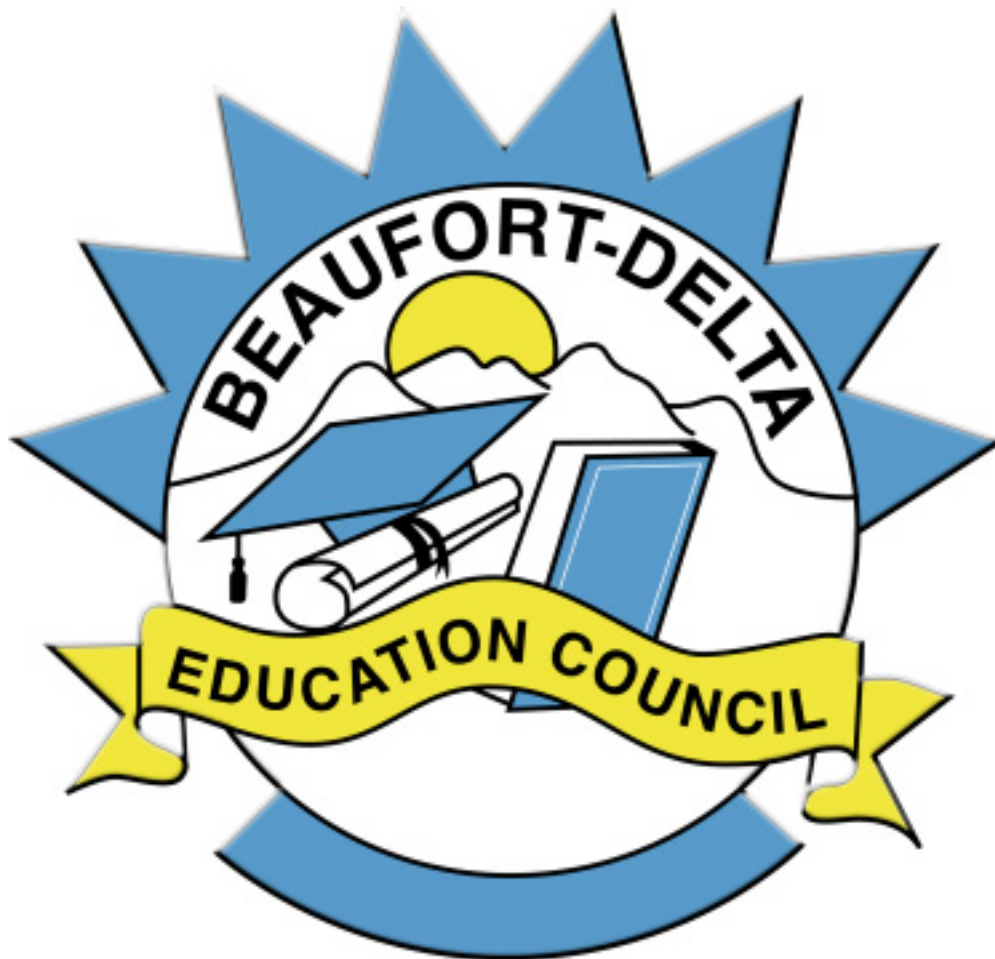
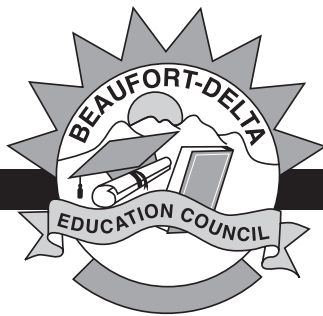


2004-2005

CURRICULUM MANUAL



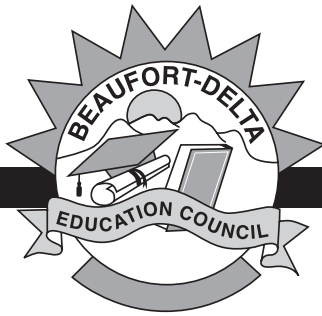
SCHOOL YEAR » AUGUST 2004 - JUNE 2005



SCHOOL YEAR 2004-2005

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SECTION

1

INTRODUCTION

*Welcome to the Beaufort Delta and the School Year 2004-2005!
Thank you for joining the Beaufort Delta Team!*

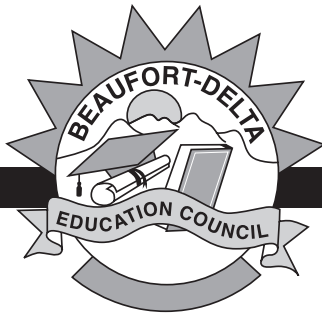
This Curriculum manual has been developed to provide new and existing staff with current information about curriculum, resources and support. Feedback received from staff is incorporated into each revision so let us know what you find useful and not so useful. You will find a feedback form at the end of the manual.

Beaufort Delta Education Council (BDEC) has a full complement of staff, based in Inuvik, for the ongoing support of school personnel in our nine schools and eight communities. Their services can be accessed readily on request by phone or email. They travel frequently to all communities within the region and look forward to assisting you in support of student success.

Student Success is the fundamental priority identified in the draft Strategic Plan developed by BDEC in spring 2002. Integral to that success is the development of the child's confidence in him/herself as a learner.

Respect for the child's rich cultural heritage is expressed in a culture-based education system generating pride, strength and an empowering sense of identity. Communities have a rich store of resources, human and material, that can be accessed to enrich education with cultural perspectives. You are encouraged to seek support from BDEC staff and your community District Education Authority (DEA) to make your practice relevant to the culture of your community.

The North West Territories Teachers' Association (NWTTA) recently developed a slogan; "Teachers are Our Gems!" We at BDEC believe that slogan to be very apt. Year after year we are fortunate to have exceptional staff working with our children in BDEC schools and expect that to be the case again this year. We look forward to meeting you individually and wish you a most successful year.



SECTION 2

STRATEGIC PLAN 2004-2005

The Strategic Plan expresses the goals and priorities of the District Education Council. It guides the decisions and actions of all staff. BDEC School Action Plans focus on priorities established within the Strategic Plan. School Action Plans are reviewed annually.

VISION

Through quality education, BDEC assists students in achieving their maximum academic, personal, social and cultural development.

MISSION STATEMENT

BDEC's mission is to form a partnership with parents, students and educational staff in order to provide quality education for our children and to promote the general educational development of our communities.

BDEC'S 5 STRATEGIC GOALS ARE:

- Instill greater pride in heritage.
- Increase student attendance, participation, achievement and program completion.
- Provide effective support to schools, staff, DEAs and BDEC members.
- Develop opportunities for leadership, advocacy, innovation and accountability.
- Work more effectively and cooperatively with our partners.

Further information about the BDEC Strategic and Operational Plans can be found on the BDEC website www.beaufortdeltaedu.nt.ca or contact Effie MacLeod by phone at (867) 777-7332 or on First Class email.



SECTION 3

MAJOR BDEC INITIATIVES

- 3.1 » STUDENT ASSESSMENT,
EVALUATION & REPORTING (SAER)
IMPLEMENTATION**

- 3.2 » FULL DAY KINDERGARTEN
PROGRAM**

- 3.3 » FOUR BLOCKS LITERACY K-3**

- 3.4 » YOUTH ENTRY LEVEL SKILLS (YELS)
PROGRAM**

- 3.5 » BDEC SCIENCE FAIR**

3.1 STUDENT ASSESSMENT, EVALUATION & REPORTING (SAER)

The ECE Student Assessment, Evaluation & Reporting Directive serves as the basis for systemic and classroom assessment practices. The BDEC Implementation Plan can be accessed on the BDEC Intranet. Ask your principal about your school SAER implementation plans for this year.

The BDEC Student Assessment, Evaluation & Reporting Procedures draft document below has been developed in response to the directive. It will be piloted in BDEC schools during the 2004-2005 school year and revised by year end. For more information on SAER implementation please contact Bill Gowans 777-7421 or Effie MacLeod 777-7332 or on First Class email.

Beaufort Delta Education Council » Student Assessment, Evaluation & Reporting Procedures

Principles

Student assessment practices shall be based upon and be consistent with the following principles (adapted from the ECE Student Assessment, Evaluation & Reporting Directive 2001):

ASSESSMENT SHOULD BE:

- based on the goals and objectives of instruction as identified in approved territorial curricula at the student's functioning level
- an integral part of planning for instruction
- linked to programming
- sensitive to the context of the culture, heritage and language of the community.
- diverse in range of sources and methods encompassing the physical, emotional, social, intellectual and spiritual domains
- suitable to the backgrounds and prior experiences of the students
- used to obtain comprehensive information about student growth
- a positive component of the learning experience, enhancing each student's self-esteem and allowing the student to demonstrate, in a variety of ways, what he or she knows and can do.
- fair, appropriate and ongoing.

SCORING SHOULD BE:

- done in a valid and consistent manner through the use of procedures developed along with the instrument and shared with students prior to instruction
- based on criteria identified in a content standard, interpreted in relation to that standard and yield accurate representation of the student's performance vis a vis that standard.

REPORTS SHOULD :

- be clear, accurate, of practical value to the intended audience
- specify the skills and knowledge the student is expected to acquire
- describe satisfactory and excellent levels of performance
- express what the student is able to do, what the student is working towards and how further progress can be supported.

Guidelines

The following common guidelines pertain to all schools and grades (kindergarten, elementary, junior and senior high) in the Beaufort Delta:

PLANNING

- Prior to instruction teachers shall develop and maintain a record of year/semester, unit and daily lesson plans that identify specific learning goals and objectives.
- Teachers are required to use information gained through assessment activities to target instruction to areas of need.

CLASSROOM ASSESSMENT

- Teachers shall use a variety of classroom-based assessment methods to assess individual student achievement and growth. These methods are to be aligned to the curriculum and may include, but are not limited to, teacher observation, oral and written tests, performance assessments, teacher developed tests, externally developed standardized tests, self assessments...
- The assessment process will be fair, appropriate and ongoing.

- Students will have opportunities to develop skills in assessing and evaluating their own achievement towards an established standard.
- Teachers will keep detailed records of individual student performance in a range of assessments over time.

SYSTEM-WIDE ASSESSMENT

- System-wide standardized testing shall occur at grades 3, 6 and 9 using the *Alberta Achievement Test(AAT)* and again at grade 12 using *Diploma Exams*. Exclusions shall be determined by the Territorial standard.
- System-wide curriculum-referenced Math testing shall occur at grades 1 to 9 using the *BDEC Math test*. **(Suspended for 2004-2005)** Students will write the test at their identified functioning level.
- System-wide Writing Assessment shall occur at grades 1 to 9 using the *Edmonton Public Schools HLAT (Highest Level of Achievement Test)*. **(Suspended for 2004-2005)** Criteria for exclusion shall be as applied by the Edmonton Public School Board.
- Teachers are required to participate in the local marking of Writing and Math Assessments.
- Schools are required to analyze the system-wide *BDEC Assessment Program, AAT, Diploma Exam and classroom assessment* results for their school, determine strengths and weaknesses and prepare an annual plan for improvement within the School's Action Plan for submission to the superintendent by April 30 of each school year.

EVALUATION

- Evaluation of student academic performance is the responsibility of the subject/classroom teacher under the direction of the principal.
- The final mark awarded for a course/subject shall be based on curriculum standards – performance demonstrated by the student in relation to the range of curriculum outcomes for that course/subject.
- **Attendance, behaviour and homework shall not be factored into evaluation marks in the course/subject unless specifically included in curricular learning outcomes and are clearly identified to students at the beginning of the term.**
- A curriculum-based Student Learning Profile in Math and ELA (English Language Arts) shall be developed for each student in grades 1 to 9 to support programming, promotion, placement and retention decisions. The Learning Profile shall place

each student on the curricular learning outcome continuum, indicating mastery or non-mastery.

- Evaluation of students with special needs shall be consistent with the goals and objectives outlined in the Individual Education Program (IEP) or the Modified Education Program (MEP).

FINAL EXAMS

- Students in grades 7-12 who are on regular or modified programs will be required to write mid-term and final exams in each Core subject. The mid-term will be weighted at 10 - 15% of the Term mark in grades 7-9 and at 15 - 20% in grades 10-12. The mid-term will be assigned a weighting of 5-10% of the final mark. The Final Exam will account for a maximum of 20% of the final mark (Diploma courses excepted).

Placement and Promotion

- Promotion, placement or retention decisions are ultimately the principal's responsibility. Decisions are made collaboratively by the school learning support team and the subject/grade teacher. Parent preference will be considered in the final determination of promotion, placement or retention. Decisions to retain a student must have the support of the parent.
- A student can be retained a maximum of two times through grades one to nine, subject to the approval of the principal and the parent. Students who are not promoted will have a Modified Education Program (MEP) in place for the following school year.
- Students/parents will be informed at the time of the first report of the year if the student is at risk of not being promoted to the next grade at the end of the school year. Parents(if the student is a minor) and students who are at risk of failing a course will be notified by the end of the first quarter year/semester.

REPORTING

- Teachers shall provide to students and parents, at the beginning of the school year, a written description of the school/course procedures to assess, evaluate and report student achievement and performance.
- Each school will establish at least three regular reporting periods per school year. At least two of these reporting opportunities shall be a Parent-Teacher-Student (3-way) Conference. A written progress report shall be provided to the parent at each reporting period using the BDEC standard report card.
- Report cards will describe criteria for assigned levels, letter grades or percentages.
- Report cards will describe the student's progress in a course/subject towards mastery of curriculum standards

- performance demonstrated by the student in relation to the range of curriculum outcomes for that course/subject. Attendance, behaviour and attitude information will be reported separately.
- Teachers will maintain, and make available to parents at the Parent-Teacher-Student Conference, a portfolio of each student’s work showing evidence of individual student growth, strengths and challenges.
- A curriculum-based Student Learning Profile in Math and ELA (English Language Arts) shall be developed for each student in grades 1 to 9 and made available to parents during the reporting process.
- All progress reports will be viewed and signed off by the principal/assistant principal prior to distribution.
- The student’s functional grade level for grades one to nine, in language arts and math, will be reported to parents, to the BDEC regional office for forwarding to the Department, and recorded in the Student Record. Pending the development of Territorial Functional Grade Level guidelines, teachers may use assessment information collected for evaluation of student progress to determine the student’s functional grade level, such as: the Student Learning Profile indicating mastery of learning outcomes, student portfolios/work file, projects, CAMP assessment materials, BDEC Math and Writing test results, teacher-generated tests and exams, teacher observation reports, other as determined by the teacher.

- A copy of the final written progress report for each school year, the *BDEC Assessment Program* student results, the AAT results and the Student Learning Profile will be included in the student record (CUM file).
- Parents will be invited by the classroom teacher or the program support teacher, to view their child’s *Alberta Achievement Test* results, prior to distribution and at progress report time.
- Principals are responsible to present school-wide standardized testing results to parents and the public within 2 weeks of receiving the results.

APPEALS

- Late assignments with penalty/deduction will be accepted up to the end of the Term when report cards are completed.
- At the teacher’s discretion, students will be provided the opportunity to rewrite a test or an assignment.

References:

- BDEC Policy – Student Assessment, Evaluation and Reporting
- ECE *Student Assessment, Evaluation and Reporting* Directive
- ECE Inclusive Schooling Directive
- ECE Senior Secondary Administrators Manual
- BDEC PST Handbook

ASSESSMENT METHODS & PROCESSES

Student Assessment Evaluation & Reporting

IMPLEMENTATION 2001-2005

TEACHER INFORMATION

- Observations
- Demonstrations
- Interviews
- Questionnaires
- Assignments
- Projects
- Presentations
- Portfolios
- Essays
- Written tests
- Formal Examinations
- Standardized tests
- Interviews
- Conferencing
- Questioning
- Checklists
- Diagnostic tests
- Etc

BDEC CURRICULUM-BASED ASSESSMENT TOOLS

- Classroom Assessment Data
- Highest Level of Achievement Test** (HLAT)
- BDEC Writing Assessment
- Canadian Achievement Test (CAT)
- Canadian Test of Basic Skills(CTBS)
- Classroom Assessment Materials Project (CAMP)** gr 1-8 ELA & Math
- ELA Checklist
- Math Checklist
- Curriculum Alignment
- Functional Grade Level Data
- Assessment for Learning
- K-3 ELA Curriculum Standards & Exemplars
- 4-6 ELA Curriculum Standards & Exemplars (Sept 2004)
- www.aac.ab.ca

SAER TEACHER SELF-ASSESSMENT CHECKLIST (How am I doing anyway?)

LEGEND: **B » BEGINNING** **O » Ongoing** **C » Completed**



Where do I start?

Don't panic - help is available! 

You're on your way 

PHASE 1		PHASE 2		PHASE 3	
Status		Status		Status	
	Do I understand how the SAER Directive affects my assessment, evaluation and reporting practices?		Do I use a variety of assessment methods?		Do I know which Learning Outcomes each student has mastered in eELA and Math?
	Have I considered whether I need to change my practices?		Do I use information gained from assessment to plan instruction?		Have I developed individual Student Learning Profiles? (grades 1-9)
	Have I helped in the development of the school implementation plan and policy?		Am I aware of the Functional Grade level of each student in Math and ELA?		Do I give students and parents assessment information prior to instruction?
	Do I need inservice or PD to implement the expectations in the Directive?		Are my students skilled in assessing their own work?		Do I offer to report to parents by teacher/student/parent 3-way conferencing?
	Am I aware of the assessment methods identified as most effective in improving student achievement?		Do I post the Learning Outcomes prior to instruction?		Do I keep a portfolio of each student's work in ELA and Math to demonstrate growth and challenges in learning?
	Are my assessment practices fair, appropriate and ongoing?		Are all my lessons/activities linked to curricular Learning Outcomes?		Do I report student progress in relation to Learning Outcomes?
			Am I using criteria, curriculum standards and exemplars to assess my students work?		Do I avoid factoring behaviour, attitude and attendance into student marks?

NEED MORE INFORMATION? HELP?

Talk to: Your school administrator » **Bill Gowans** (SAER Coordinator), BDEC Office 777-7421 »
 Effie MacLeod (SOS), BDEC Office 777-7332

Systemic Assessment

The BDEC Standardized Testing program and the Math and Writing Assessments initiated in 1997 have been suspended for the 2004-2005 school year. Standardized testing (CTBS or CAT) will be written by grade 2 students only 3 weeks after the start of the 2004-2005 school year.

Alberta Achievement Testing (AAT) will be administered in May 2005 (Beaufort schools) and in June 2005 (Delta schools) to students in grades three, six and nine. The administration schedule will be announced at a later date. For further information about grade 2 CAT/CTBS and AAT administration contact Bill Gowans 777-7421.

Report Cards

BDEC schools use a common report card when reporting student progress to parents. Reports card templates for K, grades 1-3, 4-6, 7-9 and 10-12 reside on school servers and are accessed electronically on site. For further information please contact your school principal, Barry Dyck 777-7153 or Megan Power 777-7167.

Honesty in Reporting

BDEC policy requires that Functional Grade Level information in Math and ELA be reported to parents of students in grades 1 – 9. For more information on the Honesty in Reporting Policy please refer to the BDEC Policy Manual and the BDEC SAER Procedures.

3.2 KINDERGARTEN (FULL DAY INITIATIVE)

For curriculum support contact Megan Power 867- 777-7167 or First Class email

Following the success of the K – 1 Initiative from 2001-2004, the Beaufort- Delta Education Council has mandated that kindergarten students continue to receive a full day's instruction with emphasis on literacy and numeracy readiness. The Four Block Framework was chosen to provide the same basic program in all the Beaufort-Delta schools so that there would be:

- A common language used by students and teachers
- A common teaching approach
- Common classroom resources and materials
- Ease of student movement among schools in the region
- Full day programming
- Language rich environment
- Focus on literacy and numeracy
- Developmentally appropriate activities

NWT Kindergarten classes to use the following curriculum:

Language Arts – Western Canadian Protocol

Mathematics – Western Canadian Protocol

Social Studies – NWT Social Studies Framework

- Dene Kede

- Inuuqatiguit

Health – NWT School Health Program

Physical Education – Alberta Guide To Implementation

Fine Arts – Saskatchewan Arts Education Curriculum Guide

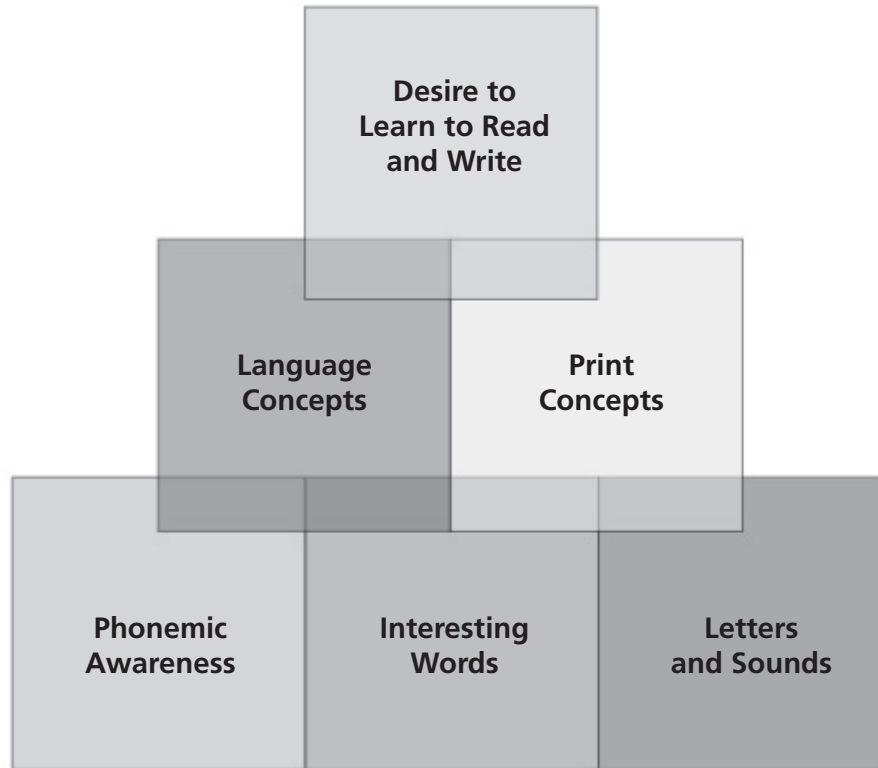
Music - Musikgarten

Each kindergarten classroom ought to have listening centres, a tape recorder and a CD player.

