Teaching English to Francophone Program Students: Pedagogical Considerations

This document, still under development, will provide a new perspective on teaching English language arts. This perspective will take into account the aspirations of the language community of francophone program students and current knowledge regarding how language is learned in an environment where English is the dominant language.

For more information, contact [Nicole Lamarre](#) at 780-427-2940.

Enhancing Second Language Learning Project

Update

Five working groups and advisory committees met from January to May 2001 to examine the various aspects of second language program delivery. As a result of those meetings, strategies and recommendations that may enhance second language learning for children and students from Kindergarten through to post-secondary were developed. Members of the Advisory Committee are currently reviewing a draft discussion document with their respective organizations. Feedback from them is required in September 2001.

Enhancing Second Language Learning Project on the Web

Find more information regarding the [Enhancing Second Language Learning Project](#). There is information on second language learning in Alberta, benefits of learning a second language, possible careers for students with language proficiency and much more.

French as a Second Language

The French as a Second Language (FSL) Program of Studies will be undergoing a review of the learner expectations at the secondary level—grades 7 to 12. Program changes will be announced in the spring of 2002. A review of the FSL elementary program will be undertaken in the fall of 2002.

For more information on the program changes, contact [Lisa Caouette](#) at 780-427-2940.

Authorized Resources

Review [new resources](#) authorized between June 1, 2001 and September 15, 2001.

Health and Life Skills

Health and Life Skills Kindergarten to Grade 9 Update

Program of Studies

The Minister of Learning has approved the new [Health and Life Skills Kindergarten to Grade 9 Program of Studies](#) for optional implementation during the 2001-2002 school year. Provincial implementation is scheduled for September 2002. The program of studies was sent out to all superintendents of schools and principals in August 2001.

Field Validation Project

Thirty teachers, chosen to represent diversity in Alberta schools, are participating in a field validation project of the draft Kindergarten to Grade 9 Health and Life Skills Guide to Implementation during the 2001-2002 school year. Changes will be incorporated, and the guide to implementation should be available in the [Learning Resources Centre \(LRC\)](#) by June 2002.

Support for Implementation

Each school jurisdiction in the province was invited to identify an individual to serve as the Curriculum Facilitator for their jurisdiction to assist with the implementation of the new program of studies. A meeting to prepare these facilitators will take place in November 2001 in each of the zones around the province. Community partners, government organizations and other stakeholders will be invited to these zone meetings to assist with the local implementation of the Health and Life Skills Kindergarten to Grade 9 Program of Studies.

Authorized Resources

Review [new resources](#) authorized between June 1, 2001 and September 15, 2001.

For more information regarding the Health and Life Skills Kindergarten to Grade 9 Program, contact [Mark Buckley](#) at 780-422-3274.

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Information and Communication Technology (ICT)

[ICT Implementation](#)

The Information and Communication Technology (ICT) Program of Studies, Kindergarten to Grade 12 is in its second year of a three-year implementation period.

[ICT Parent Brochure](#)

This updated brochure, *Learning Technology in Alberta Schools: Information for Parents*, provides parents with a brief overview of the program of studies.

For more information about the ICT program, contact [Doug Knight](#) at 780-422-9342.

International Languages

Authorized Resources

Cree Language and Culture

Review [new resources](#) authorized between June 1, 2001 and September 15, 2001.

Ukrainian Language Arts

Review [new resources](#) authorized between June 1, 2001 and September 15, 2001.

Learning Resources Centre (LRC)

LRC Internet Services

Take advantage of 24-hour access to LRC products and services. Use the Internet [to order learning resources](#), as well as to obtain product information for your curriculum planning.

2001-2002 Interactive *Buyers Guide*

Benefit from ease of ordering by using the LRC 2001-2002 Interactive [Buyers Guide](#). Try it!

Buyers Guide August Supplement

The latest supplement to the LRC 2001-2002 *Buyers Guide* was mailed to schools during the month of August. The new resources listed in the supplement are included in the LRC 2001-2002 Interactive [Buyers Guide](#).

Save Money On Your New Junior High Science French Language Edition Learning Resources

Receive a [5% LRC discount](#) until January 31, 2002 for new Grades 7-8 French edition science resources.

Learning Resources Credit Allocation (LRCA)

Apply the [Learning Resources Credit Allocation \(LRCA\)](#) to your purchases from the LRC. The credit allocation is available, up to a specified dollar limit, to eligible or approved Alberta school authorities.

For more information, contact the LRC at 780-427-2767, e-mail lrccustserv@gov.ab.ca or visit the [LRC Web site](#).

Mathematics

Applied Mathematics

Consultations with teachers, post-secondary institutions and other stakeholders identified the need to make algebra more explicit in the Applied Mathematics 10-20-30 Program of Studies. Revisions to the curriculum for the three Applied Mathematics courses were made to indicate the respective roles of pencil and paper calculations and calculator procedures as well as to put more emphasis on use and interpretation. Certain outcomes were eliminated, certain outcomes were reworded and new outcomes were added. The order and numbering of the outcomes in the [Applied Mathematics 10-20-30 Program of Studies](#), Revised June 2001 were changed to reflect the order of topics found in the revised editions (August 2001) of the [Outcomes with Assessment Standards for Applied Mathematics 10](#) and [Outcomes with Assessment Standards for Applied Mathematics 20](#).

For the 2001-2002 school year, the implementation of Applied Mathematics 30 is optional. The weighting of the Applied Mathematics 30 diploma examination, therefore, will be 20% of the final mark.

View the 2001-2002 school year [Applied Mathematics 30 Diploma Examination Information Bulletin](#) and the September 2001 Applied Mathematics 30 [Student Project](#) and [Teacher Notes](#).

Authorized Mathematics Resources

Review [new resources](#) authorized between June 1, 2001 and September 15, 2001.
Mathematics 14-24

The [Mathematics 14-24 Program of Studies](#), Interim 2001 has been approved. The development of resources for this program is currently under way.

Mathematics Preparation 10

Mathematics Preparation 10 is a course that provides students who have struggled in Grade 9 Mathematics with the opportunity to improve their mathematics skills in order that they may better succeed in Grade 10 mathematics courses. The Mathematics Preparation 10 Program of Studies, 2001 has received final approval. The number of credits that can be granted to a student for this course has been changed. A student can be granted 3 or 5 credits, which correspond to two possible course deliveries.

- A student who receives 75 hours of instruction and achieves the acceptable standard will be granted 3 credits.
- A student who receives 125 hours of instruction and achieves the acceptable standard will be granted 5 credits.

Alberta Learning has authorized *Nexus* as a basic learning resource. It is available for purchase from the [Learning Resources Centre](#).

Post-secondary Mathematics Requirements

Post-secondary institutions, excluding the University of Alberta, have indicated that Applied Mathematics 30 will be listed in their calendars, starting in the spring of 2002, for admission to selected programs.

All post-secondary institution representatives, who attended a meeting in late July, confirmed that Applied Mathematics 30 enables admission to many selected programs in their institutions but does not serve as a replacement for Pure Mathematics 30 or a second language.

Each post-secondary institution has its own program entrance requirements. These are often subject to change. It is important that school counsellors regularly seek up-to-date information concerning entrance requirements. A listing of post-secondary entrance requirements is available on the [Alberta Learning Information Service \(ALIS\)](#) Web site.

Pure Mathematics

As of the 2001-2002 school year, the weighting of the Pure Mathematics 30 diploma examination reverts to the traditional 50% of the final mark.

View the 2001-2002 school year [Pure Mathematics 30 Diploma Examination Information Bulletin](#) and the September 2001 Pure Mathematics 30 [Student Project](#) and [Teacher Notes](#).