During the BDEC 2001-2004 K-1 Initiative Program *each kindergarten class* was supplied with the following resources from BDEC:

1. *Collections* reading series (these books were bought on a cost share basis with the schools)
2. Sets of hands-on math materials.
3. *Building Blocks* teacher reference resources, classroom materials and supplementary resources.
 - The Teacher's Guide To Building Blocks
 - Month by Month Reading/Writing
 - Collecting Words
 - Month by Month Phonics
 - Guide to Reading the Four Block Way
 - Word Wall Plus
 - Tongue Twisters
 - Guess the Covered Word
 - Tongue Twisters Blend
 - Building Blocks Plan Book Plus

BUILDING BLOCKS FOR KINDERGARTEN CLASSROOMS



The six critical understandings are the “building blocks” of students’ success. (p.9, [The Teacher’s Guide to Building Blocks](#))

1. Children learn that reading provides both enjoyment and information, and they develop a desire to learn to read and write.
2. Students also learn many new concepts and add words and meaning to their speaking vocabularies.
3. Children learn print concepts, including how to read from left to right, how to read a page from top to bottom, etc.
4. Children develop phonemic awareness, including the concept of rhyme.
5. Students learn to read and write some interesting-to-them words, such as a “Pizza Hut”, “cat”, “bear”.
6. Students learn some letter names and sounds usually connected to the interesting words they have learned.

What activities build these understandings? (p.10, [The Teacher’s Guide to Building Blocks](#))

1. Reading to children – both fiction and nonfiction
2. Reading with children – shared reading of predictable big books
3. Providing opportunities for children to read by themselves
4. Writing for children – morning messages at the start of the day and journal entries at the end of the day
5. Writing with children – shared writing of predictable charts
6. Providing opportunities for children to write by themselves
7. Developing phonemic awareness (the oral)
8. Working with letters and sounds (the written)
9. Learning some “interesting-to-them” words (names, environmental print, etc)

Five-Day Cycle for Predictable Charts (pp.88-90, *The Teacher's Guide to Building Blocks*)

This strategy, used during a writing time in a kindergarten or grade one class, echoes the reading strategy that uses predictable books. A predictable chart uses a sentence starter of a predictable pattern. All sentences in the chart begin in the same way, and students take turns completing the sentence. Each student's name is put at the end of the sentence in parentheses. The topics of the predictable charts vary from the beginning of the school year to the end but may be based upon get-to-know-you activities, events in the classroom, special visitors, field trips, holidays, etc.

The Five-Day Repeated Reading Strategy

This strategy is one that promotes young students' beliefs that they can read. Whether the child is reading all the words, pretend reading, or picture reading; this strategy enables all students to see themselves as readers. This strategy works well in the latter half of the kindergarten year and in grade one.

DAY ONE

- Introduction of book for the week's study
- Questioning and probing, predicting, etc.
- Identification of repeated phrases and print conventions
- Identification of favourite parts of the story
- Students may draw or write favourite parts of the story/tell why

DAY TWO

- Rereading of text (extend meanings of words and concepts to develop good listening skills)
- Literature-based experience chart
- Multiple exposures to the text and the literature-based experience chart
- Repeated phrases from the text placed on strips for students to read and manipulate, use in extended writing activities
- Children encouraged to read along from the text and/or the literature-based experience chart

DAY THREE

- Rereading of the literature-based chart
- Rereading of the text
- Children encouraged to read along from the text when appropriate

- Teacher continues to question and guide thoughts about the text
- Students work with teacher to do a retelling using visuals such as story maps; sequence cards/strips; beginning, middle, and end circles; puppets; pictures with words added...
- Repeated reading of the visuals and/or the text
- Students then reproduce their own visuals

DAY FOUR

- Extension of the story by rereading, together or individually
- Student/teacher discussion with emphasis on the feelings expressed by the story characters
- Character feelings compared to those of the children
- Time spent discussing and modeling writing skills including periods, question marks, capital letters, quotation marks...

DAY FIVE

- Companion book shared
- As companion book shared, the teacher uses conversations, questioning, and interactions with the children to develop understanding and enjoyment
- Following reading of companion book, a compare/contrast chart, Venn diagram, or a transparency can be used to compare the two stories
- Teacher and students continually return to the two books to clarify or reread parts of the selection
- Identification (sometimes indicated by graphing) of which of the two books was each student's favourite

4. *Musikgarten Curriculum* –

- a curriculum guide with lesson plans
- 7 CDs - Cycle of Seasons (spring, summer, fall and winter), Music for Movement and Stories, Music for Dancing and Playing, Sounds of Nature.
- Baskets with class sets of
 1. jingles
 2. rhythm sticks
 3. egg shakers
 4. scarves
 5. sponge scrapers

- one paddle drum or frame drum
- one lollipop drum
- one recorder for the teacher's use
- assorted other instruments including a triangle, woodblock, etc.
- Copies and tapes of songs for children

5. *A Year Plan for kindergarten.* This plan was written by teachers for teachers. The purpose of this collaborative exercise was to provide a guide for teachers to use the "Building Blocks Framework" to meet curriculum outcomes. Teachers may chose to use this plan or to write their own Year Plans. (Megan Power has copies available for those teachers who need them)

3.3 THE FOUR BLOCKS

For curriculum support contact Megan Power 867- 777-7167 or First Class email

The Four Block Framework to early language development has been used in the BDEC schools for grades K-2 since 2001. Training and resources have been provided for teachers at those levels. The Four Block approach to literacy continues to be the BDEC-approved method of instruction for grades K-2. **This framework is particularly useful for teachers to use when their students are working at various grade levels and it incorporates the Inclusive Schooling philosophy for students to achieve academic success.**

The Four Block Framework was chosen to provide the same basic program in all the Beaufort-Delta schools so that there would be:

- A common language used by students and teachers
- A common teaching approach
- Common classroom resources and materials
- Ease of student movement among schools in the region
- Full day programming
- Language rich environment
- Focus on literacy and numeracy
- Developmentally appropriate activities

Each grade 1-3 classroom ought to have;

- listening centres
- a tape recorder
- a CD player
- desks or tables arranged in groups of four, in U-shapes, etc. so that students can work in cooperative groups
- a Word Wall
- a pocket chart
- an Editor's Checklist
- An author's chair (for more suggestions see How Does a Four-blocks Classroom Look? ([Four Blocks Plan Book Plus](#), p.8-9)

Grade 1

The following resources were provided by BDEC for each classroom: (Resources will be replaced as required by the individual schools.)

Musikgarten Curriculum –

- a curriculum guide with lesson plans
- 7 CDs - Cycle of Seasons (spring, summer, fall and winter), Music for Movement and Stories, Music for Dancing and Playing, Sounds of Nature.
- Baskets with class sets of
 1. jingles
 2. rhythm sticks
 3. egg shakers
 4. scarves
 5. sponge scrapers
- one paddle drum or frame drum
- one lollipop drum
- one recorder for the teacher's use
- Assorted other instruments including a triangle, woodblock, etc.
- Copies and tapes of songs for children

A Year Plan for grade one. This plan was written by teachers for teachers. The purpose of this collaborative exercise was to provide a guide for teachers to use the Four Block Framework to meet curriculum outcomes. Teachers may choose to use this plan or to write their own Year Plans. (Megan Power has copies available for those teachers who need them)

Four Blocks resources (grade 1):

- The Teacher's Guide To the four Blocks
- Month by Month Phonics for First Grade
- Guided Reading the Four Block Way
- Self-Selected Reading the Four Blocks Way

- Word Wall Plus
- Tongue Twisters
- Guess the Covered Word
- Four Blocks Plan Book Plus

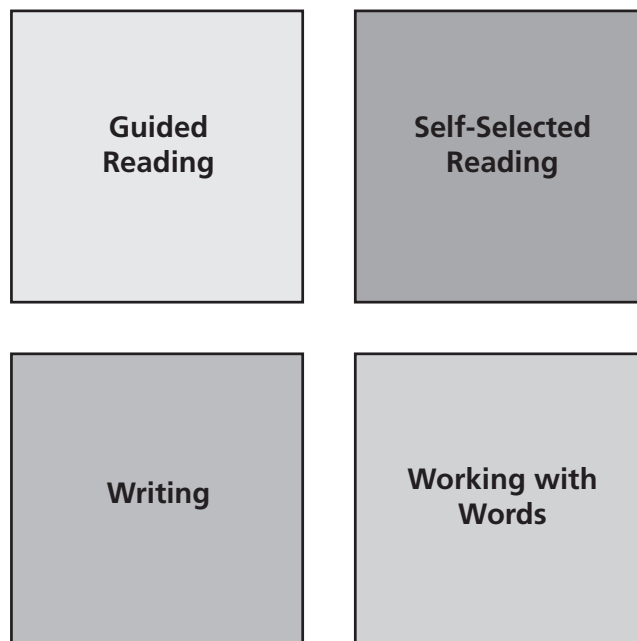
Grade 2

Four Blocks resources (grade 2): (Resources will be replaced as required by the individual schools.)

- The Teacher’s Guide To the four Blocks

- Month by Month Phonics for Second Grade
- Guided Reading the Four Block Way
- Self-Selected Reading the Four Blocks Way
- Word Wall Plus
- Make Words kit
- Tongue Twisters
- Guess the Covered Word
- Writing Mini-Lessons for Second Grade
- Four Blocks Plan Book Plus

AN OVERVIEW OF THE FOUR BLOCKS



Working with Words Block

During this block, children learn to read and spell high-frequency words and the patterns that allow them to decode and spell lots of other words (The Teacher’s Guide to the Four Blocks, pp. 123-131, 136-168). This block, while focusing upon words and the units that make up words, forms the platform for many activities that help students become better readers and writers.

This block generally begins with “doing” the Word Wall that takes about 10 minutes to complete.

The rest of the 30 minute block of time is given to an activity that helps students learn the onset and rime patterns and how to use them to decode and spell new words. Some activities that may follow Word Wall practice are Making Words, Guess the Covered Word, Using Words You Know, and Rounding Up the Rhymes.

The goals for this block are:

- In order to read and write independently, children must learn to automatically recognize and spell the high-frequency words that occur in almost everything they read.

- Children must also learn to look for patterns in words so that they can decode and spell the less-frequent words they have not been taught.

Guided Reading

As with most reading lessons, a guided reading lesson has three distinct phases – before-reading, during-reading, and after-reading. Prior to having the students read, many of the learning objectives from the WELA curriculum framework can serve as a focus, for example, access prior knowledge, make connections to personal experience, make predictions, and set purposes for the reading. After reading, students can then incorporate the new learning with their prior knowledge, make further connections to their experiences, check their predictions, and confirm accomplishment of their purposes. It is important that children read the selections in many different formats like shared reading, choral reading, and echo reading and to different audiences like partners or playschool groups.

The goals of Guided Reading are:

- To teach comprehension skills and strategies
- To develop background knowledge, meaning vocabulary, and oral language
- To teach children how to read all types of literature
- To provide as much instructional-level reading as possible
- To maintain the motivation and self-confidence of struggling readers. (Guided Reading The Four-Blocks Way, p.22)

Self Selected reading

The Self Selected Reading block always includes the teacher reading aloud to the children from a wide range of literature and the children reading “on their own

level” from self selected books. The teacher holds conferences with children about their books, and opportunities are provided for children to share and respond to what is read.

The Goals of this block are:

- Share different kinds of literature through teacher read-aloud.
- Encourage children’s reading interests.
- Provide instructional-level materials.
- Build intrinsic motivation.

(The Teacher’s Guide to the Four Blocks, p. 21)

Writing

The Writing Block includes a mini-lesson that provides children with a model of what writers do. During the block, children engage in various writing activities from starting a new piece, finishing a piece, revising, editing, or illustrating. Another component includes conferences that lead to a final published piece. In the Author’s chair, children share their writing and respond to each other’s writing at various stages in its development.

The goals of this block are:

- See writing as a way to tell about things.
- Write fluently
- Learn to read through writing.
- Apply grammar and mechanics in their own writing.
- Learn particular forms of writing.
- Maintain the self-confidence and motivation of struggling writers.

(The Teacher’s Guide to the Four Blocks, pp.86-87).

3.4 BDEC YOUTH ENTRY LEVEL SKILLS (YELS) PROGRAMMING 2004-05

For Skills Programming information please call BDEC Skills Program Coordinator, Austin Abbott at 777-7161.

The YELS program was developed in 2001 to offer Beaufort and Delta community youth opportunities to learn career-oriented skills and gain experience in authentic workplaces.

The 2004-2005 YELS program is comprised of the following components:

- Mobile Introduction to Trades Training (MITT)
- Tools for Schools
- Oil and Gas Awareness
- Oil and Gas Mentoring Program

Communities being offered the MITT program are those accessible by road from September 2004 to April 2005, and include Fort McPherson, Tsiigehtchic, Aklavik and Tuktoyaktuk. Modules available through the MITT program are: Introductory Level Small Engine Repair, Plumbing, Electrical, Building Construction and Welding.

2004 – 2005 MITT Scheduled School Visits

Fort McPherson	September 13 th – 24 th
Tsiigehtchiic	October 4 th – 8 th
Tuktoyaktuk	January 10 th – 21 st
Aklavik	January 31 st – February 4 th February 11 th – 15 th

A Tools for Schools program which began in 2003-2004 will continue in 2004-2005 to assist schools in equipping their CTS shops.

A highly successful Oil and Gas Awareness Program offered in Feb 2004 will be repeated in Feb. 2005. For an overview of the program, registration criteria, and sample application form, please refer to the following two pages.

An Oil and Gas Mentoring program, started in 2004, will continue to offer summer employment to participating students of the Oil and Gas Awareness program.

The Coordinator will also advise and support BDEC schools with organizing and setting up of CTS facilities and liaise with the schools and Skills Canada.

Youth Entry Level Skills Oil & Gas Program

Overview

The Youth Entry Level Skills Oil and Gas Program will provide youth ages 16 and up with an opportunity to gain entry level skills in one of the fastest growing employment sectors in Canada's Western Arctic. Students who successfully complete all components of this program will be eligible to receive 5 High School credits.



ConocoPhillips

ChevronTexaco

ACKLANDS
GRAINGER



NORTHWEST
TRANSPORT LTD.



VERI-HILLUQ
Geophysical Ltd.



ARCTIC EQUINOX
DRILLING LTD.

To Register

1. To register for this program, you must:
2. Be over 16 years of age
3. Have completed a minimum of grade 9 (core courses)
4. Provide a letter saying why you are interested in the program
5. Provide a letter of support from your school principal, teacher, or employer

devon



Inuvik
Gas Ltd.
PRACTICE PARTNER FOR THE NORTH

ExxonMobil



The Program

Week 1

Program Orientation

Overview of Gas & Oil Industry
Exploration Phase

Site Tours

Week 2

Service, production and pipeline phases
Employment in the industry
Work experience preparation
Site tours

Week 3

Safety training
Work experience preparation

Week 4

Work experience placements

For further information, please contact
Effie MacLeod, or Austin Abbott
@ (867) 777-7332 or (867) 777-7167

SECTION 3: MAJOR BDEC INITIATIVES

(Sample Only)

Area for Application (Please indicate below):

- Computers & Information Technology Tourism
 Oil & Gas Program

BDEC Youth Entry Level Skills

Application Form

1. Indicate below the highest level of education you have achieved so far:

- elementary school junior high partial high school high school diploma
 partial college college other

2. Describe any additional training you have received (i.e.: WHMIS; CPR/First Aid; Tourism; Computer)

3. What volunteer work, if any have you performed?

4. Indicate the language(s) you speak, read, or write: 5. Describe your long term interests or goals:

	Speak	Read	Write
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inuvialuktin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gwich'in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please Specify:

6. If at all, how long have you been without full-time work during the past 24 months?

- n/a 1 – 4 mos. 5 – 9 mos. 10 – 14 mos. over 14 mos.

7. In the section below, please provide information on past employment experience. Begin with the most recent.

Name of Business: _____ Phone: _____
 Supervisor: _____ Position: _____ Full-time Part-time
 Reason for leaving _____

Name of Business: _____ Phone: _____
 Supervisor: _____ Position: _____ Full-time Part-time
 Reason for leaving: _____

8. Describe things about yourself which you believe will make you a successful participant:

9. How will this course help you achieve your career goals? Please be very specific:

10. If you participated in other training/employment programs, please list program names and dates:

Program Name: _____ Date: _____
 Program Name: _____ Date: _____
 Program Name: _____ Date: _____

11. What do you think is needed to make a training program successful?

12. Are you between the ages of 17 and 24 years? Yes No Birth Date: Y: M: D:

Sir Name: _____ Given Name(s): _____
 Apt: _____ Street No: _____ Street Name: _____
 City: _____ Prov/Terr: _____ Postal Code: _____ Ph#: () ()

Signature: _____ Date: (Mo/Day/Year): _____

3.5 SCIENCE FAIR

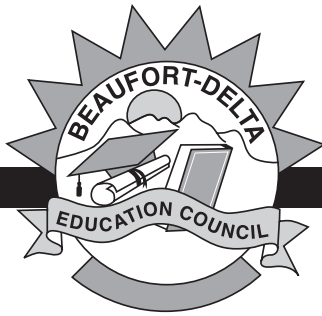
The science fair has been identified as the priority activity in all schools in the region. This was agreed upon at the principals' meeting in April 2003. As a result, it will become compulsory for every student (grades 1 to 12) to complete a science project this year, and for every school to hold a local science fair. It is reasonable to assume that students in the lower elementary (gr. 1-3) are not yet able to complete individual projects, so it would be more appropriate for them to do class projects. Also, students in senior high who are not taking science courses will not have to participate. It is extremely important that students begin their projects early in the year. Contact Stacy Applejohn if you require assistance.

The Beaufort-Delta Education Council (BDEC) sponsors a regional science fair each year. Students from throughout the region are invited to attend and compete with each other for prizes and the chance to attend the Canada-Wide Science Fair (CWSF). All expenses are paid by BDEC for the CWSF trip, so this is an excellent opportunity to promote science by making it engaging and rewarding. Two students from Mangilaluk School were given an honorable mention at the 2003 CWSF in Calgary!

Students from grade four and above may compete at the regional fair, and students grade seven and above may qualify to attend the CWSF. The Beaufort-Delta Regional Science Fair is usually held in March/April with different communities hosting on a volunteer basis. It is important to plan to have a local science fair a week or two in advance of the regional in order to choose the projects that will represent the school at the regional science fair.

An information package on science fairs is available from the BDEC office. It contains everything from advice on organizing a local fair to an explanation of scientific method and pointers on teaching it to students of all ages. The addresses of some helpful websites are included to help with finding interesting topics.





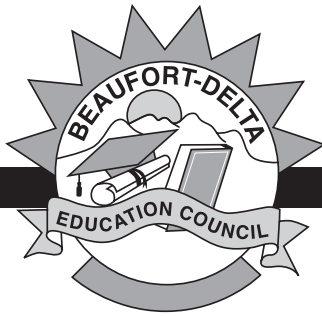
SECTION 4

SCHOOL YEAR CALENDAR 2004-2005

COMMUNITY NAME	Aklavik	Fort McPherson	Holman	Inuvik-SAMS	Inuvik-SAMS	Paulatuk	Sachs Harbour	Tsiigehtchic	Tuktoyaktuk
First Day for Teachers	Sept. 01	Aug. 30	Aug. 03	Sept. 01	Aug. 31	Aug. 13	July 27	Aug. 26	Aug. 16
First Day for Students	Sept. 03	Sept. 07	Aug. 04	Sept. 07	Sept. 07	Aug. 16	July 29	Sept. 01	Aug. 17
First Day for Xmas Holidays	Dec. 18	Dec. 22	Dec. 14 PM	Dec. 18	Dec. 17 PM	Dec. 18	Dec. 16	Dec. 18	Dec. 16
Last Day for Xmas Holidays	Jan. 03	Jan. 05	Jan. 04	Jan. 03	Jan. 03	Jan. 04	Jan. 03	Jan. 03	Jan. 04
First Day of Easter Break	Mar. 19	Mar. 25		Mar. 21	Mar. 18 PM	Mar. 25	Mar. 25	Mar. 19	Mar. 25
Last Day of Easter Break	Mar. 28	Apr. 03		Mar. 28	Mar. 28	Apr. 03	Mar. 28	Mar. 28	Mar. 28
Spring Break First & Last Day									May 14-23
Last Day of School for Students	June 28	June 29	May 30	June 29	June 28	June 10 AM	May 18	June 14	June 16
Last Day of School for Teachers	June 30	June 30	June 01 AM	June 30	June 30	June 13	May 20	June 17	June 17
No. of Sessional Days	184	183.5	185.5	180.5	183**	182	182	182	185
No. of Professional Development Days	5	5	5	5	5	5	5	5	5
No. of Admin. Days	3.5	4	2	7*	4.5	5.5	5.5	5	2.5
BDEC In-Service	2.5	2.5	2.5	2.5	2.5	2.5	2.5	3	2.5
TOTAL NO. OF DAYS	195	195	195	195	195	195	195	195	195

*includes 10 early dismissals

**includes 10 compressed days



SECTION 5

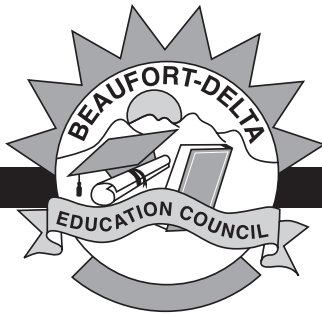
FALL IN-SERVICE/ORIENTATION SCHEDULE 2004-05

2.5 days of the school year are allocated to orientation/in-service with and for schools. Lynne will arrange to orientate new staff at the BDEC office as they travel to their communities. They will overnight in Inuvik before traveling to their communities.

BDEC inservicing in 2004-2005 will focus on supporting schools in the implementation of the Student Assessment, Evaluation & Reporting (SAER) Directive.

BDEC INSERVICE TRAINING 2004-2005

School	Session	Facilitator	Dates	Days ?
Mangilaluk	SAER	Caren Cameron	August 30/04	1 day
	ELA 4-6/Assessing Writing (HLAT)	Laurie McKeith	TBA	1 day
	SAER	TBA	February 05	1 day
CJS/CPNS	SAER	Caren Cameron	August 31/04	1 day
	ELA 4-6/Assessing Writing (HLAT)	Laurie Mc Keith	TBA	1 day
	SAER	TBA	February 05	1 day
Moose Kerr	SAER	Caren Cameron	Sept 02 2004	1 day
	ELA 4-6/Assessing Writing (HLAT)	Laurie Mc Keith	TBA	1 day
	SAER	TBA	February 05	1 day
SHSS	SAER	Caren Cameron	Sept 01 2004	1 day
	ELA 4-6/Assessing Writing (HLAT)	Laurie Mc Keith	TBA	1 day
	SAER	TBA	February 05	1 day
SAMS	SAER	Caren Cameron	Sept 3 2004	1 day
	ELA 4-6/Assessing Writing (HLAT)	Laurie Mc Keith	TBA	1 day
	SAER	TBA	February 05	1 day
HKS	SAER	TBA		1 day
	ELA 4-6/Assessing Writing (HLAT)	Laurie Mc Keith	August 2004	1 day
	SAER	TBA	February	1 day
Angik	SAER	TBA	Aug 11/04 ?	1 day
	ELA 4-6/Assessing Writing (HLAT)	Laurie Mc Keith	TBA	1 day
	SAER	TBA	February 05	1 day
Inualthuyak	SAER	TBA	Aug 10/04 ?	1 day
	ELA 4-6/Assessing Writing (HLAT)	Laurie Mc Keith	TBA	1 day
	SAER	TBA	February 05	1 day



SECTION

6

OFFICE STAFF

James Anderson, Superintendent
777-7131

james_anderson@bdec.learnnet.nt.ca
james_anderson@gov.nt.ca
Duties – as directed by B.D.E.C.

Sarah Jerome, Assist. Superintendent
777-7176

sarah_jerome@bdec.learnnet.nt.ca
sarh_jerom@gov.nt.ca
Duties – as directed by B.D.E.C. & Director

Effie MacLeod, Supervisor of Schools
777-7332

effie_macleod@bdec.learnnet.nt.ca
effie_macleod@gov.nt.ca
Duties – as directed by B.D.E.C. & Director

Dan Hemming, Comptroller
777-7128

dan_hemming@bdec.learnnet.nt.ca
dan_hemming@gov.nt.ca
Duties – LCA Books, Budget, Bank Statements

Colin Cairney, Finance Officer
777-7134

colin_cairney@bdec.learnnet.nt.ca
colin_cairney@gov.nt.ca
Duties – In the absence of the Finance Clerk the same duties apply.

Eileen McKay-Saturnino, Finance Clerk
777-7322

eileen_saturnino@bdec.learnnet.nt.ca
eileen_saturnino@gov.nt.ca
Duties – Accounts payables & receivables
Lynne Isenor, Human Resources Manager
777-7382

lynne_isenor@bdec.learnnet.nt.ca
lynne_isenor@gov.nt.ca
Duties – Staffing, Permanent Payroll

Judy McLeod, Human Resources Officer
777-7189

judy_mcleod@bdec.learnnet.nt.ca
judy_mcleod@gov.nt.ca
Duties – Staffing, Leave forms, Attendance Register,
Staff Medical Travel, Data Entry.

Stacy Applejohn, Program Consultant
777-7199

stacy_applejohn@bdec.learnnet.nt.ca
stacy_applejohn@gov.nt.ca
Duties – Math, Science, CTS – on leave to April 2005

Bill Gowans, Program Consultant
777-7421

bill_gowens@bdec.learnnet.nt.ca
bill_gowens@gov.nt.ca
Duties – SAER & AAT Coordinator, Core Curricula support

SECTION 6: OFFICE STAFF

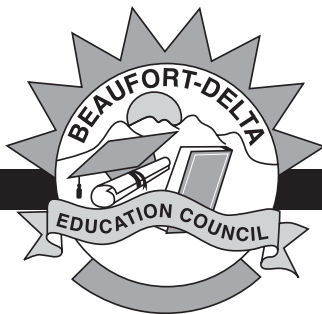
Austin Abbott, Skills Program Coordinator
777-7161
austin_abbott@bdec.learnnet.nt.ca
austin_abbott@gov.nt.ca
Duties – YELS/MITT Coordinator / Instructor CTS Support

Megan Power, Student Support Consultant
777-7167
megan_power@bdec.learnnet.nt.ca
megan_power@gov.nt.ca
Duties: Student Support , K/FourBlocks/Literacy
Coordinator

Barry Dyck, Acting Technical Manager
777-7153
barry_dyck@bdec.learnnet.nt.ca
barry_dyck@gov.nt.ca
Duties – Manager, IT

Felicia Nazon, Casual Technical Officer
777-7153
felicia_nazon@bdec.learnnet.nt.ca
Felicia_nazon@gov.nt.ca
Duties: E-Mail, Computer Hardware/Software

Harriet Francis, Administration Assistant
777-7136
harriet_francis@bdec.learnnet.nt.ca
harriet_francis@gov.nt.ca
Duties – Receptionist: Mail, Regional Travel &
Accommodation Warrants.



SECTION 7

INCLUSIVE SCHOOLING/ STUDENT SUPPORT

Teachers, I urge you to read the documents below so that you will have a fuller understanding of the principles of Inclusive Schooling. You can find the documents on the ECE web page. <www.learnnet.nt.ca>

Student Support Consultant for Inclusive Schooling • Megan Power (867) 777-7167

The 1991 ECE document **Our Students, Our Future** states:

“Responding to students as individuals requires **student-centred learning**, that is, learning which is shaped by the needs of the learner. Schooling should respond to *all* the needs of learners – physical, emotional, social, intellectual and spiritual – in order to facilitate their wholistic growth and development. It is important to provide students with a **balance** of learning experiences which addresses all human needs, not only through the instructional program, but also through support services provided by or in the school and through the school environment.” p. 16

The 1996 **Education Act** states:

Inclusive Schooling

7. (1) “Every student is entitled to have access to the education program in a regular instructional setting in a public school or public denominational school in the community in which the student resides.”

School Program Modification

8. “Education staff shall make modifications to the school program for a student where the education staff considers the modifications necessary to accommodate the needs or abilities of the student.”

Duties of Teachers

45. (1) (d) “As part of a school team, develop, implement and evaluate individual education plans.”

The 1996 **Departmental Directive on Inclusive Schooling** states:

“Inclusive Schooling shall be characterized by an approach to schooling which builds on student strengths and responds to student needs... Inclusive schooling shall promote the involvement of all parents/guardians in their children’s education.” p.6,7

The **BDEC 2001 addendum to Policy D.6 Inclusive Schooling** states:

“Documentation will be made for all adaptation, modification and transition plans for each student identified as requiring specialized programming services in support of the Principles of Section III of this policy. Teachers will use the BDEC Student Support Plan format for all students who need such program support(s). These forms will be stored in the Program Support Record with copies placed in the Student Record.”

“Success in inclusion is not simply a matter of adding students with challenges to regular classrooms and waiting for the dust to settle. Careful planning and good teaching are as necessary in regular classrooms as they are in any situation where teachers work with students with diverse abilities...Flexible solutions can be brought to almost any situation given positive attitude, knowledge of appropriate strategies, and collegial support...Inclusion call for teachers to work together in support of students with challenging needs, for parents to be involved in planning, for the input of related professionals, and, very definitely, the cooperation of the regular students in the classroom.” GARY BUNCH

PST HANDBOOK

At the request of Program Support Teachers (PSTs), a PST Handbook was assembled to identify the PST's roles and responsibilities and to suggest how to carry out these duties. There is a 4 Step Process to assist classroom/homeroom teachers with their lesson planning and a clear process to address the special needs of students. Instructions for the documentation and the relevant forms for modified and individual education plans are included in the handbook.

Megan Power is the Student Support Consultant for Inclusive Schooling in the BDEC schools. She may be contacted at (867) 777-7167 or through first Class email for assistance in any of the following areas:

- Program Support Teachers (PSTs)
- Education Assistants (EAs)
- Substitute Teachers
- School Community Counsellors (SCCs)
- Program planning for students with modified or individual education programs
- Writing Student Success Plans
- Locating resources and equipment for those with special needs
- Collaborating with other agencies
- Child Abuse Protocol

Professional Development in the following and related topics:

- Inclusive Schooling
- 30 Minute Problem solving (Teachers Helping Teachers)
- Adapting Curriculum and Instruction in the Classroom
- Differentiating Instruction
- FASD
- Teacher Wellness (stress/time management)
- Art Activities
- 4 Blocks K-3

I look forward to working with you this year and wish you and your students SUCCESS!

PROGRAM DEFINITIONS

- 1) **Regular Program**
A regular program is determined by the learning outcomes articulated in NWT curricula for a specific grade level.
- 2) **Modified Program**
A modified program retains the learning outcomes articulated in NWT curricula, typically at a level other than the assigned grade level. Based on student strengths, needs, and interests, a collaborative process is used to determine and document/record necessary program changes. *(Please note that a **STUDENT SUCCESS PLAN** must be completed for each student on a modified program.)*
- 3) **Individual Education Program**
An individual program is a student-specific program and is outlined in an individual education plan (IEP). This plan is a comprehensive written education plan with goals and objectives determined through a collaborative process, and driven by the strengths and needs of the student. It may or may not include learning outcomes articulated in NWT curriculum.
- 4) **Functional Grade**
The functional grade is identified as the curriculum referenced grade at which the student is working.
- 5) **Peer Placement**
Students are placed in regular classroom settings with their age peers.
- 6) **Principles of Inclusive Schooling:**
 - a) Inclusive schooling shall be characterized by equal access to education opportunities.
 - b) Inclusive schooling shall be characterized by an approach to schooling which builds on student strengths and responds to student needs.
 - c) Inclusive schooling shall be community-based.
 - d) Inclusive schooling shall promote the involvement of all parents/guardians in their children's education.

REVISED: JUNE 2004

7.1 CHILD ABUSE

You have to report known or suspected abuse to a social worker/child welfare worker (Department of Health and Social Services) as soon as you become aware of it. Except for the sharing of information with the Department of Health and Social Services or the RCMP, you must keep the matter confidential. When you make a report in good faith and without malice, you are protected from any possible legal action against you. *Dealing with Child Abuse: A Handbook for School Personnel. Department of Education, Culture and Employment, 1995 (p.2)*

A copy of the Child Abuse Protocol can be found as a link on the BDEC Intranet

TYPES OF CHILD ABUSE

Physical Abuse

Physical abuse is any physical injury of a child which is not accidental.

Neglect

Physical neglect means that basic needs such as clothing, food, shelter, health care and protection from harm are not being provided.

Emotional neglect means that the child's deeper needs for love and affection, a sense of belonging, guidance and stability are not being met.

Emotional Abuse

Emotional abuse is anything that seriously hurts a child mentally or emotionally. This could include being exposed to constant 'put-downs' and verbal attacks, repeated rejection, or violence in the home.

Sexual Abuse

Sexual abuse means involving a child in sexual touching or any form of sexual activity. It may also include forcing or allowing a child to watch or look at sexual activity, pornographic materials, or books, magazines or videos containing sexual material that is inappropriate or unsuitable for a child. (p.3,4)

RELATED DOCUMENTS

Four documents inform education personnel on the expected course of action when dealing with known or suspected child abuse. These documents are the *Revised Child Abuse Protocol (1996)*, *Dealing with Child Abuse: A Handbook for School Personnel (1995)*, the *Education Act (1996)*, and the *Departmental Directive on the Management of Information in the Student Record and Other Records Pertaining to Students (1998)*.

Revised Child Abuse Protocol

The Government of the Northwest Territories has developed the *Revised Child Abuse Protocol (1996)* which was implemented throughout the Northwest Territories on June 25th, 1996. This protocol delineates the roles, responsibilities, collaboration, and cooperation expected of the personnel working in Health and Social Services, the RCMP, Justice, and Education.

The following information is a summary of the protocol. It is not a replacement of the Revised Child Abuse Protocol (RCAP) and when questions arise that cannot be easily answered, it is advisable to search for the answer in the original document or to contact the Student Support Consultant at the Beaufort-Delta Education Council. Any quotes made in this section refer to the RCAP unless otherwise stated. For the purpose of this protocol abuse "refers to neglect and to physical and sexual abuse" (p 4).

1. "Every person who has reasonable ground to suspect child abuse as required by Section 30(2) of the Child Welfare Act to report that information to the Superintendent of Child Welfare to his/her designate (child welfare worker) immediately" (p 3). This statement outlines everyone's responsibility to the children with whom we interact.
2. Once the report has been made, the Department of Health and Social Services investigates whether the child needs protection and is responsible for the child's care.
3. The RCMP investigates any reported violation of the Criminal Code.
4. GNWT legal counsel provides general legal advice and legal representation to the

Superintendent of Child Welfare in child protection hearings. Crown counsel prosecutes any resulting criminal offences.

Roles/Responsibilities of School Personnel (p 11) according to RCAP

- “During their course of work, school personnel shall be watchful for signs of child abuse.
- “School personnel who suspect abuse of a child must report this information immediately to the local child welfare worker verbally and in writing. No school personnel shall delegate this duty to another person.
- “School personnel shall not notify the families of the alleged victim or alleged abuser.
- “School personnel shall not investigate the allegation of child abuse.”

Dealing with Child Abuse: A Handbook for School Personnel

A copy of this book can be found as a link on the BDEC Intranet

The Department of Education, Culture, and Employment published *Dealing with Child Abuse: A Handbook for School Personnel (1995)*. This document was developed to assist in guiding personnel through the process of responding to child abuse. This document is intended to help “identify signs of possible abuse, understand how to listen and respond to a child speaking about possible abuse, know how to make a complete and accurate report of known or suspected abuse to the Department of Health and Social Services, support an abused child in your school or classroom” (p v).

Within the publication are sections dealing with different aspects of child abuse.

- Section one outlines the different types of abuse and lists possible signs (both physical and behavioural) of each.
- Section two responds to the issue of how to handle disclosures of abuse.
- Section three gives assistance on how to report child abuse.
- Section four is concerned with working with the abused child and gives suggestions for classroom practise.
- Section five focuses on charges of child abuse against school personnel or against a student.

- Section six shifts to the topic of child abuse and the justice system.
- Section seven deals with taking care of yourself when dealing with abused children.
- The final part, section eight, contains resources to facilitate understanding and coordination of the reporting process.

Education Act and Departmental Directive (Student Records)

These documents inform personnel about the confidentiality of information contained in the student records and the protocols for sharing that information. For further explanation, see the section entitled **Student Records**.

REPORT FORM

Immediately following is a copy of the form, Written Report of Suspected Child Abuse, which may be photocopied for use.

Procedure:

- 1) Mail or hand deliver the original report to the local social worker/child welfare worker. Include all original supporting notes and documents. *Do not fax.*
- 2) Keep a copy of the report for yourself (including supporting notes and documents) in a private and secure place.
- 3) Mail a copy of the report including supporting notes and documents to:

**Director of Child and Family Services
Department of Health and Social Services
Government of the Northwest Territories
Box 1320
Yellowknife, NT X1A 2L9**

CONFIDENTIAL**Written Report of Suspected Child Abuse**

*Attach all of the child's writing, drawing or artwork that supports this report.
Sign and date them.*

PLEASE PRINT AND PROVIDE DETAILS.

1. From (Person making the report):

Name: _____

Position: _____

Telephone numbers: (home) _____ (work) _____

School and address: _____

2. The Verbal Report:

Date and time of verbal report: _____

Name of person you reported to: _____

Their position: _____

Their phone number: _____

3. Student Information:

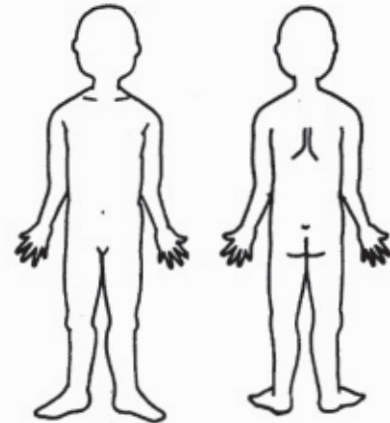
Name: _____ Date of birth: _____
day month year

Male _____ Female _____

Grade: _____ Classroom teacher: _____

Name and address of person the child lives or stays with at the time of this report:

4. Describe what caused you to suspect child abuse (conversation, events, observations or circumstances). If you suspect physical abuse, please mark injury areas on drawing and describe the injury (e.g. bruising, burns). Attach additional sheets as required.



5. Did the social worker and/or RCMP say that they would be taking any follow-up actions? Yes _____ No _____

Tell what follow-up actions they are planning:

6. Your signature _____ Date _____ Time _____

Principal's signature _____ Date _____ Time _____

*Keep a copy of the report for yourself (including supporting notes and documents) in a private and secure place.
Mail a copy of the report including supporting notes and documents to the Superintendent of Child Welfare.*

7.2 HARASSMENT

...Every teacher has a right to freedom from harassment in the workplace because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability.

Memorandum of Settlement, ((November 5, 1999)

The GNWT is committed to providing a work environment where there is respect amongst co-workers and to the provision of a flexible conflict resolution system that offer effective solutions to workplace conflicts. *Policy on Workplace Conflict Resolution. (July 1998)*

Policy on Workplace Conflict Resolution November 2000

This policy can be found as a link on the BDEC Intranet

Overview

1. the policy prohibits and affords protection against inappropriate behaviours towards other workers.
2. the policy provides mechanisms to resolve conflicts which may result from inappropriate behaviours in a fair, quick and effective manner.
3. The policy educates employees, managers and supervisors so that they are aware of their individual rights and responsibilities.

The following grounds are protected against discrimination and harassment by the Charter of Rights and Freedoms and the GNWT Policy:

Age
Sex
Race
Colour
Religion
Ancestry
Family status
Marital status
Place of origin
Political belief
Sexual orientation
Physical or mental disability
And the
Abuse of authority

A complaint can be made:

INFORMALLY

- By speaking directly to the respondent
- Or indirectly reporting the incident to the Director, Designated Conflict Officer or another senior staff person with whom you feel comfortable confiding.

FORMALLY

- Internal formal investigation
- external Grievance (UNW/NWTTA)
- Human Rights Commission

Both the informal and formal processes to make a complaint are outlined in the policy.

Documenting Your Complaint

No matter what route you choose, you will need to document your complaint. Recording the details below will help give your complaint credibility. Most of this information will be required if you go beyond the informal process.

Your own records should include:

- The name, title and ministry of the person(s) about whose behaviour you are complaining.
- The dates of the incident(s).
- A description of the action(s), conduct, event(s) or circumstances) involved (what happened, where, what else was going on).
- The names of witness(es). If they are willing, ask witnesses to keep written records as well.
- Write the impact on you (how you responded; how you felt; the resulting health or emotional problems; medical, counseling or other costs).
- Any prior attempts to resolve the conflict.
- The specific remedy you are looking for to satisfy the complaint.

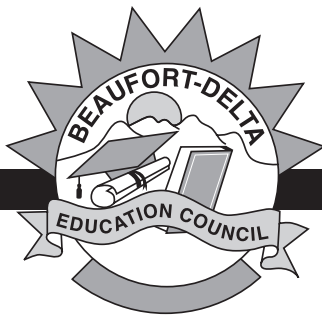
Before you decide what option to take, consider the following questions:

- **What do I want to happen as a result of my complaint?** If all you want is for the behaviour to stop, and maybe an apology, then the informal process will likely be enough. If it isn't, you can go to the next step.
- **Am I comfortable in approaching the individual directly?** If you are, then you would probably start with the informal process, which is directly approaching the person who you believe is harassing you.
- **Do I want assistance or support in speaking with the individual?** At every stage of the process you are entitled to support from a friend, co-worker, union representative, lawyer...
- **Do I want a formal record to be made?** If you do, you will need to report the complaint, and possibly progress to the formal process.
- **Do I want formal remedies to be imposed?** If you do, you will need to report the complaint, and possibly progress to the formal process.
- **Do I want to be compensated?** If you want money for lost wages and benefits, medical or counseling costs, and/or "injury to dignity, feelings and self respect," you will need to go to the formal process through the Human Rights Commission. If you

want the person you believe is harassing you disciplined, you will need to take the internal route. You cannot pursue two formal routes at the same time.

- **How quickly do I want to have this complaint resolved?** Depending on the circumstances, the informal process can take minutes. The formal processes have clear timelines. The Human Rights Commission process could take years.

Other relevant information is available in the Collective Agreement between the Union of Northern Workers and the Minister Responsible for the Public Service Act (expires March 31, 2005), Northwest Territories Teachers' Association; By-Laws and Policies (2004-2005), Collective Agreement Between the Government of the Northwest Territories and The Northwest Territories Teachers' Association (expires August 31, 2005) and the NWTTA Beaufort-Delta Region Local Receiving Officer Manual 2004-2005.



SECTION 8

CURRICULUM APPROVED IN NWT

KINDERGARTEN TO GRADE 9

SUBJECT	GRADE	ORIGIN	AVAILABLE FROM	BOARD CONTACT
Dene Kede	K-9	NWT	BDEC, ECE	Sarah Jerome (777-7176)
Inuuqatigiit	K-9	NWT	BDEC, ECE	Sarah Jerome
Aboriginal				
Languages	K-9	NWT	BDEC	Sarah Jerome
Language Arts	K-9	WCP	LRC (780)427-2767	Bill Gowans (777-7421)
Math	K-9	WCP	LRC	Bill Gowans (777-7421)
Social Studies	K-9	NWT	BDEC	Bill Gowans (777-7421)
Science	K-6	Pan Canadian	BDEC	Bill Gowans (777-7421)
Science	7,8,9	Pan-Canadian	LRC	Bill Gowans (777-7421)
Phys Ed	K-9	Alberta	LRC	Megan Power (777-7167)
Fine Arts	K-9	Saskatchewan	BDEC	Megan Power (777-7167)
Health	K-9	NWT	BDEC	Effie MacLeod (777-7332)
Career Development	K-9	NWT	BDEC	Effie MacLeod (777-7332)
CTS	7,8,9	Alberta	LRC	Austin Abbott (777-7161)
CPP 9	9-Jan	NWT	BDEC	Effie MacLeod (777-7332)

LEGEND

- WCP** Western Canadian Protocol for Collaboration in Basic Education
NWT North West Territories
BDEC Beaufort Delta Education Council
ECE Education, Culture and Employment
LRC Learning Resources Centre

GRADES 10 - 12

See Section 5 of the Senior Secondary School Handbook for an expanded list.