A review of the Pure Mathematics 30 program of studies will be undertaken during the 2001-2002 school year. Any revisions that are found to be necessary will be implemented in September 2002.

Schools teaching Pure Mathematics 10-20-30 are reminded to use the course codes MAT1037, MAT2037, MAT3037 and **not** MAT1200, MAT2200, MAT3200, which referred to the former Mathematics 10-20-30.

Transitional Mathematics

A transitional mathematics course has been designed to provide students who have completed Applied Mathematics 30 with the necessary knowledge and skills for admission to post-secondary programs. Transitional mathematics will prepare students for first year mathematics courses at colleges, technical institutes and universities.

The course will be delivered by Athabasca University (Mathematics 101) as print material available to the student or as a distance learning course online. Athabasca University will provide students with learning support that includes either online or telephone tutoring. Other post-secondary institutions in Alberta will offer similar courses.

Students will be able to access these courses while they are registered in senior high school. Students who complete the transitional mathematics course while at senior high school will have the course funded by Alberta Learning through credit enrollment units. In the long term, this course will be available through Athabasca University and other post-secondary institutions in Alberta, and regular tuition fees will apply.

Students will not get senior high school credit nor will they get credit for 100 level courses from Athabasca University. The transitional mathematics course will provide students with the prerequisite skills, in lieu of Pure Mathematics 30, to prepare them for regular first year mathematics courses at post-secondary institutions.

Other News

Curriculum and Support Materials Mailout-August 2001

Packages of up-to-date curriculum and curriculum-support materials have been sent to superintendents, as well as elementary, junior high school and senior high school principals.

Materials Sent to Superintendents

- English Language Arts
 - [Program of Studies for Senior High School English Language Arts](#), Interim 2001
 - [Guide to Implementation: Grade 10 English Language Arts](#), September 2001 Draft
 - [Health and Life Skills Kindergarten to Grade 9 Program of Studies](#), Interim 2001
- Mathematics
 - [Applied Mathematics 10-20-30 Program of Studies](#), Revised June 2001
 - [Mathematics 14-24](#), Interim 2001
 - Mathematics Preparation 10 Update (The [Mathematics Preparation 10 Program of Studies](#), 2001 is available on the Alberta Learning Web site.)
 - [Outcomes with Assessment Standards for Applied Mathematics 10](#), Revised August 2001
 - [Outcomes with Assessment Standards for Applied Mathematics 20](#), Revised August 2001
- [Science Grades 7-8 Program of Studies](#), 2001

- Career and Technology Studies (CTS): Invitation to participate in the [field validation](#) of the proposed 1-credit CTS courses in:
 - Communication Technology
 - Fabrication Studies
 - Information Processing
- List of Programs for Field Validation, Optional Implementation and Provincial Implementation in the 2001-2002 school year.

Materials Sent to Elementary School Principals

- [Health and Life Skills Kindergarten to Grade 9 Program of Studies](#), Interim 2001
- List of Programs for Field Validation, Optional Implementation and Provincial Implementation in the 2001-2002 school year.

Materials Sent to Junior High School Principals

- [Health and Life Skills Kindergarten to Grade 9 Program of Studies](#), Interim 2001
- [Science Grades 7-8 Program of Studies](#), 2001
- Career and Technology Studies (CTS): Invitation to participate in the [field validation](#) of the proposed 1-credit CTS courses in:
 - Communication Technology
 - Fabrication Studies
 - Information Processing
- List of Programs for Field Validation, Optional Implementation and Provincial Implementation in the 2001-2002 school year.