SUBJECT	GRADE	ORIGIN	UNIV. PREP.	GENERAL	BRIDGING	CREDITS	COMMENTS
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SOCIAL STUDIES [Board Contact: Bill Gowans - 777-7421]

Social St 16	10	Alberta			X	3	
Social St 26	11	Alberta			X	3	
Social St 13	10	Alberta		X		5	10 credits at grades 10-12 are required to graduate.
Social St 23	11	Alberta		X		5	
Social St 33	12	Alberta		X		5	Diploma Exam
Social St 10	10	Alberta	X			5	
Social St 20	11	Alberta	X			5	
Social St 30	12	Alberta	X			5	Diploma Exam
Northern St	10	NWT				3	Grad requirement

FINE ARTS [Board Contact: Megan Power - 777-7167]

Art 10/11	10	Alberta				3,4,5	3 credits in Fine Arts are required to graduate.
Art 20/21	11	Alberta				3,5	
Art 30/31	12	Alberta				5	
Drama 10	10	Alberta				3,4,5	
Drama 20	11	Alberta				3,5	
Drama 30	12	Alberta				5	

Phys. Ed. [Board Contact: Megan Power - 777-7167]

Phys Ed 10	10	Alberta				3,4,5	3 credits in Phys Ed are required to graduate.
Phys Ed 20	11	Alberta				3,5	
Phys Ed 30	12	Alberta				5	

CAREER DEVELOPMENT [Board Contact: Effie MacLeod - 777-7332]

CAL M	10	Alberta				3	
CPP 10	10	Alberta				1	CPP 10, 20 & 30 meets the grad requirement for 3 credits in Career & Life Management.
CPP 20	11	Alberta				1	
CPP 30	12	Alberta				1	

ABORIGINAL LANGUAGES [Board Contact: Sarah Jerome (777-7176)]

Gwichin 15	10	BDEC				5	Locally Developed Courses under revision
Inuvialuktun 15	10	BDEC				5	

CAREER & TECHNOLOGY STUDIES/WORK EXPERIENCE [Board Contact: Austin Abbott - 777-7161]

CTS	10,11,12	Alberta				1/module	modules in 22 strands of Skills study. 5 credits are required to graduate.
Work Experience	10,11,12	NWT				1/25 hrs	

LEGEND

WCP Western Canadian Protocol for Collaboration in Basic Education • BDEC Beaufort Delta Education Council

SUBJECT	GRADE	ORIGIN	UNIV. PREP.	GENERAL	BRIDGING	CREDITS	COMMENTS
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Language Arts [Board Contact: Bill Gowans - 777-7421]*WCP and Alberta curriculum are available from (LRC) Learning Resources Centre (780) 427-2767*

15 LA CREDITS AT 10, 11, AND 12 ARE REQUIRED TO GRADUATE

ENGLISH 16	10	Alberta			X	3	
ENGLISH 26	11	Alberta			X	3	
WELA 10-2	10	WCP		X		5	
WELA 20-1	11	WCP	X			5	
WELA 20-2	11	WCP		X		5	
ENGLISH 30-1	12	WCP	X			5	Diploma Exam
ENGLISH 30-2	12	WCP		X		5	Diploma Exam
Reading 10	10	Alberta				3,4,5	
Communications 21A/B	11	Alberta				6	

Mathematics [Board Contact: Stacy Applejohn - 777-7199]

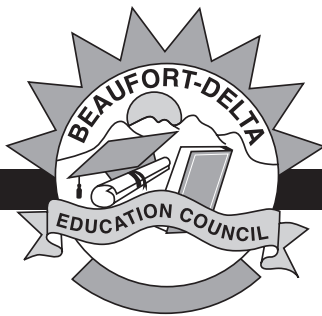
10 MATH CREDITS AT GRADES 10-12 ARE REQUIRED TO GRADUATE

Math 16	10	Alberta			X	3	Bridges to Pure or Applied Math 3 Locally Developed Modules	
Math 26	11	Alberta			X	3		
Math 10 Prep	10	WCP			X	5		
Pre-Trades Math	10,11,12	BDEC				5		
Essentials Math 10	10	Manitoba		X		5		
Essentials Math 20	11	Manitoba		X		5		
Essentials Math 30	12	Manitoba		X		5	10 Math credits at grades 10-12 are required to graduate	
Applied Math 10	10	WCP	X			5		
Applied Math 20	11	WCP	X			5		
Applied Math 30	12	WCP	X			5		Diploma Exam
Pure Math 10	10	WCP	X			5		
Pure Math 20	20	WCP	X			5		
Pure Math 30	30	WCP	X			5	Diploma Exam	

Science [Board Contact: Stacy Applejohn - 777-7199]

10 SCIENCE CREDITS AT GRADES 10, 11, 12 ARE REQUIRED TO GRADUATE

Pre-Trades Science	10,11,12	BDEC				5	5 Locally Developed Modules
Science 15	10	NWT		X		5	
Science 25	11	NWT		X		5	
Experiential Science	20	11	NWT		X		5
Science 10	10	Alberta	X			5	10 Science credits at grades 10, 11, 12 are required to graduate.
Biology 20	11	Alberta	X			5	
Chemistry 20	11	Alberta	X			5	
Physics 20	11	Alberta	X			5	
Biology 30	12	Alberta	X			5	Diploma Exam
Chemistry 30	12	Alberta	X			5	Diploma exam
Physics 30	12	Alberta	X			5	Diploma Exam



SECTION

9

THE COMMON CURRICULUM FRAMEWORK FOR ABORIGINAL LANGUAGE AND CULTURE PROGRAMS KINDERGARTEN TO GRADE 12

“The common curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education (hereafter called the Framework) is intended to be a support document for schools or regions within the Western provinces and the territories wishing to develop curricula, learning resources or strategies dealing with Aboriginal Languages. It is a framework that reflects the universal values and beliefs inherent in Aboriginal cultures. The outcomes provided are to be interpreted and specified by local developers based on the strength of their language, the availability of cultural resources and the expressed language goals of the community.”

The Framework was developed by elders and Educators who formed a Working Group and submitted a proposal to address the need for an Aboriginal Language Education. The group realizing that the students were not learning their language, to be able to carry it on to the next generation, decided to develop a framework that would be used across the western provinces, Northwest Territories and the Yukon. The framework was developed with the intention of encouraging a regional curriculum to be developed and used in the language classes. The Elders are the ‘keepers of the knowledge’ and they will be the main source of guidance in passing the language to the next generation. The Elders will be the main resource when teaching the language to the students.

9.1 ABORIGINAL LANGUAGE

Inuvialuktun & Gwich’in Second Language Program

The Inuvialuktun & Gwich’in Second Language Program was developed in 1996 by Mr. Jim MacDiarmid with the assistance of the language teachers from Sir Alexander Mackenzie and Samuel Hearne Secondary Schools. The foundation of the second language program is based on twenty units identified by the language teachers. The units were set up for K-grades 3, and grades 4 – 12 over a ten month period. This second

Language program is mandated for use by the Language teachers in each school in the region. A Language Curriculum is being developed by the Inuvialuit Cultural Resource Centre and the Gwich’in Social and Cultural Institute. This curriculum when completed will be the language curriculum for the region and throughout the Northwest Territories.

Mr. Jim MacDiarmid did a refresher workshop with the Gwich’in/Inuvialuit Language Teachers in September of 2003 on the Second Language Curriculum. Each year the Language Teacher have the opportunity to attend two courses offered through Aurora college. For further information call Sarah Jerome at 867-777-7176.

9.2 STRATEGY FOR CULTURE BASED EDUCATION

Vision

We envision communities whose members experience pride in, and have competent knowledge of, their culture, language and traditions. These communities recognize that education is a lifelong process that grows from the foundation of an individual's culture, heritage and language. An education system is established that reflects and is cultivated by the cultures, languages and shared visions of communities, working with all partners in education.

Mission

Our mission is to work with communities and partners in supporting education that strengthens students' cultures, languages and identities, thereby enhancing their opportunities for a meaningful and productive life.

What is Culture-Based Education?

Culture-based education is rooted in the language, culture and heritage of the family and reflects the community's vision of education. It is education which is shaped by the values, beliefs, perspectives, knowledge and way of life of the community. The cultural identity and constructive personal

experiences that each individual brings to learning is valued and reinforced.

Culture-based education enhances a sense of belonging and pride in culture by providing meaningful learning experiences that connect the learners to the community, the past, and the present. It strengthens self-esteem, enhances learning, and provides for greater success in life.

Culture-based education returns control of education to the parents, and support them in their task as first educators of the children. It is education that teaches the knowledge, skills and attitudes that children need to survive and live in harmony with their families, their communities, and the land.

Culture-based education goes beyond fitting aboriginal languages, traditional knowledge and skills into school programs. It means creating a way of education that recognizes and reflects the perspectives and values held by the community, and the approaches to teaching and learning naturally suited to the culture(s) of the community.

9.3 INUUQATIGIIT & DENE KEDE

Inugatiigit

Contact with other cultures has brought dramatic changes for the Inuit. These changes have raised many questions about what is best, how to live, and what it means to be Inuit today. Traditional beliefs and values are still felt to be important to the communities and the elders would like to then revived through the schools. Many dedicated educators have tried to incorporate these concepts into the schooling of Inuit children, but without the support of an Inuit curriculum and Inuit input, however, this presented a real challenge.

When the schooling history in the north first started, many Inuit took it for granted that they would continue to maintain their Inuit language. As time

went on, this was no longer the case in some places. Surveys indicated that Inuit educators needed materials in Inuktitut, Inuinnaqtun and Inuvialuktun, that elders felt the younger people needed to learn more about their culture and parents stated it was important for their children to be strong in both their language and English. There became a need to find creative ways to preserve the language, knowledge and skills of Inuit. Inuuqatigiit is one of the successes that shares what Inuit think is important for the students to learn. By using Inuuqatigiit and by having the students experience cultural activities, it will enrich the student's exposure to many different types of skills which will involve meaningful language for them.

Inuit know their children need to take the best of the past and the best of the present to create a future for themselves based on a solid sense of who they are. How can this be done? The answers have to come from people working together. It will mean that the school and the community make Inuugatigiit the foundation in the educational system and that Inuit language play a stronger role in the school and the community.

Inuugatigiit has not documented all of Inuit knowledge, but through it and from it will come a direction for continued research on Inuit culture, program and unit development for themes or topics from the Inuit perspective, as well as other forms of publications.

Inuugatigiit is mandated for use by all teachers in the schools in the region. A copy of the curriculum was distributed to all the schools for all staff members. Inuugatigiit is the umbrella under which the core subjects are integrated. You may access the Inuugatigiit curriculum from: www.newteachersnwt.com

For further information call Sarah Jerome at 867-777-7176.

Dene Education

Dene education means the teaching of the language of the Dene based upon the foundation of Dene perspectives or world view. This is what the elders speak when they refer to traditional education.

In the Dene curriculum which follows, an attempt is made to bring this perspective back into the education of young Dene children. Dene language and culture taught without this perspective lacks purpose. The purpose of this curriculum is not simply the survival of Dene culture or language, but the survival of its people into the future – survival based upon integrity borne of respectful relationships with self, others, the spirit world and the land.

The Contents of Dene Kede

In times past, culture was understood to be simply the traditional knowledge and skills of the Dene people. It encompassed such skills as hunting caribou, tanning hide and sewing slippers. In the curriculum such land skills are considered important to learn because they enable the student to become capable on the land while learning to enjoy,

understand, respect and appreciate the land. Having such a relationship with the land ensures that the student will understand that it is life-giving and must therefore be protected and preserved. This is why we teach land skills, and this is the place of “culture” in the Dene Kede Curriculum.

As we review all that the elders were saying, it became clear that culture is larger than this. Culture is more than land skills. Culture is the Dene community. Culture is the spiritual world of the Dene, and culture is the way of perceiving oneself.

The elders presented us with the knowledge, skills and attitudes that Dene should strive toward in order to become “capable”. The kind of Dene that we were being asked to help create with this curriculum were capable people, ones who had integrity in their relationships with the spiritual world, the land, other people, and themselves.

The Purpose of Dene Kede

In the final analysis, our elders were telling us that as individuals, as a people, and as a

species, we must become “capable” in order to survive. This can be narrowly understood to mean survival of a person on the land, but it also means survival of all humankind on this planet.

The Dene Kede Curriculum works for survival through our children. The children are viewed as our pathway into the future. It is hoped that if our children are given Dene perspectives to guide them in establishing good relationships with the land, the spiritual world, other people, and themselves, not only will our identity be maintained, but we will all be closer to survival.

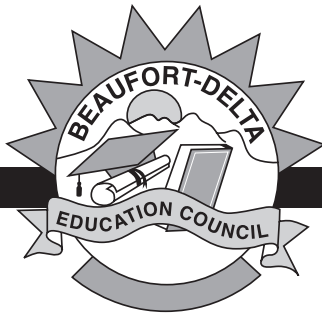
Integrity in Implementation

The Dene Kede Curriculum in this, its first form, has been a major accomplishment. It is recognized however that the curriculum must be implemented in a fashion which is consistent with the desire of the Dene elders and educators for a comprehensive approach to Dene education. To ensure this, as much effort and resources are being put into the orientation of the communities, teachers and administrators as went into the development of the curriculum. It is not in the interests of the Dene or of people in general to allow inaccurate interpretation of the curriculum, be it through lack

of training, resources or good will. It is owed to the elders who trusted the developers to ensure that the curriculum is implemented with integrity.

Dene Kede is mandated for use by teachers in all our schools. It is the umbrella under which all core subjects are integrated. Every school should have copies of the curriculum for each staff member. The curriculum is on the ECE website at www.newteachersnwt.com

For further information call Sarah Jerome at 867-777-7176.



SECTION 10

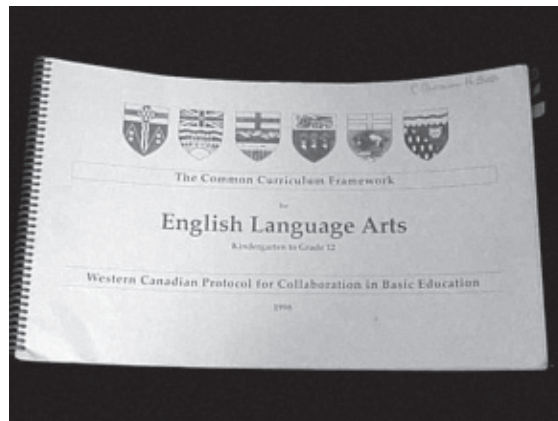
ENGLISH LANGUAGE ARTS KINDERGARTEN TO GRADE 12

For ELA support call Bill Gowans at 777-7421

In grades K – 11, the Common Curriculum Framework for English Language Arts is the prescribed curriculum. For grade 12, the Senior High School ELA Guide to Implementation from Alberta Learning is in use. The grade 12 students must complete a Departmental Exam that counts for 50% of their final mark in their grade 12 English course.

This curriculum framework was developed cooperatively among the western provinces and territories. Extensive resource selection to meet the needs of the curriculum framework also took place. In this curriculum framework, there is recognition of the six language arts (reading, writing, listening, speaking, viewing, and representing). The importance of the processes involved in language development is also recognized. These basic understandings are complemented by an increased

The Common Curriculum Framework for English Language Arts

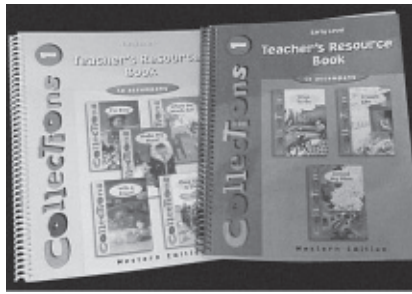


expectation of media literacy and of technology use within the Language Arts classroom. Other new features of the curriculum framework include an emphasis on metacognition (and its development), the need to develop and celebrate community, the inclusion of group collaboration as specific learning

outcomes, and the unique nature of outcomes at each successive grade level.

For Kindergarten to grade 6 inclusive, the Collections series from the publisher Prentice Hall Ginn of Pearson Education has been chosen as the basic classroom resource. These resources have been purchased by each school in the region and are currently in use. The following images show the variety of resources.

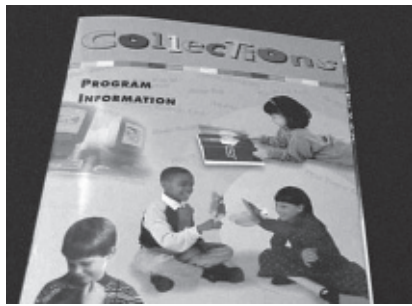
Teacher resources, Grade 1



Student Anthologies, Grade 5



Program Information



Student Anthologies, Grade 6



Assessment Information, Grade 1

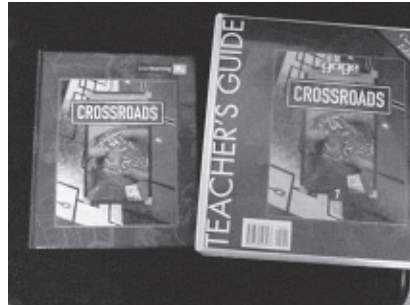


For grades 7 – 10 inclusive, the Crossroads series published by Gage Canada was chosen. These resources have been purchased by some schools in the region. The following images show the variety of resources.

Student Anthologies, Grade 3



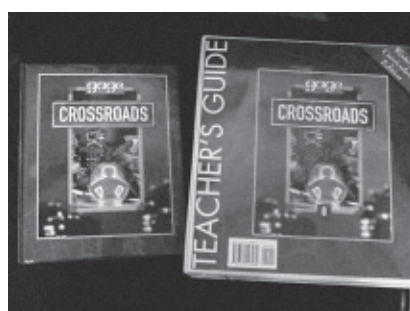
Student Anthology and Teacher's Guide, Grade 7



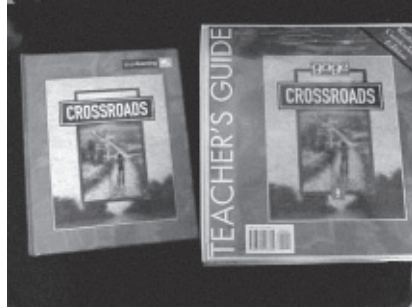
Student Anthologies, Grade 4



Student Anthology and Teacher's Guide, Grade 8



Student Anthology and Teacher's Guide, Grade 9



Student Anthology and Teacher's Guide, Grade 10



Grade 10 offers two programs: ELA 10-1 and ELA 10-2. These programs represent the advanced academic and general academic programs respectively. The grade 10 core resource is used for each of the programs.

Similarly, in Grade 11 the ELA 20-1 and ELA 20-2 programs are in use with their own core resource.

A multitude of other resources are available a supplementary to the core resources noted above. These resources have been recommended by the Western Canadian Protocol group and can be found in list form at www.wcp.ca. Additional varied resources may be found at the school level depending upon what has been found to be particularly useful and effective for the students at that school.

RESOURCES DEVELOPED BY OTHER JURISDICTIONS

Strategies That Make a Difference – This resource book developed by teachers from Manitoba and published by Manitoba Education. It includes hundreds of templates on a range of topics such as brainstorming strategies, cooperative learning strategies, specific discussion strategies, questioning strategies, specific forms of drama, organizational templates for writing, journals, logs, note-making, reading strategies, comprehension strategies, word identification strategies, specific representation strategies, storytelling, anecdotal records, checklists, scales and rubrics, reading assessment, and

self-assessment. Included are blackline masters. Copies of this resource have been sent to each school and are typically found collated in binders.

Foundation Documents - This set of resources was also developed by Manitoba teachers and published by Manitoba Education. They are available at the following grade levels: K-4, 5, 6, 7, 8, 9, 10. This set of resources has also been sent to each school.

Illustrative Examples - This resource has been developed by Alberta Learning and is available for grades K-9. It can be accessed from Alberta Learning (www.learning.gov.ab.ca/k_12/curriculum/bySubject/english/).

Each of the above resources are supported for use in the classroom by the Department of Education, Culture, and Employment as well as the Beaufort-Delta Education Council.

RESOURCES IN DEVELOPMENT

The Department of Education, Culture and Employment implemented a new K – 3 Northwest Territories English language arts curriculum based on the Common Curriculum Framework during the 2003 – 2004 school year. This curriculum includes a supplementary resource including student writing samples. During the 2004 – 2005 school year the grades 4 – 6 Northwest Territories Language Arts curriculum will be implemented. This document will also be accompanied by writing samples as a supplementary resource.

CHECKLISTS FOR ENGLISH LANGUAGE ARTS BASED ON THE CURRICULUM FRAMEWORK

Checklists for each grade K – 9 have been distributed to the principals of each school. These checklists have been organized in two formats – one for a three term school year and the other for a four term school year. These checklists can be sent via e-mail for use.



SECTION 11

MATHEMATICS KINDERGARTEN TO GRADE 12

INTRODUCTION

In 1997/1998, BDEC began implementation of a new math program based on the Western Canada Math Protocol. The Western Consortium Math Protocol (WCMP) curriculum framework is now fully implemented from kindergarten to grade 12. Along with the implementation of the program came new print resources, manipulatives and technological resources that have aided in enhancing and updating our math program, making it more student-centered and practical.

Bill Gowans is the curriculum consultant for Math/Science at the BDEC office until Stacy Applejohn's return in 2005. Bill may be reached at 867-777-7421 or through FirstClass for assistance in any of the following areas:

- obtaining resources
- inservicing – year plan development, program implementation, use of manipulatives
- general inquiries about math program

In the event that you cannot locate the curriculum document in your school, it may be downloaded from the Alberta Education website at:

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/

The program is comprised of four strands that are common to all grades from K-12. They include:

1. Numbers:
 - number concepts
 - number operations
2. Patterns and Relations:
 - patterns
 - variables and equations
 - relations and functions
3. Shape and Space:
 - measurement

- 3-D objects and 2-D shapes
4. Statistics and Probability:
 - data analysis
 - chance and uncertainty

The following time allocation has been provided by Education, Culture and Employment for K-9 Math:

STRAND	K-4	5-9
Numbers	25-35%	25-35%
Patterns and Relations	15-25%	20-30%
Shape and Space	25-35%	20-30%
Statistics and Probability	15-25%	15-25%

APPROVED RESOURCES

All approved resources are available from the Alberta Learning Resources Center (LRC). There should be a catalogue in all schools. The catalogue can also be accessed on the web at <http://www.lrc.learning.gov.ab.ca>.

Special Note:

Currently going through the approval process is an additional K-6 math resource titled the “Math Makes Sense Series” from Pearson Education. Sample copies of the Math Makes Sense Series for grades 1, 3, and 4 will be available for teachers’ perusal at the BDEC. To find out when more Math Makes Sense Series resources become available (Publication Dates) for the remaining grades K, 2, 5 and 6 go to the following URL: www.Pearsoned.ca

K-6 Basic Resources

1. **Interactions:** Prentice Hall Ginn Canada Publishing, 1997.

Interactions K-3 Student Resources:

- activity cards
- “See What I Can Do” booklet
- “Practice on Your Own” masters
- manipulative kits
- student text (grade 3)

Interactions K-3 Teacher Support:

- teacher’s resource binder
- program information booklet
- developmental units
- investigation units
- blackline masters

Interactions 4-6 Custom Edition:

- student texts 4-6
- teacher resource guide
- teacher resource blackline masters
- “Math Tools” software

2. **Quest 2000 – Exploring Mathematics:** Addison-Wesley Publishers, 1997.

Quest 2000 Student Resources:

- student text
- practice and homework book
- manipulatives
- exploration centers activity cards

Quest 2000 Teacher Support:

- teacher’s guide and journal
- solutions manual
- extra practice and testing masters
- technology package
- problem of the week transparencies
- teacher support package
- professional handbook

7 – 9 BASIC RESOURCES

1. **Interactions:** Prentice Hall Ginn Canada Publishing, 1997.
 - student texts
 - teacher resource packages
 - teacher’s guide
 - manipulative kits
 - professional assessment handbook and teacher’s resource blackline masters
2. **Mathpower:** (Western Edition) McGraw-Hill Ryerson Limited, 1996.
 - student text
 - teacher’s edition
 - blackline masters
 - computerized assessment bank
 - computerized blackline masters

The K-9 WCMP Annotated Bibliography of Math Resources lists all resources approved for the Math curriculum. It is available from the LRC catalogue or online at www.edc.gov.ab.ca.

Basic core math resources (Interactions), manipulatives, student calculators and overhead calculators were purchased for each K-9 class in 1998. A list of recommended supplementary resources was provided to schools in August 1998 (included). They were purchased by all schools with the exception of Helen Kalvak and Inualthuyak.

The BDEC K-9 Math Checklist has been adapted from the Yellowknife Catholic Schools Math Checklist and was provided to each school in hard copy and on a disk. Copies can be obtained from Stacy Applejohn (777-7199) at the BDEC office.



SUGGESTED BDEC K-9 MATH ORDER [SOURCE: LRC]**KINDERGARTEN – GRADE 6**

Catalogue Page #	Product#	Description	Price
99	277534-01	About Teaching Math K-8	47.70
99	348343-01	Math Resources Bibliography	15.85
99	342121-01	Figures, Facts and Fables	43.25
99	342147-01	Math in the Making	43.25
100	342163-01	Multicultural Math Classroom	40.55
100	318148-01	Reusable Classroom Graphing Kit	26.85
100	236241-01	200 Things to do With Logic Blocks	37.10
100	236275-01	Measure it! (K-3)	37.10
100	317067-01	Constructing Ideas About Counting (K-3)	31.65
100	317075-01	""About Number Combinations	31.75
100	317083-01	Constructing Ideas About Patterns (K-3)	31.65
100	341165-01	Just for Pattern Blocks Primary	15.10
100	341173-01	Just For Teddy Bears Primary	15.10
101	317091-01	Math and Literature Book 1 (K-3)	16.05
101	317108-01	Math and Literature Book 2 (4-6)	20.80
101	341660-01	Math Discoveries With Geoboards (K-1)	13.35
101	341678-01	Math Discoveries With Pattern Blocks(K-1)	13.35
101	341686-01	Math Discoveries With Tangrams (K-1)	13.35
101	317132-01	Math Excursions K	56.90
101	254946-01	Math Assessment: Myths, Models etc	12.85
102	236259-01	Be Smart – Manipulative Activity Resource	37.10
103	253493-01	A Collection of Math Lessons 1-3	25.65
103	253526-01	Developing Number Concepts Using Unifix	35.45
104	253485-01	Mental Math in the Primary Grades	18.80
105	317322-01	20 Thinking Questions For Pattern Blocks 1-3	36.80
105	235623-01	101 Winning Ways With Base 10 Primary	37.10
105	341751-01	How To's Assessment/Evaluation with Portfolios	37.10
105	318221-01	Kids 'n' Calculators K-6 Teaching Tools	37.10
106	341032-01	Just For Grade 1	15.10
106	317281-01	Place Value: Grades 1-2	35.25
106	341181-01	Math Discovery With Attribute Blocks 1-3	13.35
106	341199-01	Math Discovery With Base 10 Blocks 1-3	13.35
107	341206-01	Math Discovery With Pentominoes 1-3	13.35
107	280181-01	Number Sense and Operations	14.35
107	317116-01	Puddle Questions: Assessing Math Thinking 1	40.05
108	341694-01	Smart Arithmetic Computation Gr. 1-3	38.45
108	341701-01	Smart Arithmetic Computation Gr. 4-6	38.45
108	355611-01	Smart Arithmetic Comp., Dice, Card Games 1-3	16.75
108	341727-01	Smart Arithmetic: Board Games 1-3	25.00
108	236308-01	The Problem Solver 1	53.45
108	317215-01	Writing Math Gr. 1	36.80
111	317330-01	20 Thinking Quest For Base 10 Blocks 2-3	36.80

KINDERGARTEN – GRADE 6

Catalogue Page #	Product#	Description	Price
112	318239-01	Puzzling World – Tangrams and Pentominoes 3-9	37.10
113	341074-01	Just for Gr. 2	15.10
113	317364-01	Geometry: Gr. 2	35.25
113	317380-03	Math: How to Assess and Report	11.00
113	317348-03	Oh No, Maths! Developing Confidence	11.00
113	280222-01	Multiplication: By All Means Gr. 2-4	35.25
113	341553-01	Math Discovery With Geoboards Gr. 2-3	13.35
113	341561-01	Math Discovery With Pattern Blocks Gr. 2-3	13.35
113	342155-01	Math Discovery With Tangrams Gr. 2-3	13.35
114	317140-01	Puddle Questions: Assessing Math Thinking 2	40.05
115	236324-01	Problem Solver 2	53.45
115	317223-01	Writing Math Gr. 2	36.80
117	253518-01	Mental Math in the Middle Grades: Masters	20.05
118	317471-01	Constructing Ideas About Fractions Gr. 3-6	31.65
118	317455-01	Constructing Ideas About Large Numbers Gr. 3-6	31.65
118	317463-01	Constr. Ideas About Multiplication and Division	31.65
119	317398-01	Coop Problem Solving – Base Ten Blocks	35.95
119	317421-01	Coop Problem Solving – Pattern Blocks	35.95
119	317299-01	Math By All Means: Division Gr. 3-4	35.25
119	317306-01	Probability Gr. 3-4	35.25
119	341579-01	Math Disc: Data, Chance, Probability Gr. 3-4	13.35
120	341587-01	"" about Geometry with Manipulatives	13.35
120	341602-01	"" Numbers and Operations with Manip.	13.35
121	317158-01	Puddle Questions Math Assessment Gr. 3	40.05
122	236332-01	Problem Solver 3	53.45
122	318106-01	Writing Math 3	36.80
124	235631-01	101 Winning Ways With Base 10 Gr. 4-6	37.10
125	236267-01	Measure It! Junior Level Gr. 4-6	37.10
125	254392-01	Problem Solving: What You Do When... Gr. 4-9	37.10
126	341082-01	Just For Base Ten Gr. 4-6	15.10
126	341090-01	Just For Fraction Circles Gr. 4-6	15.10
126	341115-01	Just For Geoboards Gr. 4-6	15.10
126	341123-01	Just For Pattern Blocks Gr. 4-6	15.10
126	341149-01	Just For Rainbow Cubes Gr. 4-6	15.10
126	341157-01	Just For Tangrams Gr. 4-6	15.10
127	342246-02	Mathville Mindway Problem Solving Ages 8-11	53.05
127	317166-01	Puddle Questions: Assessing Math Gr. 5	40.05
128	236340-01	Problem Solver 4	53.45
128	317231-01	Writing Math Gr. 4	36.80
131	318247-01	Fraction Blocks Gr. 5-8	37.10
131	341769-01	World's Most Popular Puzzles and Problems	37.10
133	341024-01	Just For Grade 5	15.10
133	341628-01	Math Disc.: Data&Probability With Manip. Gr.5-6	13.35

KINDERGARTEN – GRADE 6

Catalogue Page #	Product#	Description	Price
133	341610-01	"" Fractions and Decimals With Manip. 5-6	13.35
133	341636-01	"" Geometry With Manipulatives Gr.5-6	13.35
133	341664-01	"" Numbers and Operations With Manip.5-6	13.35
133	341652-01	"" Patterns and Functions With Manip. 5-6	13.35
133	280082-01	Dealing With Data and Chance	22.60
133	131128-01	Developing Number Sense Gr. 5-9	15.85
133	284662-01	Geometry in the Middle Grades Gr. 5-8	22.60
133	284688-05	Making Sense of Data	14.35
134	284670-01	Patterns and Functions	19.60
134	317182-01	Puddle Questions Math Assessment Gr. 5	40.05
135	236382-01	Problem Solver 5	53.45
135	317249-01	Writing Math Gr. 5	36.80
138	317504-01	Constructing Ideas-Data Analysis Gr. 6-8	31.65
138	317489-01	"" Fractions, Decimals, Percents Gr. 6-8	31.65
139	317497-01	"" Multiplication and Division Gr. 6-8	31.65
139	341040-01	Just For Grade 6	15.10
141	236390-01	Problem Solver 6	53.45

GRADE 7 – 9

Catalogue Page #	Product#	Description	Price
47	289000-03	The Geoboard Portfolio Gr. 4-6	30.05
47	317554-01	Junior High Probability Jobcards	27.60
49	317265-01	Mental Math in Junior High Blackline Masters	20.05
49	319146-01	Pre-Algebra Math Blaster Mystery	117.10
49	341834-01	Intermediate Geoboard	39.25
50	341892-01	Triple A Math Prog: Data and Probability	39.25
50	317314-01	Dealing With Data: Probability and Sampling	18.75
50	317207-01	Numbers & Patterns: Investigating Rate, Ratio&Pro.	21.20
50	317273-01	"" Teacher's Guide	26.85
51	342189-01	Solutions & Extensions for WCMP le's Gr. 7	10.80
52	318122-01	Soar With Integers: Gr. 7-9	95.50
53	355645-01	Alge-Tile Resource Binder	37.10
57	342197-01	Solutions and Extensions for WCMP le's Gr. 8	10.80
59	316895-03	Alternative Assessment in the Math Classroom	22.85
59	316944-03	Coop Learning in the Math Classroom	22.75
60	316960-03	Involving Parents&Community in Math Classrm	20.55
60	317009-03	Nelson Can. School Math Dictionary	12.35
62	34220-01	Solutions & Extensions for WCMP le's Gr.9	10.80
TOTAL			\$3490.80

10 – 12 MATH PROGRAM

The approved math program has changed considerably over the last five years. Please refer to section 13 of the Senior Secondary School handbook for detailed information about the phase out of math 13\23\33 and math 14\24 and the introduction of Essentials of Math 10, 11, 12 (info included).

Pure Math Grade 10, 11, 12

Grade 10 level Pure Math was implemented in 1998\1999, grade 11 level in 1999\2000 and the grade 12 level in 2000\2001. All BDEC schools, with the exception of SHSS use the ‘Mathpower’ text series (info included). SHSS chose Addison-Wesley’s Math 10, 11 and 12 text series (info included). Both are approved resources for WCMP grades 10, 11 and 12, and offer a variety of support resources which are available from the LRC catalogue. Pure Math and Applied Math courses share some common clusters, however the Pure Math course is highlighted by clusters containing a significant element of precise mathematical theory. Pure Math is appropriate for students with plans to enter university programs in Math, Science or Engineering.

Pure Math Resources:

1. **Mathpower (Western Edition):** McGraw-Hill Ryerson.
 - student text
 - teacher resource
 - blackline masters
 - computer data bank
 - computerized assessment bank (CD ROM)
 - solutions manual
 - solutions on CD ROM
2. **Addison-Wesley Mathematics (Western Edition):** Addison-Wesley Longman.
 - student text
 - teacher’s resource book
 - independent study guide
 - template and data kit
 - exercise and problem bank

Applied Math Grade 10, 11, 12

The Applied Math program was developed to add a more practical, hands-on avenue for students to pursue in the math course offerings. Of the five clusters comprising these courses, three are common to the Pure Math program. The remaining two applied clusters emphasize applications of mathematics, rather than precise mathematical theory. The Applied Mathematics resources are available from the LRC catalogue.

Applied Math Resources:

Addison-Wesley Applied Mathematics (Western Edition): Addison-Wesley.

- student text
- student project book
- teacher’s resource book
- technology kit

Essentials of Mathematics 10-20-30

There is an increased need society today for:

- literacy in mathematics
- greater understanding of mathematical concepts in ones daily life, business, industry and government
- understanding of mathematics as a consumer
- preparing students for everyday mathematics through NCTM standards and WCP mathematics framework

The goals of Essentials of Mathematics 10-20-30 are for students to:

- gain mathematical power
- increase ability to understand mathematical issues in society
- see the value of mathematics
- become confident in applying mathematics to real life situations
- become routine and non-routine problem solvers
- learn to communicate mathematically
- develop proficiency in basic skills and fundamental concepts
- learn to use technology software for daily and business applications

ESSENTIALS OF MATHEMATICS 10-20-30 CURRICULUM

The curriculum documents for these courses are available from GNWT Department of Education, Culture and Employment.

ESSENTIALS OF MATHEMATICS 10-20-30 MATHEMATICAL PROCESSES

Mathematical Process	Students are Expected to:
Communication (C)	Communicate mathematical ideas in writing, pictorially, graphically, symbolic, verbal and mental representations using their own language of mathematics.
Connections (CN)	Connect Mathematical ideas and experiences to other concepts in mathematics and to real world situations and contexts.
Number Sense (NS)	Have a sense of the magnitude of numbers and measurements and the reasonableness of answers using estimation, mental mathematics and intuitive understanding.
Organization and Structure (OS)	Apply mathematical structure to the situation or infer a structure from a situation.
Patterns (P)	Recognize, articulate and develop patterns
Problem Solving (PS)	Analyze problem contexts and solve problems by applying mathematical knowledge through routine and non-routine computations and problem solving techniques.
Reasoning (R)	Reason logically, justify thinking, validate their arguments and use inductive and deductive reasoning.
Technology (T)	Select and use appropriate technologies to solve problems (routine and non-routine).
Visualization (V)	Use visualization to assist in processing information, making connections and solving problems in 1-D, 2-D and 3-D.

Essentials of Mathematics 10-20-30 Pedagogical Considerations:

- Senior high mathematics must emphasize dynamic, problem solving experiences that enable students to become confident in their mathematical abilities.
- Students need to develop a positive attitude towards the uses of mathematics by experiencing success and having the ability to communicate mathematically using their own language.
- Knowing mathematics is doing mathematics by constructing their own understanding.
- Mathematics applications are broad and used everyday.
- Technology has broadened the applications of mathematics and is changing the discipline itself.
- Teaching/learning mathematics has changed – it includes individual/group work and presentations.

Course Structure and Description of Essentials of Mathematics 10-20-30

- 125 instructional hours including assessment
- 5 credits
- meets graduation requirements
- problem and analysis games and numbers taught throughout
- intermixing of units encouraged to meet student needs
- reference materials are currently available
- caution: some games of chance and probability may not be appropriate for some communities – replacement or modification of the games is an alternative

Essentials of Mathematics 10

Unit	Hours of Instruction
Program Analysis I	9
Analysis of Games and Numbers I	5
Wages and Salaries	15
Spreadsheets	8
Trigonometry	5
Spatial Geometry	13
Program Analysis II	4
Analysis of Games and Numbers II	2
Consumer Decisions	7
Geometry Project	17
Personal Banking	7
Probability and Sampling	18
Optional/Assessment	15

Essentials of Mathematics 20

Unit	Hours of Instruction
Program Analysis I	9
Analysis of Games and Numbers I	5
Relations and Formulas	13
Income and Debt	15
Data Analysis and Interpretation	13
Program Analysis II	9
Analysis of Games and Numbers II	5
Measurement Technology	12
Owning and Operating a Vehicle	12
Personal Income Tax	7
Applications of Probability	10
Optional/Assessment	15

Essentials of Mathematics 30

Unit	Hours of Instruction
Program Analysis I	
Analysis of Games and Numbers I	
Personal Finance	
Government Finance	
Relations and Formulas	
Statistics	
Program Analysis II	
Analysis of Games and Numbers II	
Investments	
Taxation	
Design and Measurement	
Life Project	
Optional/Assessment	15

Assessment

- use a variety of assessment tools (formal/informal) – homework, classwork, rubrics, interviews
- structured observations
- portfolio
- projects/presentations, investigations
- journals
- written tests/examinations/summative evaluation

Resources:

Textbook: **Essentials of Mathematics 10 and 20** are available from: (note: sufficient copies of this text were sent to schools in spring of 2002)

Manitoba Text Book Bureau (MTBB)

Box 910
Souris, Manitoba
R0K 2C0

Toll free (in Manitoba) 1-800-305-5515
Phone (outside Manitoba) 1-204-483-4040
Fax: 1-204-483-3441

(Essentials of Mathematics 12 will be available from the same source when the final version is printed)

The ABC's of Personal Finance (video)

Supplier: *B.C. Learning Connection Inc.*
Tel: 1-800-884-2366
Fax: (604) 324-1844
ISBN/Order #: MA0003

Exploring Trigonometry With the Geometer's Sketchpad

Supplier: *Spectrum Educational Supplies Ltd.*
Tel: (905) 841-0600
Fax: (905) 727-6265
ISBN/Order #: 1-55953-075-8/13798

Geometer's Sketchpad

Supplier: *Spectrum Educational Supplies Ltd.*
Tel: (905) 841-0600
Fax: (905) 727-6265
ISBN/Order #: 1-55953-099-5
(windows version)

Math Tools

Supplier: *Pearson Education Canada*
Tel: 1-800-361-6128
Fax: 1-800-563-9196
ISBN/Order #: 0134109783

Triple 'A' Mathematics Program: Data Management and Probability

Supplier: *Exclusive Educational Products*
 Tel: 1-800-563-1166
 Fax: (705) 725-1167
 ISBN/Order #: (not Available)

Senior 2 Distance Education Course for Consumer Mathematics (Part I & II)

Supplier: Manitoba Education and Training,
 School Programs Division
 1970 Ness Ave.,
 Winnipeg, Manitoba R3J 0Y9
 ISBN: 0-7711-2835-5

Websites: www.cba.ca - contains printable pamphlets on a number of topics

www.ccra-adrc.gc.ca - Practice income tax forms available

Evaluation:

Module Evaluation

Homework	25%
Tests/Project	25%
Module Test	50%
Total Module Mark	100%

Course Evaluation

Module 1	20%
Module 2	20%
Module 3	20%
Module 4	20%
Final Exam	20%
Total Course Mark	100%

Sample Year Plan

Course: Math 10 Applied, Fall Semester, 2002

Teacher: John Doe

School: Samuel Hearne Secondary

Text: **Applied Mathematics**, Addison-Wesley,
 Western Canadian Edition

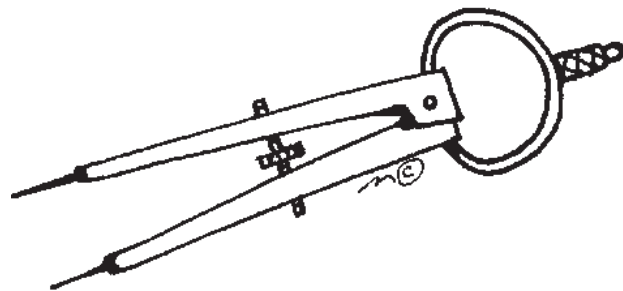
Goals and Objectives:

The main goals of the Mathematics 10 Applied Course are to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate the value of mathematics
- appreciate the importance of lifelong learning

Students should:

- exhibit a positive attitude toward mathematics
- engage and persevere in mathematical tasks and projects
- contribute to mathematical discussions in class
- take risks in performing mathematical tasks
- exhibit curiosity
- enjoy mathematical experiences



Course Outline:

Measurement

Class	Topic	Section	Homework	Done
1	Measuring Devices	1.1	p. 5, 6	
2	Taking Measurements	1.2	p. 10,11	
3	Measurement Conversions	1.3	p. 20, 21	
4	Precision and Accuracy	1.4	p. 26, 27	
5	Volume of a Sphere	1.5	p. 34	
6	Surface Area of a Sphere	1.6	p. 39, 40	
7	Square Roots, Pythagorean Theorem	1.7	p. 44, supp	
8	Cube Roots	Supp		
9	Changing Scale of Figures	1.8	Supp	
10	Constructing Boxes	Supp		
11	Constructing Boxes	Supp		

Tables

Class	Topic	Section	Homework	Done
1	Working With Tables	2.1	p.68-71	
2	Spreadsheet on a Computer	2.2	p.77-78	
3	Building Tables	2.3	p.82, 83	
4	Building Tables 2	2.4	p.89-92	
5	Loans	Supp		
6	Loans on a Spreadsheet	2.5	p.98,99	
7	Table, Graph of Volume of a Cylinder	Supp		
8	Slope Review	Supp		

Relations and Functions

Class	Topic	Section	Homework	Done
1	Reading and Making Graphs	3.1	p.115,116	
2	Graphs From Tables	3.2	p.118,119	
3	Graphs From Equations	3.3	p.127-129	
4	Functions	3.4	p.132-134	
5	Domain and Range	3.5	Supp	
6	Function Notation	3.6	p.150,151	
7	Decay Simulations	Supp		

Sampling

Class	Topic	Section	Homework	Done
1	Why Sample?	4.1	p.168,169	
2	Reliability, Validity and Bias	4.2	p.174,175	
3	Gathering Data	4.3	Supp	
4	Sampling Techniques	4.4	p.184,185	
5	Survey Design	4.5	p.189	
6	Three Surveys Project	Supp		

Line Segments

Class	Topic	Section	Homework	Done
1	Distance	5.1	p.207-209	
2	Distance 2	Supp		
3	Slope	5.2	p.216-217	
4	Positive and Negative Slope	5.3	p.224-226	
5	Parallel and Perpendicular Slopes	5.4	p.236,237	
6	Midpoints	5.5	p.244,245	
7	Roller Coaster Model	Supp		

Linear Functions

Class	Topic	Section	Homework	Done
1	Linear Functions	6.1	p.256-258	
2	Equation of a Line	6.2	p.264,265	
3	Equation of a Line 2	Supp		
4	Applications of Linear Functions	6.3	p.271-273	
5	Number Patterns	6.4	p.279,280	
6	Equation of a Line 3	6.5	p.284-286	
7	Line of Best Fit (estimate)	6.6	p.288-290	
8	Line of Best Fit (median-median)	6.7	p.297-299	
9	Line of Best Fit (technology)	6.8	Supp	
10	Correlation Coefficient		p.305,307,308	

Trigonometry

Class	Topic	Section	Homework	Done
1	Solving Problems With Right Triangles	7.1	p.326,327	
2	Problems With More Than One Right Triangle	7.2	p.337-339	
3	Rotation Angles	7.3	p. 343,345	
4	Sine Law	7.4	p.347-350	
5	Problems With AAS	7.5	p.355-358	
6	Cosine Law	7.6	p.365-367	
7	Problems With SAS, SSS	7.7	p.372-374	
8	Solving Oblique Triangles	Supp		

PROJECTS:

The final module will be comprised of several projects which integrate the concepts encountered in the previous seven units. These projects will include work with indigenous cultures.