Materials Sent to Senior High School Principals

- English Language Arts
 - [Program of Studies for Senior High School English Language Arts](#), Interim 2001
 - [Guide to Implementation: Grade 10 English Language Arts](#), September 2001 Draft
- Mathematics
 - [Applied Mathematics 10-20-30 Program of Studies](#), Revised June 2001
 - [Mathematics 14-24](#), Interim 2001
 - Mathematics Preparation 10 Update (The [Mathematics Preparation 10 Program of Studies](#), 2001 is available on the Alberta Learning Web site.)
 - [Outcomes with Assessment Standards for Applied Mathematics 10](#), Revised August 2001
 - [Outcomes with Assessment Standards for Applied Mathematics 20](#), Revised August 2001
- Career and Technology Studies (CTS): Invitation to participate in the [field validation](#) of the proposed 1-credit CTS courses in:
 - Communication Technology
 - Fabrication Studies
 - Information Processing

- List of Programs for Field Validation, Optional Implementation and Provincial Implementation in the 2001-2002 school year.

For more information, contact the Curriculum Branch or the Learning and Teaching Resources Branch at 780-427-2984. For information on programs in French, contact the French Language Services Branch at 780-427-2940. Additional information on programs and resources can be found on the [Alberta Learning](#) Web site.

Physical Education

Kindergarten to Grade 12 Update

Alberta Learning plans to support implementation of the Kindergarten to Grade 12 Physical Education program during the 2001-2002 school year, by:

- launching updated information on the [Physical Education Online](#) Web site, with resources to support implementation of General Outcomes A, C and D. Currently, the site provides support for General Outcome B and includes a component for home education students
- completing a resource guide developed in partnership with [Schools Come Alive](#). The guide lists agencies providing learning and teaching materials to support the physical education program and provides authorized resource annotations
- distributing an administrator's implementation overview package, including a component for parents
- supporting the [Ever Active Schools Program](#), which promotes implementation of health and physical education programs and healthy school communities. Alberta Learning provides continued support for this program in partnership with Alberta Health and Wellness and Alberta Community Development
- raising awareness of the [ATA Health and Physical Education Council \(HPEC\) Conference](#) to be held in Banff on May 9-11, 2002, and which will be cohosted with the Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD). The event will include preconference workshops hosted by Alberta Learning, with a focus on assessment in relation to health and physical education. A one-day workshop will also be held for those new to teaching physical education
- encouraging teachers to visit the [2001 IAAF World Championships in Athletics education](#) Web site, which includes education initiatives that align with the program of studies. Of particular interest is the "tracking" tool on the site, identified as the "Active Living Log," which supports implementation of General Outcome D—Active Living in the Community—as well as ICT outcomes. This component on the site provides an opportunity for students to track how active they have been. To view the Active Living Log, use "teacher" as the username and password. The content of the 2001 IAAF World Championships in Athletics education Web site will be integrated onto the [Physical Education Online](#) Web site.

For more information on the physical education program, contact [Val Olekshy](#) at 780-415-8191 or [Joy Taylor](#) at 403-297-7911.

Revisions to Physical Education 10

The revisions to the Physical Education 10 Program of Studies are based on the recommendation of the Minister of Learning that all students enrolled in senior high school receive training in cardiopulmonary resuscitation (CPR).

The following two outcomes have been changed in the Physical Education 10 Program of Studies to read as follows:

- General Outcome B
B10-7
Students will understand the consequences and risks associated with an inactive lifestyle; e.g., the benefits of a healthy heart versus the need for emergency cardiac care (CPR)
- General Outcome D
D10-5
Students will define and understand first aid principles and survival skills, including cardiopulmonary resuscitation (CPR), as they relate to physical activity; e.g., aquatics; and, demonstrate responsibility for actions taken to address immediate and potential hazards that might affect self and others

These particular CPR outcomes for Physical Education 10 are to be implemented by school jurisdictions over the next five years, with assistance from Alberta Learning and other partners. Implementation assistance will consist of teacher training, including release time, and resources to support alignment with the program of studies. Plans for assistance will be shared with jurisdictions by Alberta Learning Field Services contacts in the near future.

For more information, contact [Joy Taylor](#) at 403-297-7911.

Authorized Resources

Review [new resources](#) authorized between June 1, 2001 and September 15, 2001.