SECTION 12

SCIENCE KINDERGARTEN TO GRADE 12

INTRODUCTION

The next few years will be exciting with respect to science in the Northwest Territories as we replace old, dated curricula and resources. Many of the old resources and curriculum guides are out of print and may be difficult to locate in your school. The Beaufort-Delta Education Council is currently addressing this issue with the creation of a **new science resource manual** for the elementary grades (grade 1 to grade 6). It is designed to assist teachers in science program planning by providing sample year plans with supplemental information and activities to enhance your science program. There is also an optional implementation for the new K-6 Science and Technology Curriculum in 2004 – 2005.

Most of the new resources are available through **Alberta's Learning Resources Center (LRC)**. A catalogue should be available at every school and is also available online at www.lrc.learning.gov.ab.ca. New curriculum is available on the Alberta Education website at www.learning.gov.ab.ca.

Finally, **Stacy Applejohn**, the Math/Science consultant for the Beaufort Education Council, is on maternity leave until spring 2005. Until her return her duties will be the responsibility of **Bill Gowans**. Either Stacy or Bill may be contacted for assistance in the following areas:

- In-service (program planning, science activities, resources)
- Professional development sessions (Project GLOBE, using the internet to enhance science projects, science Olympics)
- Assistance with locating resources
- General enquiries

Stacy can be reached at 777-7199 and Bill is available at 777-7421. Both consultants can be reached by First Class.



IMPLEMENTATION SCHEDULE FOR NEW SCIENCE CURRICULUM

All dates are dependant upon the availability of materials for students and teachers and the completion of co-operative projects with other Territories, Provinces or Departments. The dates indicate the earliest projected timelines for program implementation. Common curriculum and resource materials developed through the WCP or Pan Canadian protocol for science will be incorporated into the programs of study for NWT students.

COURSE	02 – 03	03 – 04	04 – 05	05 – 06	06 - 07
Science 7&8	Mandatory				
Science 9&10	Optional	Mandatory			
Biology 20			Optional	Mandatory	
Chem 20			Optional	Mandatory	
Physics 20			Optional	Mandatory	
Biology 30				Optional	Mandatory
Chem 30				Optional	Mandatory
Physics 30				Optional	Mandatory
Applications of Science 10	Optional	Mandatory			
Applications of Science 20		Optional	Mandatory		
Applications of Science 30			Optional	Mandatory	
Experiential Science 10			Optional	Mandatory	
Experiential Science 20	Optional	Optional	Mandatory		
Experiential Science 30			Optional	Mandatory	
Science 15	Phase out Begins	Special Cases	No Longer Offered		
Science 25		Phase Out Begins	Special Cases	No Longer Offered	
Science K-3			Optional	Mandatory	
Science 4-6			Optional	Mandatory	

Notes: Applications of Science 10, 20 and 30 are designed to prepare students for entering trades and occupations. Experiential Science 10, 20 and 30 are environmental science courses with a strong practical component in the field.

Applications of Science and Experiential Science courses replace Science 15 and Science 25, allowing students to specialize in their field of interest, and extending the science program to Grade 12 for students who intend to enter the workforce or a college program.

Biology, Physics and Chemistry 20 and 30 courses are academic level courses for students completing Science 10 who intend to enter a university program. The 30-level courses require the student to write a departmental exam worth 50% of the final course mark.

HELPFUL WEBSITES

The internet is possibly the most valuable resource available to facilitate the enhancement of science curriculum with current and locally relevant information. Most examples and activities described in the approved resources are applicable to Alberta, and as such are not very interesting to students in the Beaufort-Delta.

The following websites are some of the best and most pertinent to science education in the Beaufort-Delta:

<http://www.taiga.net>

Taiga Net is owned and operated by the Arctic Borderlands Ecological Knowledge Society, a non-profit organization registered in the Yukon Territory. The web sites on Taiga Net are developed co-operatively by Canadian, U.S., and territorial government agencies, First Nations government organizations, universities, co-management bodies, and non-profit societies.

The site contains current information on the Porcupine Caribou Herd, including information on herd movement obtained from a radio collaring program. In addition, there is information about waterfowl, wetlands and climate change in the arctic. The site also contains numerous helpful links.



<http://www.nwtclimatechangecentre.ca/>

The goal of the **NWT Climate Change Center** is to help communities, schools and other groups educate people about climate change. The Center delivers several programs throughout the year that are available for schools to join. They are also available to assist with the implementation of an adapted class or school-based climate change program.

<http://www.nwtwildlife.rwed.gov.nt.ca/>

This site, maintained by **Resources, Wildlife and Economic Development**, contains information on a comprehensive list of wildlife found in the NWT. For each species of mammal, bird or fish included there is a description of food, behavior, reproduction and economic status. Endangered species are identified, and conservation efforts described.



<http://iisd1.iisd.ca/casl/projects/inuitobs.htm>

Inuit Observations on Climate change is a project undertaken in collaboration with the elders in Sachs Harbour. This site describes the project, and gives information for obtaining the 45 min. video that was produced by the International Institute for Sustainable Development as part of the project.

<http://www.aea.nt.ca/>

The **Arctic Energy Alliance** is an NWT not-for-profit society that works to reduce the costs and environmental impacts of energy and utility services in the Northwest Territories. The website has information on energy conservation, climate change and renewable resources.



SCIENCE FAIR

The science fair has been identified as the priority activity in all schools in the region. This was agreed upon at the principal's meeting in April 2003. As a result, it will become compulsory for every student (grades 1 to 12) to complete a science project this year, and for every school to hold a local science fair. It is reasonable to assume that students in the lower elementary (gr. 1-3) are not yet able to complete individual projects, so it would be more appropriate for them to do class projects. Also, students in senior high who are not taking science courses will not have to participate. It is extremely important that students begin their projects early in the year. Contact Stacy Applejohn if you require assistance.

The Beaufort-Delta Education Council (BDEC) sponsors a regional science fair each year. Students from throughout the region are invited to attend and compete with each other for prizes and the chance to attend the Canada-Wide Science Fair (CWSF). All expenses are paid by BDEC for the CWSF trip, so this is an excellent opportunity to promote science by making it engaging and rewarding. Two students from Mangilaluk School were given an honorable mention at the 2003 CWSF in Calgary!

Students from grade four and above may compete at the regional fair, and students grade seven and above may qualify to attend the CWSF. The Beaufort-Delta Regional Science Fair is usually held in March/April with different communities hosting on a volunteer basis. It is important to plan to have a local science fair a week or two in advance of the regional in order to choose the projects that will represent the school at the regional science fair.

An information package on science fairs is available from the BDEC office. It contains everything from advice on organizing a local fair to an explanation of scientific method and pointers on teaching it to students of all ages. The addresses of some helpful websites are included to help with finding interesting topics.



PROJECT GLOBE



The Beaufort-Delta Education Council has recently become involved in a very exciting environmental monitoring project that can be used in conjunction with approved science, math and social studies curriculum at the elementary, junior high and senior high levels. Teachers throughout the region have access to **Project GLOBE** through the website www.globe.gov.

The website offers all teachers access to lesson plans, activities and software programs developed by project GLOBE. The project is led in the United States by a federal interagency program sponsored by NOAA, NASA, NSF, and EPA, in partnership with over 140 colleges and universities and non-government organizations. Internationally, GLOBE boasts the participation of over 95 countries, including Canada. The extent to which a teacher chooses to use GLOBE resources is their decision. No training is required to use most of the resources on the website, and it's free of charge.

Full participation in the project involves students performing environmental monitoring protocols, including such activities as maintaining a simple weather station, soil classification, and hydrology. The students then input their data on the GLOBE website, and other students and scientists all over the world have access to the information. Any teacher interested in incorporating these activities into their program must be trained by a certified GLOBE trainer in the protocols. A small amount of equipment is required, some of which has already been provided to each school in the Beaufort-Delta. We are very fortunate to have three certified GLOBE trainers in our region, so this is an excellent opportunity for professional development. Contact Stacy at 777-7199 for more details.

Please take the time to review the information available on the GLOBE website. This is a very valuable resource, and a great opportunity for teachers to bring practical, hands on activities into their classrooms, while introducing students to possibilities that exist for careers in research and environmental science. The following articles summarize the purpose of project GLOBE and the steps being taken in Canada to implement it.

The Globe Overview:

Global Learning and Observations to Benefit the Environment (GLOBE) is a hands-on international environmental science and education program. GLOBE links students, teachers, and the scientific research community in an effort to learn more about our environment through student data collection and observation.



The goals of GLOBE are:

- to enhance the environmental awareness of individuals throughout the world;
- to contribute to scientific understanding of the Earth; and
- to help all students reach higher levels of achievement in science and mathematics.

Students from the ages of approximately five through eighteen years in schools throughout the world conduct a continuing program of scientifically meaningful environmental measurements. GLOBE students transmit their data to a central data processing facility via the Internet, receive vivid images composed of their data and data from other GLOBE schools around the world, acquire information from a variety of sources, and collaborate with scientists and other GLOBE students and communities worldwide in using these data for education and research.

The measurements taken by the GLOBE students serve two important purposes. First, participating scientists use these data in their research programs to improve our understanding of the global environment. Second, students not only learn how to carry out a scientifically rigorous program of Earth observations, but also learn to use their own measurements, together with data from other GLOBE schools, as a key part of their study of environmental science. Through contact with and mentoring by scientists, the students receive feedback about the value of their data sets in world class scientific research.

GLOBE provides extensive educational materials to enrich the learning experience of participating students. These materials include a wide variety of classroom and field activities to help students

place their measurements in a broader context and relate their own local observations to global environmental issues.

Using state-of-the-art technology, GLOBE creates a forum for students to communicate with their peers around the world, thus fostering alliances among students and increasing not only their environmental understanding but also their understanding of other cultures and their sense of global community.

The following article on the ongoing implementation of GLOBE in Canada appears on the GLOBE website:

Canada Stretches for Success

Canada, a vast country covering nearly 10 million square kilometers and flanked by three oceans, has been spreading the word of GLOBE through years of local, provincial and territorial efforts.

The Canadian activists connected a network of trainers and teachers so although separated by great distances and sometimes only reached by plane or boat, they can get support and guidance from GLOBE Canada. More than 20 educators were trained at two International GLOBE Workshops this past summer, bringing the total number of trainers in Canada to 35. The trainers, spread throughout Canada, are the strong foundation for new and existing GLOBE teachers, trainers and students.

“Working with GLOBE in the Arctic has been a pleasure because of the program’s relevance, its communication tools and the quality of its experiential science that meet the needs of the Arctic’s diverse peoples. GLOBE as a program has been embraced by northerners, excited students in schools, teachers, and administrators all the way to receiving substantial support from the federal government agencies and indigenous groups and First Nations,” said Hardy.

This autumn saw a flurry of GLOBE workshops and presentations in British Columbia, Alberta,

Manitoba, Newfoundland, Nunavut, NWT and Yukon. Partnerships are being explored with universities, research institutes, businesses, Parks Canada, EMAN, Ducks Unlimited, and more.

There are now over 250 GLOBE teachers in 133 GLOBE schools in Canada. As Cate said, “With a country coordinator and 35 trainers in eight of the provinces and territories, regional and national networks are now a reality - training more teachers, providing support to GLOBE teachers, and connecting more Canadians to their environment.”

ELEMENTARY LEVEL SCIENCE COURSES

This year the Beaufort-Delta Education Council has decided on optional implementation of the new K-6 Science and Technology Curriculum. This curriculum is based on the Pan Canadian Science Framework and replaces the very dated NWT program. For schools that decide to implement the new curriculum the following year, it is recommended they use the Scholastic Pan Canadian Science Resources developed for the Ontario program. This is a spiral curriculum similar to math.

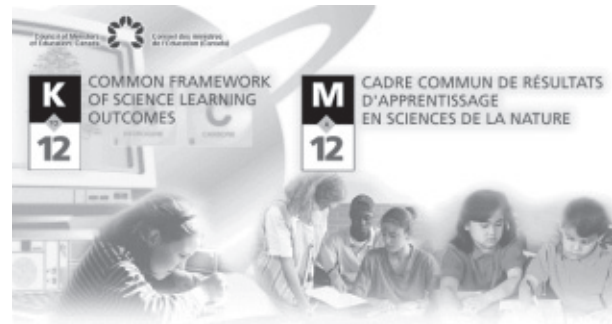
The new curriculum will contain certain italicized activities, which are the ones emphasized in order to condense the 5 module program. It would help teachers to deliver the science program in a timely fashion and allow the “Big Ideas” to be covered.

Each strand has approximately 10 – 12 “hands-on” activities with multi-learning outcomes. Due to this overlap in learning outcomes teachers may omit some of the activities. This allows teachers more flexibility in the delivery of the curriculum as well as time to infuse local culture and meet the goal of a mandatory a Science Fair Project for each student. It is, however encouraged that each teacher attempt to do as many

activities as possible because it is felt that “hands-on” activities is the best method to deliver a science curriculum. (Teachers can also follow the italicized activities mentioned above)

The Department of Education will be providing reference materials to use in conjunction with the new curriculum to make the program more locally relevant and help to integrate Dene Kede, and Inuuqatigiit into the program.

The Pan-Canadian document is simply a framework for curriculum developers containing only general learning outcomes. The Document is available online at: <http://www.cmec.ca/science/framework/>. It is the responsibility of each province and territory to develop their specific learning outcomes to fit within the framework. This is now completed.



STRANDS AND TOPICS: SCIENCE AND TECHNOLOGY, GRADES K-6

Grade	Life Systems	Matter and Materials	Energy and Control	Structures and Mechanisms	Earth and Space Systems
Kindergarten	Senses and the body	Creating Colour	Keeping Warm	Machines Around us	Dinosaurs
1	Character and Needs of Living Things	Characteristics of Objects and Properties of Materials	Energy in our Lives	Everyday Structures	Daily and Seasonal Cycles
2	Growth and changes in Animals	Properties of Liquids and Solids	Energy from Wind and Water	Movement	Air and Water in the Environment
3	Growth and changes in Plants	Magnetic and Charged Materials	Forces and Movement	Stability	Soils in the Environment
4	Habitat and Community	Materials that Transmit, Reflect or Absorb Light or Sound	Light and Sound Energy	Pulleys and Gears	Rocks, Minerals and Erosion
5	Human Organ Systems	Properties of Change in Matter	Conservation of Energy	Forces Acting on Structures and Mechanisms	Weather
6	Diversity of Living Things	Properties of Air and Characteristics of Flight	Electricity	Motion	Space

Addison Wesley will be the key resource to deliver curriculum outcomes and will soon be available for purchase via the web. A key feature of the Addison Wesley resources are the Teacher's Resource Manuals for each grade because they each contain a one sheet unit planner per strand.

The Beaufort – Delta Education Council will provide an Addison Wesley “materials” list for teachers. The list contains all of the items needed to deliver the “activities” by grade level. The list is based on the fact that all materials should be available in even the most remote communities.

The materials are also very economical for purchase. For example Styrofoam cups are used instead of expensive glassware. However, very few items may not be available in more remote communities such as magnets and compasses and as a result will be more expensive. These “Activity” materials could be placed in a Rubbermaid bin and shared with other classrooms in large schools in order to limit costs. The purchase and organization of the “activity” materials is the

responsibility of each school. The “activity” materials are also available to be purchased as a package by grade level. The company name is to be announced but is not affiliated with the Business Incentive Policy (BIP).

Ninety hours of instruction is the recommended allotment of time for science at each grade level for K-6 per year. Fourteen to eighteen hours of science instruction is needed to deliver each of the five modules for each grade level.

RECOMMENDATIONS FOR TEACHERS

- First plan when to deliver each module.
- Use the Addison Wesley materials list to save time ordering or purchasing items.
- Store materials by module and grade level in a Rubbermaid bin.
- Once a module is completed the teacher replenishes the bin.
- Each school needs to decide on how bins are to be stored and if sharing the bins is the preferred method over purchasing all materials for each classroom.

- Duplication of materials will be necessary for fall modules.
- Use the inventory sheet in each bin.
- Use websites included in the new curriculum to infuse a northern aspect as an alternative to “southern” topics.
- When ordering materials it may be an option to fax the list to a discount store in Yellowknife (i.e. Wal-Mart) and have it shipped.

All Pan-Canadian Science Place resources (above) are available from:

The Manitoba Textbook Bureau
Box 910
Souris, Manitoba
R0K 2C0

Phone (outside Manitoba & Saskatchewan) 1-204-483-5040
Fax: 1-204-483-5041

Webpage: <http://www.mtbb.mb.ca/catalogue/en/>

JUNIOR HIGH SCIENCE PROGRAM

Grades 7 to 9 Overview

Students graduating from NWT schools require the scientific and related technological knowledge and skills that will enable them to understand and interpret their world and become productive members of society. They also need to develop attitudes that will motivate them to use their knowledge and skills in a responsible manner. Science programs provide opportunities for students to develop the attributes that they need to explore interests and prepare for further education and careers.



With the implementation of new junior high science curriculum (grade seven, eight and nine in 2002), comes an opportunity to greatly improve the quality of science education that students in the Beaufort-Delta receive. New textbooks and teacher resources offer a fresh, current perspective on today's issues in science, complete with labs and activities. Grade 7 and 8 implementation is mandatory for fall 2002, and we have chosen to pilot the grade 9 (recognizing that many teachers have split classes that include grade 7, 8 and 9 together). All grade 7 and 8 textbooks and teacher resource manuals were sent to the schools by ECE in the spring of 2002, and the grade 9 materials were ordered. They will be sent from board office as soon as they arrive (hopefully in August, 2002).

The time allotment for junior high science is 9%, which translates to about 140 minutes per week. It is

advisable that scheduling for science classes be somewhat flexible where possible, as some labs and activities will require more time to complete than others. It is of vital importance that the junior high science program be delivered in such a manner that students gain knowledge through hands-on practical activities, rather than simply reading the textbook and taking notes. This will help to prepare students for success in the sciences at the high school level.

Junior High Science Courses Grades 7, 8 and 9

The full curriculum documents can be downloaded from the Alberta Education website at the address: http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/

Program Rationale and Philosophy:

Foundation 1

Science, Technology and Society (STS) – Students will develop an understanding of the nature of science and technology, the relationships between science and technology, and the social and environmental contexts of science and technology.

Foundation 2

Knowledge – Students will construct knowledge and understandings of concepts in life science, physical science and Earth and space science, and apply these understandings to interpret, integrate and extend their knowledge.

Foundation 3

Skills – Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively and for making informed decisions.

Foundation 4

Attitudes – Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society and the environment.

Science 7 Units

- Unit A: Interactions and Ecosystems (Social and Environmental Emphasis)
- Unit B: Plants for Food and Fibre (Science and Technology Emphasis)
- Unit C: Heat and Temperature (Science and Environment Emphasis)
- Unit D: Structures and Forces (Science and Technology Emphasis)
- Unit E: Planet Earth (Nature of Science Emphasis)

Science 8 Units

- Unit A: Mix and Flow of Matter (Science and Technology Emphasis)
- Unit B: Cells and Systems (Nature of Science Emphasis)
- Unit C: Light and Optical Systems (Nature of Science Emphasis)
- Unit D: Mechanical Systems (Science and Technology Emphasis)
- Unit E: Freshwater and Saltwater Systems (Science and Environment Emphasis)

Science 9 Units

- Unit A: Biological Diversity (Social and Environmental Emphasis)
- Unit B: Matter and Chemical Change (Nature of Science Emphasis)
- Unit C: Environmental Chemistry (Social and Environmental Emphasis)
- Unit D: Electrical Principles and Technologies (Science and Technology)
- Unit E: Earth and Space Systems (Nature of Science Emphasis)

Approved Resources: Science 7 , 8 and 9

The new curriculum offers a choice of two textbook series, each with 100% curriculum fit. All resources can be ordered from the LRC catalogue. A print version of the catalogue should be available in your school. Their customer service number is (780) 427-5775. The website address is www.lrc.learning.gov.ab.ca

Science in Action Series

Publisher: Addison-Wesley Longman

**Science Focus**

Publisher: McGraw-Hill Ryerson



Available supplemental resources for both series include:

Websites: www.pearsoned.ca/scienceinaction
www.mcgrawhill.ca

Test Banks (CD-ROM)

Blackline masters and Transparencies (CD)

Video Packages

Teacher Resource Package:

- Annotated student note book pages
- Teaching suggestions
- Lab activities
- Black line masters
- Colour transparencies
- Video package
- Assessment

SENIOR HIGH NON-ACADEMIC LEVEL SCIENCE COURSES

Science 15 and Science 25

The senior high non-academic level science courses were developed by the Northwest Territories Department of Education, Culture and Employment to replace the Alberta courses Science 14 and Science 24. The curriculum can be obtained from the BDEC office. Please note that this program is being replaced with new curriculum beginning in 2004. It was generally considered that although the 15-25 programs allows students to meet the credit requirements for high school graduation, it does not offer the option of continuing studies in science in Grade 12. The courses do not meet entry requirements for post secondary programs related to science. This does not help to promote the post secondary options that non-academic students can pursue in the field of science.

The major goals of the NWT Science 15-25 program are:

- to develop in students an understanding of the big interconnecting ideas and principles that transcends and unifies the natural science disciplines.
- to provide students with an enhanced understanding of the scientific world view, inquiry and enterprise
- to help students attain the level of scientific awareness essential for all citizens in a scientifically literate society
- to provide students with relevant learning opportunities that prepare them for meeting the demands of the workplace
- to provide students with the opportunity to acquire knowledge, skills and attitudes that contribute to personal development

Science 15 Units of Study

- Unit 1: An Investigation of Matter
 Unit 2: Investigative Matter and Energy in Living Systems
 Unit 3: Understanding Energy Transfer Technologies
 Unit 4: Investigating Matter and Energy in the Environment

Science 25 Units of Study

- Unit 1: Environmental Disruptions to Living Systems
 Unit 2: Applications of Matter and Chemical Change
 Unit 3: Understanding Common Energy Conversion Systems
 Unit 4: Energy, Change and Transportation Safety

Approved Resources:

1. Prentice Hall Science, Prentice Hall, 1993.

This resource consists of 19 hardcover modules relating to different topics in science. Ten of the modules have a good correlation with topics in science 15-25. This resource has the best potential as a

basic resource for NWT Science 15-25. The recommended modules are as follows:

Ecology: Earth's Living Resources
 Chemistry of Matter
 Human Biology and Health
 Exploring Earth's Weather
 Heat Energy
 Motion, Forces and Energy
 Cells: Building Blocks of Life
 Matter: Building Block of the

A teacher resource package for each module is also available, including: Teacher's Edition, audio tape, activity book, review, lab manual, tests.



2. Individualized Science Instruction System (ISIS),
Globe/Modern Curriculum

Press, 1989.

The revised versions are the basic resources for science 16-26 (listed under the Integrated Occupational Program section of the LRC catalogue), as well as for the NWT science 15-25. The recommended modules are as follows:

Household Science
Investigating the Environment
Science, Technology and You
Your Body in Balance
Arrive Alive
Materials and Molecules
Disease Defense
Energy for Living
Earth Changes
Food Power
Everybody Talks About the Weather

There are also evaluation and resource packages for each module.

Note: Pearson Education is the distributor for Prentice Hall Science, but the ISIS texts are no longer in print. If you locate them at your school, they will still be of use to you until the implementation on the new grade 10 science curriculum in 2003. The phone number for Pearson Education is 1-800-567-3800.

EXPERIENTIAL SCIENCE 20

Arctic Marine Systems

Affectionately known as “Oceans 11”, Experiential Science 20 is available for pilot in Beaufort-Delta schools for the 2004/2005 school year. The course was developed by the Department of Fisheries and Oceans (DFO) for use in the Northwest Territories, Yukon and Nunavut. It is a very practical ecology course with a large lab and field work component, targeted at students who would have taken Science 15/25, and have an interest in biology. Although the course is coded at the grade 11 level, there are no prerequisites, and all of the experiential courses can be taken in any order once they are implemented.

This course may at this point be offered in place of Science 25. The alpha versions of the teacher

and student resources are available from Stacy Applejohn at the BDEC office. These resources are also available on CD.

Experiential 20 Units of Study:

Module 1:	Oceans, Structure & Motion
Module 2:	Ecosystem Principles
Module 3:	Living Organisms
Module 4:	Habitats
Module 5:	Human Use & Governance

SENIOR HIGH ACADEMIC LEVEL SCIENCE COURSES

Overview

The senior high academic level science courses are 5 credit courses and a minimum of 125 hours is required to be scheduled for their delivery. These courses are intended for students who plan to pursue post secondary education in the fields of science, science-related occupations, math or engineering.



The senior high academic science program begins with Science 10, which is a broad scope science course comprised of biology, chemistry and physics modules. After Science 10, the program becomes more specialized, allowing the students the choice of taking biology, chemistry or physics courses in Grade 11 and 12.

All students completing 30-level (Grade 12) academic science courses must write the Alberta Learning diploma exams. The exam is worth 50% of the final mark, and must be written and supervised in the school on the specified exam dates that are scheduled by Alberta Learning. The exam dates are circulated to schools in the Beaufort-Delta region early in the year so that students may register to write them, and the exams are sent from Alberta at the appropriate time. Exam dates may also be accessed in the NWT Senior Secondary School Handbook 2002-03 and from the Alberta Learning website at:

http://www.learning.gov.ab.ca/k_12/testing/diploma/dip_gib/dip_toc.htm

Previous diploma examinations are archived on the Alberta Learning website, along with answer keys. They can be downloaded from the site at:

http://www.learning.gov.ab.ca/k_12/testing/diploma/examskeys/previous_dip.asp

Major Themes

All of the senior high academic level courses utilize common major themes to emphasize the interconnections among the three major areas of science (biology, chemistry and physics), and to illustrate the connections between abstract theories and the real world.

These themes include:

Change: how all natural entities are modified over time, how the direction of change might be predicted and how some changes can be controlled

Diversity: the array of living and non-living forms of matter and the procedures used to understand, classify and distinguish those forms on the basis of recurring patterns

Energy: the capacity for doing work that drives much of what takes place in the universe through its variety of interconvertible forms

Equilibrium: the state in which opposing forces or processes balance in a static or dynamic way

Matter: the constituent parts, and the variety of states of the material in the physical world

Systems: the interrelated groups of things or events that can be defined by their boundaries and in some cases by their inputs and outputs



SCIENCE 10

Program Overview

The curriculum document for these courses can be downloaded from the Alberta Education website at www.learning.gov.ab.ca/k_12/curriculum/bySubject. There will be a new curriculum and resources available in January 2004. In the event that you are teaching Science 10 in the fall of 2003, please use the information below. If you are offering the course after January, please contact Stacy Applejohn (First-class, or 777-7199) for more information on the new program.

The Science 10 program emphasizes four of the key concepts of science: *change, energy, matter, diversity* and *systems*. The concepts of *diversity* and *equilibrium* and included as well but receive less emphasis. In addition to developing a solid understanding of the fundamental science concepts and principles, Science 10 has the goal of educating students about the nature of science and technology, and their impact on society.

Science 10 Units of Study:

- Unit 1: Energy from the Sun
- Unit 2: Energy and Matter in Living Systems
- Unit 3: Energy and Matter in Chemical Change
- Unit 4: Change and Energy

Approved Resources:

All approved resources can be ordered from the LRC catalogue. The catalogue is now on the web at www.lrc.learning.gov.ab.ca. A print version of the catalogue should be available in your school. Their customer service number is (780) 427-5775.

Text: *Visions 1*

Supplemental resources for text:

- Test bank (LXR)
- Teacher's resource guide
- Videos
- Blackline masters
- Science 10 Homework and Assignment Manual

BIOLOGY 20/30

Program Overview

The curriculum document for these courses can be downloaded from the Alberta Education website at www.learning.gov.ab.ca/k_12/curriculum/bySubject.

The Biology 20-30 program emphasizes the science themes: *change, diversity, energy, equilibrium, matter* and *systems* as they relate to biology. These themes provide a means of showing the connections among the units of study in both courses of the program, and provide a framework for students to learn how individual sections of the program relate to the “big picture” in science.

The goals of the Biology 20-30 program include:

- Developing a solid understanding of scientific concepts and principles
- Education about the nature of science and technology
- Education about the interaction between biology and technology
- Building awareness of the impact of biology and associated technology on society
- Building an awareness of the roles and limitations of biological science

Biology 20 Units of Study:

- Unit 1: The Biosphere
- Unit 2: Energy Flows and Cellular Matter
- Unit 3: Energy and Matter Exchange in Ecosystems
- Unit 4: Energy and Matter Exchange by the Human Organism

Biology 30 Units of Study:

- Unit 1: Systems Regulating Change in Human Organisms
- Unit 2: Reproduction and Development
- Unit 3: Cells, Chromosomes and DNA
- Unit 4: Change in Populations and Community

Approved Resources:

All approved resources can be ordered from the LRC catalogue. Please note that the same

resources are used in both Biology 20 and Biology 30. The catalogue is now on the web at www.lrc.learning.gov.ab.ca. A print version of the catalogue should be available in your school. Their customer service number is (780) 427-5775.

Text: *Nelson Biology (Alberta Edition)*
(most schools use this as primary textbook)

Nelson Thompson Learning
Biology Directions (some schools use this as supplemental resource)

Nelson Thompson Learning

Supplemental resources for both texts:

- Test bank (LXR)
- Teacher's resource guide
- Videos
- Blackline masters
- Lab manual

**CHEMISTRY 20/30****Program Overview**

The curriculum document for these courses can be downloaded from the Alberta Education website at www.learning.gov.ab.ca/k_12/curriculum/bySubject. The Chemistry 20-30 program emphasizes an understanding of themes that transcend the discipline boundaries, and show the unity among the natural sciences, including: *Change, Diversity, Energy, Equilibrium, Matter* and *Systems* as they relate to chemistry.

Chemistry 20 Units of Study:

- Unit 1: Matter as Solutions, Acids, Bases and Gases
- Unit 2: Quantitative Relationships in Chemical Changes
- Unit 3: Chemical Bonding in Matter
- Unit 4: The Diversity of Matter – An Introduction to Organic Chemistry

Chemistry 30 Units of Study:

- Unit 1: Thermochemical Changes
- Unit 2: Electrochemical Changes
- Unit 3: Equilibrium, Acids and Bases in Chemical Changes

Approved Resources:

All approved resources can be ordered from the LRC catalogue. Please note that the same resources are used in both Chemistry 20 and Chemistry 30. The catalogue is now on the web at www.lrc.learning.gov.ab.ca. A print version of the catalogue should be available in your school. Their customer service number is (780) 427-5775.

Text: *Nelson Chemistry (National Edition)*
Nelson Thompson Learning

Supplemental resources:

- Test bank (LXR)
- Teacher's resource guide
- Videos
- Blackline masters
- Lab manual

Please note that there are some very helpful resources available in the Alchem 2000 Chemistry Series and the Addison Wesley Chemistry Series, all of which are also available from the LRC catalogue.

PHYSICS 20/30

Program Overview

The curriculum document for these courses can be downloaded from the Alberta Education Website at www.learning.gov.ab.ca/k_12/curriculum/bySubject.

The Physics 20-30 program emphasizes the science themes: *Change, Diversity, Energy, Equilibrium, Matter* and *Systems* as they relate to physics. These themes provide a means of showing the connections among the units of study in Physics 20 and Physics 30, as well as emphasizing the relationship between the physics concepts explored in these courses and the “big picture” in science.

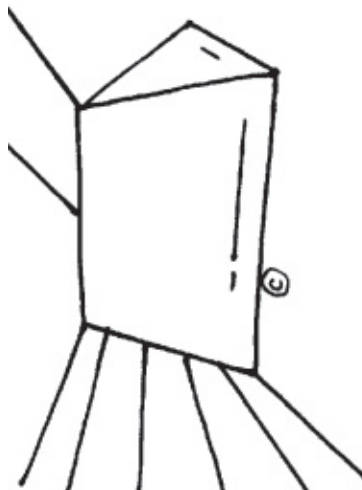
The focus of this program is on helping students understand the physics principles behind the natural events they experience and the technology they use in their daily lives. Students will be made aware of the tremendous impact of physics and associated technology on society, as well as the roles and limitations of the physical sciences.

Physics 20 Units of Study:

- Unit 1: Kinematics and Dynamics
- Unit 2: Circular Motion and Gravitation
- Unit 3: Mechanical Waves
- Unit 4: Light

Physics 30 Units of Study:

- Unit 1: Conservation Laws
- Unit 2: Electric Forces and Fields
- Unit 3: Magnetic Forces and Fields
- Unit 4: Nature of Matter



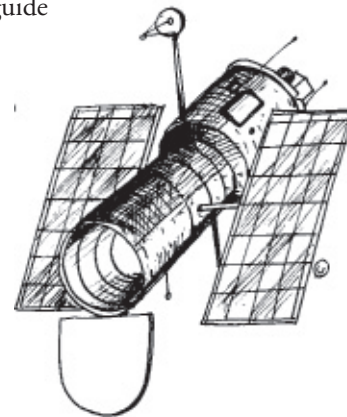
Approved Resources:

All approved resources can be ordered from the LRC catalogue. The same text may be used for both Physics 20 and Physics 30. The catalogue is now on the web at www.lrc.learning.gov.ab.ca. A print version of the catalogue should be available in your school. Their customer service number is (780) 427-5775.

Text: *Fundamentals of Physics (Combined Edition)*
 From: Heath Physics Series
Merrill Physics: Principals and Problems (Canadian Edition)
 Pearson Education Canada

Supplemental resources:

- Test bank (LXR)
- Teacher's resource guide
- Videos
- Blackline masters
- Lab manual
- Study guide



SAMPLE YEAR PLANS

Course: Biology 30, Fall Semester 2001-2002

Teacher: John Doe

School: Samuel Hearne Secondary

Text: Nelson Biology

Course Objective:

Biology is the study of life and living systems from the molecular level to the biosphere. Through the study of biology, students are given the opportunity to explore and understand the natural world and become aware of the profound influence of biology in their lives. Due to the increasingly rapid pace at which biological research is proceeding, mankind is reaching new frontiers in the field that bring with them many ethical issues that society must contend with.

It is integral that the youth of today possess the awareness essential for all citizens in a scientifically literate society, allowing them to formulate personal and informed opinions on today's scientific issues. In this course, students will explore many of these issues, and gain the knowledge that is fundamental to their development as the decision makers of tomorrow.

Course Outline:

Unit 1 » Systems Regulating Change in Human Organisms

Dates: August 27 – September 28

Topics:

The Nervous System (Chapter 15 and 16)

- the structure and function of neurons, action potentials, synapses
- the reflex arc
- nervous system organization
- the central nervous system
- the senses
- **Northern Connections:** the eye and snow blindness, traditional design of snow goggles
- **Labs:** Microscopy – Neurons, Testing Reflexes, The Ear and Balance, Cow Eye Dissection

The Endocrine System (Chapter 14)

- principal endocrine glands and their hormones

- metabolic roles of hormones
- the endocrine system and homeostasis
- connections between endocrine system and central nervous system
- diseases/disorders of the endocrine system
- **Research Assignment:** Why is diabetes so prevalent in our community?

Unit 2 » Reproduction and Development

Dates: October 1 – November 2

Topics:

Physical Development (Chapter 17 and 19)

- hormonal and chromosomal factors in the formation of primary and secondary sexual characteristics in utero
- structure and function of male and female reproductive systems
- sexually transmitted diseases and their effect on reproductive system
- **Labs:** Microscopy – human ovary and sperm

Chemical Control of Reproductive System

- role of hormones in regulation of primary and secondary sexual characteristics
- female hormones and their role in the ovulatory cycle
- male hormones and their role in sperm production
- comparison of cyclical patterns of reproduction in humans with that of non-primates

Cell Differentiation and Development

- fertilization, implantation, extraembryonic membrane formation and embryonic development and hormonal control of these processes
- fetal development and influence of environmental factors on fetal development
- reproductive technology methods
- **Research Assignment:** The Ethics of Modern Reproductive Technology Methods

Unit 3 » Cells, Chromosomes and DNA

Dates: November 5 – December 7

Topics:

Cell Division and Sex Cell Maturation

- events of cell cycle, chromosomal behavior in mitosis and meiosis
- spermatogenesis and oogenesis
- nondisjunction and crossing over
- fraternal and identical twins
- diversity of reproductive strategies in different organisms
- **Labs:** Microscopy – Cell Division in Onion Root Tip

Classical Genetics (Chapter 20)

- illustrating rules of gene segregation and independent assortment using punnett squares
- crossing over and gene linkage
- sex chromosomes vs. autosomes, sex linkage
- **Labs:** Analysis of Karyotypes

Molecular Genetics (Chapter 21, 22, 23)

- Watson-Crick DNA model
- DNA replication, RNA transcription and translation
- restriction enzymes and their use in biotechnology for genetic transformation
- mutation as a source of genetic variability
- **Research Assignment:** Gene Therapy

Unit 4 » Change in Populations and Communities

Dates: December 10 – January 25

Topics:

The Gene Pool (Chapter 24)

- Hardy-Weinberg equilibrium
- conditions that alter gene pool composition
- evolution and speciation
- **Research Paper:** Inbreeding Depression and the Right Whale – The Bottleneck Theory (Northern Connections : What About Bowheads?)

Population Interactions (Chapter 25)

- symbiotic relationships, interspecific and intraspecific competition and their influence on population dynamics

- predator/prey relationships
- primary and secondary succession
- **Northern Connections:** Analysis of Gause's Principle and Caribou/Muskox Population Dynamics, Analysis of Wolf Population Dynamics vs Porcupine Caribou Herd Population

Quantitative Population Changes

- factors influencing population growth
- biotic potential and carrying capacity
- population growth patterns (r and K strategies, J and S curves)

Course Evaluation:

Biology 30 is divided into four units, each comprising 25% of the final class mark. The final class mark is worth 50% of the final course mark, with the departmental exam mark constituting the other 50%. The mark breakdown for each unit is as follows:

Labs and Research Assignments	50%
Quizzes	10%
Unit Test	40%

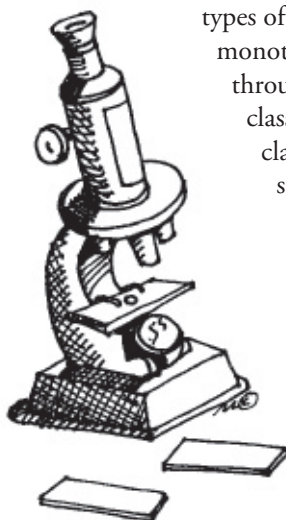
Technology in the Classroom:

In this course, extensive use of the internet is employed to research topics for major papers, and students are taught methods to maximize internet search efficiency. Microscopes are used in labs. Finally, modern biotechnology procedures are studied, however, it would be much too costly to demonstrate these procedures in the lab.

Instructional Approach

Each class is 80 minutes in length. There are three types of classes which are employed to break the monotony of constant lecturing and seat work throughout the year. The first type is the lecture class. Approximately 30 to 40 minutes of the class is used to introduce a topic, present summary notes on the topic, and for class discussion. The remaining class time is spent on an activity from the textbook, usually involving reading about the topic and answering a set of questions, which are reviewed the following day.

The second type is the lab class. Approximately 15-20 minutes of class



time is spent introducing the lab and giving instructions. During the remainder of the class the student completes the lab independently. As this is a 30-level academic course, students are given little assistance in the completion of the lab. They are encouraged to follow written instructions, in an effort to help them build confidence and decrease their reliability on constant teacher assistance. This is important for students planning to attend post secondary education, where it is often important to be somewhat independent.

Finally, the third type of class is devoted to independent research. Once again, it is important for students who plan to attend college or university to cultivate solid research skills. They are given instruction in correct format for research papers, with an emphasis on proper referencing techniques.

SAMPLE YEAR PLANS

Course: Science 15
Teacher: John Doe
School: Samuel Hearne Secondary
Text: Prentice Hall Science, Prentice Hall, 1993. (Series)

Course Objectives:

- to develop in students an understanding of the big interconnecting ideas and principles that transcends and unifies the natural science disciplines.
- to provide students with an enhanced understanding of the scientific world view, inquiry and enterprise
- to help students attain the level of scientific awareness essential for all citizens in a scientifically literate society
- to provide students with relevant learning opportunities that prepare them for meeting the demands of the workplace
- to provide students with the opportunity to acquire knowledge, skills and attitudes that contribute to personal development

Course Outline:

Unit 1 » An Investigation of Matter

Dates: August 29 – Sept. 28

Texts:

Matter, Building Blocks of the Universe
Matter can be classified as either a pure substance or a mixture.

- classification of matter
- properties of matter
- physical change
- chemical change

Chemistry of Matter

Solutions are composed of a solute dissolved in a solvent. Solutions of acids and bases have distinctive properties.

- elements and the periodic table
- compounds and nomenclature
- balancing chemical equations
- acids and bases

Unit 2 » Investigation of Matter and Energy in Living Systems

Dates: October 1 – October 31

Texts:

Cells – Building Blocks of Life

The cell is the basic unit of living systems.

Cells, tissues, organs, organ systems, and organisms, as systems, share common life functions.

- cell organelles
- plant vs animal cells
- microscopy
- active/passive transport

Human Biology and Health

The human organism's digestive and excretory systems are structurally designed to exchange matter and energy with the external environment.

The life functions of the human organism, as a system, assist in the maintenance of internal homeostasis with the external environment

- nutrition
- the digestive system parts and function
- diseases of the digestive tract
- the excretory system parts and function
- diseases of the excretory system

Unit 3 » Understanding Energy Transfer Technologies

Dates: November 1 – November 30

Texts:

Motion, Forces and Energy

Forces that cause objects to move are another way of transferring energy from one object to another.

- describing motion
- calculating and graphing speed
- velocity, acceleration and momentum

- force and work
- simple machines

Heat Energy

Heating is a means of transferring energy.

The transfer of thermal energy can be measured in joules.

- types of heat transfer
- calculating heat lost and gained
- temperature vs heat
- kinetic molecular theory and phase changes

Unit 4 » Investigating Matter and Energy in the Environment

Dates: December 3 – January 18

Text:

Ecology, Earth's Living Resources

Energy from the sun, flowing through living systems

perpetuates the biosphere's steady state of equilibrium.

The cycling of matter through living systems perpetuates the biosphere's steady state of equilibrium.

The biosphere is composed of a variety of ecosystems, each with distinctive biotic and abiotic factors demonstrating that their structure is determined by the nature of their matter and energy exchange.

- ecosystems
- feeding relationships
- biomes
- destruction of biomes

Evaluation:

Each module is worth 20% of the final mark. The final exam makes up the last 20% of the course mark.

The mark breakdown for each module is as follows:

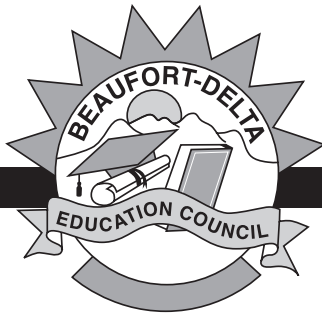
Quizzes	10%
Labs	40%
Assignments/Homework	20%
Module Test	30%

There is a strong focus on practical laboratory work in this course. Students will complete on average 1 – 2 lab activities per week, in order to help students gain an appreciation for scientific method. The lab activities have been specially chosen to support the curriculum topics. The emphasis on lab work allows students who do not perform well on written tests and exams to succeed in this course.