Note: Links are provided to other sites as a service only to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these sites rests with the user.

Professional Development and Certification

Professional Development

The [six regional professional development consortia](#) have developed their inservice programs for the coming school year. There are professional development initiatives for teachers and administrators in all the curricular areas, as well as programs offered for parents and support staff. For more information about the programs offered in your area, please contact your regional consortium.

Note: Links are provided to other sites as a service only to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these sites rests with the user.

Science

Authorized Science Resources

Review [new resources](#) authorized between June 1, 2001 and September 15, 2001.

Safety in Science Activities: Do We Have the Guidance We Need?

Alberta Learning is assessing the need to develop a new science safety resource book for teachers. The Learning and Teaching Resources Branch invites schools and school jurisdictions to provide input on this topic by reviewing the safety resources currently used in their schools and forwarding advice on how well the resources meet current needs. Advice on resource materials found to be particularly helpful to teachers would be welcomed, as would advice on needs that are not well met.

Those interested in providing input should complete a [questionnaire](#). Please print a copy of this questionnaire and forward your completed copy by mail or fax to [Bernie Galbraith](#), Learning and Teaching Resources Branch, Alberta Learning, 11160 Jasper Avenue, Edmonton, AB T5K 0L2, telephone 780-422-3218, fax 780-422-0576.

We welcome your suggestions. Please forward your input by November 15, 2001.

Science Contacts

For more information about the K-12 Science program, contact [Stella Shrum](#), Program Manager, Science, at 780-422-3219. Contact [Bernie Galbraith](#) at 780-422-3218 for information about science learning and teaching resources.

For information about science programs and learning resources in the French language, contact [François Lizaire](#) at 780-427-2940.

Secondary Science Program Update

- The [Science Grades 7-8 Program of Studies](#) has been distributed to schools and is available for optional implementation in September 2001. The provincial implementation date for Science Grades 7-8 is September 2002. View the [most recent resource authorizations](#) for Science Grades 7-8.
- Field validation of Grade 9 Science and Science 14 will take place between September 2001 and January 2002. The provincial implementation date for Science 14 is September 2002. Grade 9 Science will be available for optional implementation in September 2002.
- The [call for resources for Science 10](#) was reissued as no suitable submissions were received. The new proposed implementation date for Science 10 is September 2004.

Social Studies

Alberta Learning Social Studies Team

Curriculum Branch

Program Manager for Social Studies - [Pat Lychak](#)

Pat comes to Alberta Learning from Edmonton Catholic Separate School District No. 7 where she was a K-12 Social Studies Consultant for three years. She has taught at both the elementary and junior high school levels in the areas of social studies, the arts, religion and the humanities, and has collaborated with senior high school teachers in developing online projects and professional development for social studies. Pat can be reached at 780-422-3217.

Curriculum Consultant, 10-12 Social Studies - [Greg Robinson](#)

Greg began on August 20, 2001 as the Curriculum Consultant for Social Studies, with primary responsibilities in the 10-12 area. Greg was seconded from Edmonton School District No. 7, Strathcona Composite High School. He can be reached at 780-427-5366.

Curriculum Consultant, K-9 Social Studies - [Shirley Douglas](#)

Shirley has been with Alberta Learning since July 2000 and is looking forward to this year, where the curriculum focus will be on the Alberta program of studies. Shirley is seconded from Black Gold Regional Division No. 18. She can be reached at 780-422-3282.

Program Manager, Aboriginal Content - [Debbie Mineault](#)

Debbie joined Alberta Learning in Aboriginal Services in September 2000 and moved to the Curriculum Branch in February 2001. Her position as Program Manager for Aboriginal Content encompasses all curricular areas, and her services to social studies are greatly appreciated at this time of development. In addition, Debbie is also responsible for the piloting and implementation of the Aboriginal Studies 10-20-30 Program of Studies. Debbie can be reached at 780-427-0156.

French Language Services Branch

Program Manager, Social Studies - [Daniel Buteau](#)

Daniel is the Social Studies Program Manager in the French Language Services Branch. He joined Alberta Learning in September 2000, after 10 years with Calgary Roman Catholic Separate School District No. 1. Daniel can be reached at 780-427-2940.

Curriculum Consultant, K-9 Social Studies - [Adèle Amyotte](#)

Adèle joins Alberta Learning in a seconded position from the Greater North Central Francophone Education Region No. 2 where she has had extensive experience teaching at the elementary and junior high school levels. Adèle's main task in the branch will be the development of the French language version of the new K-9 social studies program of studies, including an adapted version for the French immersion program. Adèle can be reached at 780-427-2940.

Social Studies Program of Studies Implementation Dates

Grade	Field Validation	Optional Implementation	Provincial Implementation
K-9	2003	2004	2005
10	2004		2005
11	2005		2006
12	2006		2007

Social Studies Western Canadian Protocol (WCP)

During the consultation process on the draft *Western Canadian Protocol (WCP) Common Curriculum Framework for Social Studies, Kindergarten to Grade 9*, concerns were expressed about Alberta's involvement in the WCP and about the development and content of an Alberta program of studies. Based on the feedback received, Alberta Learning is taking the following actions:

- Alberta Learning will immediately begin developing the Alberta program of studies for Kindergarten to Grade 9. Alberta will fulfill its obligation in contributing to the revisions of the *Western Canadian Protocol (WCP) Common Curriculum Framework for Social Studies, Kindergarten to Grade 9*. A final draft of the WCP Framework is scheduled to be available later this fall.
- Alberta has withdrawn from the grades 10 to 12 component of the WCP Social Studies project due to the differing needs among the WCP jurisdictions for hours of instruction, graduation and program requirements. Development will proceed immediately on an Alberta program of studies for Grade 10 to Grade 12 social studies.
- The program of studies for Kindergarten to Grade 12 will be written to meet the needs of Alberta students and will take into consideration feedback received during the consultation process. The Alberta social studies curriculum will have at its core a focus on citizenship and identity. Canadian and world history, local government, economics, agriculture and environmental issues will continue to be important in future development. The program will recognize diverse cultural perspectives, including Francophone and Aboriginal cultures and history, as it will be aligned with the vision, philosophy and

definition of social studies developed collaboratively with the WCP partners. Alberta stakeholders and partners in education supported these statements of vision, philosophy and definition.

- Consultation with our education partners will continue to be an important part of the development of the Kindergarten to Grade 12 program of studies.
- A document entitled *Directions for Alberta Social Studies Program of Studies, Kindergarten to Grade 12* will soon be distributed to School Board Chairs and Presidents of Stakeholder Organizations—Alberta Teachers' Association (ATA), Alberta Home and School Councils' Association (AHSCA), Association of Independent Schools and Colleges in Alberta (AISCA), Alberta School Boards Association (ASBA), and College of Alberta School Superintendents (CASS). The document provides detailed information on the development and implementation timelines and processes.

For more information, contact [Pat Lychak](#) at 780-422-3217.

Special Programs

Authorized Resources

Review [new resources](#) authorized between June 1, 2001 and September 15, 2001.

Technology Integration

[Software Agreements](#)

Alberta Learning has negotiated special pricing agreements to make various software programs available to Kindergarten to Grade 12 institutions at reduced costs.

[Web Awareness: Knowing the Issues](#)

A licensing agreement is in place for the Web Awareness professional development workshop materials. The series includes three modules in English and French, at no cost to schools. A CD-ROM of the materials was distributed to all school representatives who attended the regional consortia's Web Awareness training during the 2000-2001 school year. The Media Awareness Network (MNet) will be revising the materials on the CD-ROM by the end of September 2001. The current CD-ROM may continue to be used until the new version is available.

[Technology Integration Funding \(TIF\)](#)

For the 2001-2002 school year, \$43 per funded student was paid in June 2000. To date, \$125 000 000 in TIF has been provided for technology upgrading. These funds are in addition to basic instructional funding, which also may be used for technology expenditures. Additional funds will be provided in future years.

For more information about the above topics, contact [Bonnie Brooks](#) at 780-415-1148.

[SuperNet](#)

The contract for Alberta's SuperNet, which will provide high-speed network connectivity to all learning institutions within three years, was signed in July 2001. In Budget 2001, Alberta Learning committed \$24 million over the next three years to fund SuperNet access.

For more information about SuperNet, contact [Erwin Loewen](#) at 780-427-0253.

Tools4Teachers Database

The Tools4Teachers Database, developed by the Learning Technologies Branch and the Alberta Online Consortium, is a secure online repository of course content and learning objects. Currently, the database contains print-based course content and multimedia segments for core subjects in grades 7-12. All content included in the database is approved by Alberta Learning for use in Alberta classrooms and is provided at no charge for use by Alberta teachers developing and delivering educational material to their students.

Further details, including information on registering for access to the database, are available on the [Tools4Teachers](#) Web site or by contacting [Jared Svenson](#) at 780-674-5350, Ext. 106.

Testing

National and International Testing

In 1999, Alberta students participated in assessments of reading, writing and mathematics, administered as part of the Programme for International Student Assessment (PISA). Results are expected in December 2001. Watch for a news release under [What's New?](#) on the Alberta Learning Web site.

This spring, Alberta students participated in the pan-Canadian School Achievement Indicators Program (SAIP) mathematics test. The results should be available in December 2001. In the spring of 2002, students will be taking the SAIP writing test.

For more information about these studies of achievement, contact [Ron Cammaert](#) at 780-427-0010.

Provincial Achievement Tests and Diploma Examinations

2000-2001 Results

The [results of provincial achievement tests and diploma examinations](#) administered in the 2000-2001 school year have been added to the multiyear reports on the Alberta Learning Web site.

Detailed school and school authority reports for the June 2001 diploma examinations and the 2000-2001 achievement tests were posted on the Extranet on August 24, 2001. The multiyear reports for diploma examinations and achievement tests were also posted on the Extranet on September 10, 2001.

For more information about reporting of these results, contact [Ron Cammaert](#) at 780-427-0010.

Information About the 2001-2002 Diploma Examinations and Achievement Tests

The General Information Bulletins for the [Achievement Testing Program](#) and the [Diploma Examinations Program](#) have been provided in hard copy to schools and school authorities, including private schools and band-operated schools. These bulletins provide policy directives, detailed instructions related to the administration of provincial tests, and testing schedules, as well as forms needed by students.

Subject bulletins providing information about specific [achievement tests](#) and [diploma examinations](#) are also available, as are some past diploma examinations and some achievement tests.

For more information about documents related to the provincial assessments, contact [Lorrie Killips](#) at 780-427-0010.

Mathematics Projects

The next set of mathematics projects is now available on the Internet. The [project for Applied Mathematics 30](#) is entitled *Population Control*, and the [project for Pure Mathematics 30](#) is entitled *Overbooking*. Student materials and teacher guidelines are available for each of these projects. Sample solutions for these projects can be found on the Extranet.

Each of these projects use procedures and strategies that will be germane to one of the written-response questions on the November 2001 (Pure Mathematics 30) and January 2002 (Pure Mathematics 30 and Applied Mathematics 30) diploma examinations.

For more information about these projects, contact [Phill Campbell](#) at 780-427-0010.

Examiners' Reports

Also available on the Extranet is the *Examiner's Report* on each of the June 2001 diploma examinations. These reports are of particular value to teachers, for review and planning of their instructional programs.

For more information about the examiners' reports, contact [Phill Campbell](#) (Mathematics and Sciences Diploma Examinations) or [Jo-Anne Hug](#) (Humanities Diploma Examinations) at 780-427-0010.