Technology in the Classroom:

In this course, the internet is employed to research topics for major papers, and students are taught methods to maximize internet search efficiency.

Microscopes are used in labs.



SECTION 13

SOCIAL STUDIES

KINDERGARTEN TO GRADE 12

For Social Studies curriculum support
call Bill Gowans at 777-7421

The Social Studies curricula mandated for use in the Northwest Territories are:

Elementary Social Studies Curriculum Guide – NWT Education 1993 – for Grades 1 – 6

Civics in the Elementary Social Studies Curriculum – Teachers' Resource Book – NWT Education 1992 – for Grades 1 – 6

Social Studies Curriculum Junior High – draft 1994 – NWT Education

Civics in the Junior Secondary Social Studies Curriculum and Resource List – NWT Education 1998 – for grades 7 – 9

Land Claims Preserving Northern Cultures – Grade 5 – WACIC – teaching unit

The Western Canadian Protocol for Social Studies has developed a Social Studies Curriculum Framework that was originally slated for initial implementation for grades K–9 in 2002-2003. The project has been put on hold.

CURRICULUM NOTES

The Social Studies curriculum currently being followed is based on the following document from NWT Education:

Elementary Social Studies Curriculum Guide
NWT Education 1993 – for grades 1 – 6

Civics in the Elementary Social Studies Curriculum
Teachers Resource Book – NWT Education 1992 – for grades 1 – 6

Locally developed resource available for Social Studies – Grade 4 level Strand Four:

Theme A: How our Local and Regional People Lived Long Ago – Dene and Inuit

Theme B: Our Changing Communities

Theme C: The Face of the North

Theme D: Current Events

Social Studies Curriculum Junior High (English Program as of Nov., 1994)

Single Grade Scope and Sequence

Follow the scope and sequence as outlined in the curriculum guides

Split Grades Scope and Sequence

Year 1 – A/7, B/8, C/7

Year 2 – A/8, B/7, C/8

Grade 9 – continue to use the third strand (C)

A scope and sequence wall chart is also available

**SOCIAL STUDIES CURRICULUM
GRADE 7**

Theme A – Geography of Circumpolar World; will recommend Eng. L. Arts teacher to use excerpts from English Circumpolar text in L. Arts at sametime as this theme is being taught

Theme B – will use same concepts as NWT theme B but will focus on Japan for content

Theme C – Connections: Canada and the World – will be viewed through weekly current events focus

A new resource for the grade 7 level is ‘The Northern Circumpolar World’ by Bob MacQuarrie (Reidmore Books 1996) and an accompanying Teacher Resource Book.

**SOCIAL STUDIES STRAND SEVEN
TEACHING RESOURCES**

The YCS French Immersion Program follows the NWT approved curriculum in this subject area. At the grade 10 – 12 levels, the NWT/Alberta Program of Studies is followed.

Books

The Northern Circumpolar World, Bob MacQuarrie, Reidmore Books Inc., Edmonton

The Arctic World Series: The Arctic Land; Arctic Community; Arctic Animals; Arctic Whales and Whaling; Crabtree Publishing Company, Toronto, 1988 – especially Theme A – are there further books in the series?

The Commonwealth of Independent States, Mary Jane Behrends Clark, The Millbrook Press, Brookfield, Conn., 1992

The Sami People; Davvi Girji, Nordic Sami Institute, N-9520 Kautokeino, Norway

Periodicals

Above and Beyond: Inflight Magazine for First Air; Box 2348, Yellowknife, NT X1A 2P7 – 4 issues per year

Arctic Circle; Nortext, Box 8, Iqaluit, NT X0A 0H0 – six issues per year

Arctic: Journal of the Arctic Institute of North America; University of Calgary, 2500 University Drive NW, Calgary, AB T2N 1N4

Information North; Arctic Institute of North America; University of Calgary – 4 issues per year

Northern Perspectives; Canadian Arctic Resources Committee, 1 Nicholas Street, Suite 412, Ottawa, ON K1N 7B7

Film and Videos

Karvonen Films, 373 Wyecliff, 22560 Wye Road, Sherwood park, AB T8A 4T6, Tel: 403-467-7167, Fax: 403-467-7162

National Film Board of Canada, Canada Place, Room 120, 9700 Jasper Avenue, Edmonton, AB T5J 4C3, Tel: 403-495-3010 or NFB Library 1-800-267-7710

Resources Useful for Civics

Tradition and Change: The Jacaranda Press; John Wiley and Sons; ISBN 0-7016-1765-X

Canadians Responding to Change; 1990; Parsons and Jamieson; Reidmore Books (LRDC)

Technology and Change in Canada; 1990; Vans et al; Weigl Educational Publishers Ltd.; (LRDC)

**SOCIAL STUDIES STRAND EIGHT
TEACHING RESOURCES****Primary Books**

Atlas of the Environment; Nelson Canada; 1991 – excellent resource for dealing with issues that arise from development – Theme C (possibly good for Theme C, Strand 7 and 9 as well)

Canadian Oxford School Atlas, 6th Ed.; Oxford University Press, Toronto

Canadians Responding to Change; Parsons and Jamieson; Reidmore Books Inc.; Edmonton; 1990 –

has information for Theme C, Which is lacking in others – has Teacher’s Resource as well

People through the Ages; Krahn et al; Peguis Publishers Ltd.; 520 Hargrave Street, Winnipeg R3A 0X8; 1992

Support Resources for Students

Brazil: Land of Contrasts; Dawood; Reidmore Books, Edmonton; 1989 – also has Teacher’s Guide – Theme C

Canadian Citizenship in Action; Weigl Education Publishers Ltd., Edmonton; 1992 – could be used for focusing on issues in Theme C

China: Our Pacific Neighbour; Evans and Yu; Reidmore Books Inc.; Edmonton 1992 – Theme C

Culture Quest; Burley; Prentice Hall of Canada Inc.; 1993 – Theme A and B

Exploring Our World; Other People, Other Lands; Neering et al; Douglas and McIntyre (Educational) Ltd.; Vancouver; 1986 – Theme C

Folens’ World Atlas; Harrison and Harrison; Folens Publishers Inc., California; 1993 – Theme C

Greece: Discovering the Past; Parsons et al; Reidmore Books, Edmonton; 1992 – excellent as a student resource for Theme A

The Human Story: Mediterranean Civilizations; Welpy and Adam; Silver Burdett Press, Morristown, NJ; 1987 – very good student resource

Japan: Its People and Culture; Jim Parsons; Reidmore Books Inc., Edm; 1988 – Theme C

Life in Changing Chins; BonBernard; Arnold Publishing Ltd.; Edmonton; 1987 – excellent for students – Theme C

Nelson Intermediate Atlas; Matthews; Nelson Canada; 1989 – Theme A and B – shows locations of some ancient and aboriginal societies

People and Places Series; Silver Burdett Press; Englewood Cliffs, NJ; 1988 – includes: Brazil, Canada, China, France, Japan, Southeast Asia, United Kingdom – deals with modern societies as they are built on traditions

People of the Past: The Greeks; Crosher; Silver Burdett Press; 1985 (by another publisher in 1974) – excellent as a student resource for Theme A

See Inside an Ancient Greek Town, Jonathan Rutland, Kingfisher Books Ltd., London 1986

See Inside a Roman Town, Jonathan Rutland, Kingfisher Books Ltd., Londong 1986

Technology and Change in Canada; Evans et al; Weigl Educational Publishers Ltd.; Edmonton; 1990 – excellent for Theme C, change in the modern world – has Teacher Guide

Support Resources for Teachers

The Ancient World: The Greeks and The Vikings; Odijk; Silver Burdett Press; Englewood Cliffs, NJ; 1989 – could perhaps be used by advanced students – Theme A and Theme B

Canadian Arctic Prehistory; McGhee; Canadian Museum of Civilization; 1990 – Theme A

The Enduring past: The Earliest Times to the Sixteenth Century; Trueman and Trueman; McGraw-Hill Ryerson Ltd.; 1982

Events of Yesteryear: The Renaissance; Piere; Silver Burdett Press, Morristown, NJ; 1985 – excellent for Theme B

Flashback Canada; Cruxton and Wilson; Oxford University Press, Toronto; 1987 – support for students as well as teachers on Theme C – last few chapters on social change: women, etc

The Gaia Atlas of First People; Burger; Anchor Books Doubleday; 1990 – perhaps useful for teacher in the last section of Theme C

The Global Challenge: A Study of World Issues; Standford; Oxfon University Press, Toronto; 1990 – excellent resource for Theme C

The Human Story: Asian Civilizations; Coblenz; Silver Burdett Press; Englewood Cliffs, NJ; 1988 – excellent teacher resource for Themes A and B, but possibly good for students use as well

Origins of Western Civilization; James; Pergamon Press Inc., Toronto; 1973 – good teacher resource for Themes B and C

The Pageant of World History; Gerald Leinwand; Allyn and Bacon, Inc.; Newton, Mass.; 1986 – Themes A and B

Threads of Time: Junior World History 400 – 1750; Coupe and Scanlan; Longman Cheshire, Longman House, King’s Garden, 95 Coventry Street, Melbourne 32056 Australia – excellent information on middle societies

World History: Patterns of Civilization; Beers; Prentice-Hall Canada Inc.; 1989 – a very good teacher resource for Themes B and C, but possible student use as well

The World Now; Reed; Bell and Hyman; Denmark House; 37-39 Queen Elizabeth Street, London SE1 2Qb – possible student use as well, for Theme C

World Prospects: A Contemporary Study; Molyneux and MacKenzie; Prentice-Hall Canada Inc.; 1987 – information for Theme C

Films and Videos

Films for the Humanities

- Carthage – 30 minutes – colour –
- Europe in the Middle Ages Series: The Birth of the Middle Ages – 43 minutes – colour
- The City of God – 39 minutes – colour
- Charlemagne and the Holy Roman Empire – 31 minutes – colour
- The Feudal System – 36 minutes – colour
- Christians, Jews and Moslems in Medieval Spain – 33 minutes – colour
- Byzantium, From Splendor to Ruin – 43 minutes – colour
- Vikings and Normans – 37 minutes – colour
- The Greeks Series: The Greek Beginning – 52 minutes – colour
- The Classical Age – 52 minutes – colour
- Heroes and Men – 52 minutes – colour
- The Minds of Men – 52 minutes – colour
- Intimate Details of Roman Life – 27 minutes – colour
- Magna Cara – 22 minutes – colour
- Pompeii: Daily Life of the Ancient Romans – 45 minutes – colour

Thomas Howe Media

- Legacy – Origins of Civilization Series: Central America - The Burden of Time
- China – The Mandate of Heaven
- Egypt – The Habit of Civilization
- India – Empire of the Spirit
- Iraq – The Cradle of Civilization
- The Barbarian West

each 60 minutes

SOCIAL STUDIES STRAND NINE TEACHING RESOURCES

Primary Books

Canada: Growth of a Nation; Garrod et al; Fitzhenry and Whiteside Ltd.; Toronto; 1981 – excellent for the social, historical and political science elements of this strand – Theme B – has teacher's resource manual

Canada Revisited: A Social and Political History of Canada to 1911; Clark and McKay; Arnold Publishing Ltd.; Edm; 1992 – excellent for Theme B – has Teacher's Manual as well

A Geography of Canada and the United States; Burley and Latimer; Arnold Publishing Ltd.; Edmonton; 1990 – links Canada and the US geographically, common pollution problems, etc – excellent for Theme C – has Teacher's Resource Package

Nelson Canadian Atlas (also has teacher's edition); Matthews; Nelson Canada; 1988 – excellent for teaching geography skills, also good informational support for the social/historical sections

Origins: A History of Canada; Boiteau et al, Fitzhenry and Whiteside; 1991 - Theme B – written in conjunction with TV Ontario video series (also available)

Our Country, Canada; Massey; Ginn Publishing Canada Inc.; 1992 – plus a Teacher's Resource Book – combines history and geography – includes aboriginal people as it goes through the regions.

Support Resources for Students

Across Canada: Resources and Regions; Hannell and Harshman; John Wiley and Sons, Toronto; 1981 – Theme A – detailed geography of Canada – includes a teacher's manual and a student workbook

Alberta's Metis: People of the Western Prairie; Schreiber et al; Reidmore Books, Edmonton; 1988 – Theme B

Canada: A Book of Maps; Edward Owen Ed.; Clare Educational Development Inc., North Vancouver; 1985 – an excellent student resource; aboriginal peoples, trading posts, routes, etc. – Themes A and B

Canada: A History to the Twentieth Century; Bryan; Reidmore Books, Edmonton; 1993 – text and Teacher's Resource manual – Theme B – could be considered as a primary text

Canada: Immigrants and Settlers; Huntley; Gae Educ. Publish Company, Toronto; 1993

Canada in the World; Choosing a Role; Campbell and Fretts; Weigl Educational Publishers Ltd., Edm; 1985 – good for Theme C – explains what foreign policy is, then deals with issues

Canada: Its Land, Its People; Massey; Reidmore Pocol Enterprises Ltd., Edmonton; 1986 – Theme A

Canada: The Land and its People; Last et al; Gage Education Publishing Company, Toronto; 1985 - Themes A and C

Canada: Symbols of Nationhood; Department of the Secretary of State of Canada – contains flags, name explanations, etc

Canada's Links; Omotani; Plains Publishing Inc., Edmonton; 1991 – useful for Theme C

Canada's People: The Metis; Cardinal and Ripley; Plains Publishing Company Inc., Edmonton; 1987 – has a teacher's guide

Canada's Political Heritage: Conflict and Change; Baldwin and Odynak; Weigl Educational Publishers Ltd., Edmonton; 1985 – has a teacher's guide – Theme B – excellent for civics content

Canada's Visual History – slides from the NFB and McIntyre Media Ltd., Rexdale, ON

Canadian Citizenship in Action; Weigl Education Publishers Ltd., Edmonton; 1992 – good for civics support

Canadian Native People Series: The Huron; Corn Planters of the Eastern Woodlands; Kelly; Nelson Canada; 1986 – Theme B

Canadian Oxford School Atlas, 6th Ed.; Oxford University Press, Toronto – some value for Canada's links

Canadiana Scrapbook Series; Prentice-Hall Canada Inc.; 1984 – includes: Canadian-American Relations; Canadians at Work; Pioneer Settlements in Canada 1763 – 1895; A Nation Launched; A Nation Beckons; Discovery and Exploration; Canada's Native People; Canada: Window on the World; Multiculturalism; Canada's People; Les Canadiens; The French in Canada 1600 – 1867; etc – an excellent student resource Themes B and C

Confederation; Garrod; Fitzhenry and Whiteside, Toronto; 1982

Confederation: A New Nationality; Bliss; Groler Ltd., Toronto; 1981

Discovery Canada: The Fur Traders; Livesey and Smith; Stoddart Publishing Company Ltd., Toronto; 1989 – Theme B

Early Canada; Odynak; Weigl Educational Publishers Ltd., Edmonton, 1989 – Theme B

Early Peoples: Origins: A History of Canada; - seems to be a separate part of the earlier 'Origin' series

GeoCanada; Cerry and Nash; McGraw-Hill Ryerson Ltd.; 19?? – Theme A

Jackdaw Folios (various, on Canadian history); Clarke, Irwin and Company Ltd

Legacy: Indian Treaty Relationships; Price; Plains Publishing Inc., Edmonton; 1991 – excellent resource for both students and teachers – excellent for civics component – Theme B

Native Peoples and Explorers of Canada Series; Prentice-Hall Canada Inc.; 1986 – Theme B

Ordinary People in Alberta's Past; Marcotte; Arnold Publishing Ltd., Edmonton; 1993 – Theme B

Ordinary People in Canada's Past; Marcotte; Arnold Publishing Ltd., Edmonton; 1990 – Theme B

The Peigan: A Nation in Transition; Pard et al; Plains Publishing Inc., Edmonton; 1985 – Theme B

Trials and Triumphs: The Story of African Canadians; Hill; Umbrellas Press, Toronto; 1993 – perhaps for human geography, Theme A, or settlement, Theme B

We Are Canadians; Canadian Heritage Learning Resources; Queen's University Kingston – this is a multi-media approach, and ongoing

Support Resources for Teachers

Bushland People; Garvin; Arctic Institute of North America; U of C; 1992 – perhaps for Theme A, human geography

Canada and the World: An Atlas Resource; Matthews and Morrow; Prentice-Hall Canada Inc.; 1985 – text and Teachers Guide

Canada: A Political and Social History; McInnis; Holt, Rinehart and Winston of Canada Ltd.; 1982

Canadian Arctic Prehistory; McGhee; Canadian Museum of Civilization; 1990 – Theme B

Community Canada; Cruxton and Walker; Oxford University Press, Toronto; 1990

Contact Canada; Cartwright and Pierce; Oxford University Press, Toronto; 1987 – an excellent teacher resource – Themes A and C

First People, First Voices; ed. Penny Petrone, University of Toronto Press, Toronto 1983

Flashback Canada; Cruxton and Wilson; Oxford University Press, Toronto; 1987

Fur Trade Canoe Routes of Canada: Then and Now; Morse; University of Toronto Press; 1969

Growth of a Nation Series; Fitzhenry and Whiteside; 1986 – has cameo booklets on many times/places in Canada, including: Journeys of Exploration – very good for Theme B, but older – can be used by advanced students

Indian Oratory: Famous Speeches by Noted Indian Chieftains; compiled by W.C. Vanderwerth; University of Oklahoma Press, Norman Oklahoma; 1971 Nelson World Atlas; Matthew; Nelson Canada; 1991

Symbols of Nationhood; The Secretary of State, Ministry of Supply and Services, Canada, 1991 – all themes

Towards Tomorrow: Canada in a Changing World; Dunlop; Harcourt Brace Jovanovich, Canada; 1987 – also a teacher's guide – Theme A and C

Periodicals

The Beaver: Exploring Canada's History; 45 Portage Avenue, Winnipeg, MB R3C 0E7 – 6 issues per year

Canadian Geographic; The Royal Canadian Geographic Society, 488 Wilbrod Street, Ottawa, ON K1N 6M8

Horizon Canada: A New Way to Discover the History of Canada; 531 Deslauriers Street, Office 444 Saint-Lauren, Quebec H4N 1W2

Other Aids

Our Home and Native land; National Film Board; 1989 – a catalogue of video and film 'for aboriginal Canadians'.

Films and Videos

Canada – The Great Experiment Series – 14 programs – each 30 minutes – hosted by Canada's first Prime Minister, John A. MacDonald (played by Colin Fox) TV Ontario

The Canada Series II:

- Sovereignty
- Basement Suite (Creative Thinking)
- Lost Civilizations
- The First Europeans
- The Treasure Hunt
- The Key to Canada
- God and Mammon
- Partners in Trade
- Displayed Persons
- Empire Builders
- Balance of Power
- The Fall of New France
- The Parting of the Ways
- Struggle for Survival
- Growing Pains
- Forming a Nation

Each 30 minutes – TV Ontario

Reckoning – The Political Economy of Canada Series:

- At the Crossroads
- In Bed with an Elephant
- Riding the Tornado
- The Rise and Fall of American Business Culture
- SHT Change

Each 30 minutes – National Film Board

SENIOR HIGH SOCIAL STUDIES

At the senior high level, we follow the NWT/Alberta program of studies

Social Studies 10./20/30

Social Studies 13/23/33



SECTION 14

INTRODUCTION TO NORTHERN STUDIES 15

For Northern Studies curriculum support
call Sarah Jerome at 777-7176

COURSE DESCRIPTION

Northern Studies 15 is a 3-credit course (75 hours of instructional time) designed to give Secondary School students in the Northwest Territories knowledge, understanding and appreciation of the historical, cultural and social foundation of their Northern society, to help them appreciate the importance and uniqueness of the Northwest Territories as a distinct Northern region in Canada and in the world and to promote informed, respectful and engaged citizenship in a rapidly-changing society. This course is compulsory for graduation from the Northwest Territories Secondary School program.

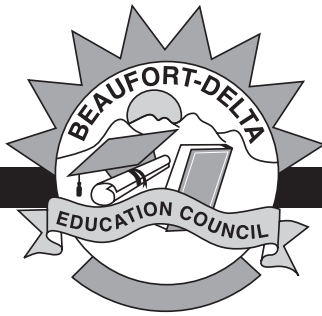
COURSE OUTLINE

The instructional content of Northern Studies 15 is divided into three core modules. Module 1 covers the study of Northern history and cultures. Module 2 covers the study of Significant Northern Issues. Module 3 explores Land Claims in the NWT context. Module 1 carries the most content weight in the course, and may take up to 40% of the course hours to complete.

COURSE FORMAT

This Northern Studies 15 course in CD ROM format is adapted from a previously developed WEBCT version of the course. The look and feel of the document owes a lot to the online version, as will be evident as you work through the CD. Many of the resources that educators may want to access can be found at the school and the community. The Elders and leadership people will be of assistance if needed.

The Northern Studies CD ROM is the approved version of the course and should be available in your school. Copies are available through the BDEC office. If you have further questions about resources call Sarah Jerome, Board office, at 867-777-7176.



SECTION 15

HEALTH/CAREER DEVELOPMENT KINDERGARTEN TO GRADE 12

For curriculum support in K-12 Career Development call Effie MacLeod at 777-7332 until Stacy Applejohn's return in 2005.

15.1 K-9 HEALTH

K-9 students receive instruction in Health through the NWT Health Curriculum. Although somewhat dated, the Health Program package in BDEC schools includes Lesson Plans and resources for each grade level. It is currently under revision by ECE.

15.2 K-9 CAREER DEVELOPMENT

The *Blueprint of Life/Work Designs* has been adopted as the NWT's expression of Career Development outcomes for our schooling system. It has three general learning outcomes:

- Personal Management
- Learning and Work Exploration
- Life/Work Building

The career development program for K-9 is available in the form of a new Teacher Resource Manual called "*The NWT Blueprint for Life/Work Designs*", and has been distributed to schools in the fall of 2003. This resource contains lesson plans that are aimed at infusing career development into other subjects. There is no time block allocated to career development. The lessons provided in the *NWT Blueprint for Life/Work Designs* are meant to be delivered at the appropriate times in other courses throughout the year (there are between six and eight lessons per grade). Please

consider this as you begin your year planning. For more information please contact Stacy Applejohn at the BDEC office (First Class or at 777-7199)

NWT Grade 4 to 6 Career Awareness Resource:

This "Northern" career development resource also covers the learning outcomes from the *Blueprint of Life/Work Designs*.

Career Gear

"Career Gear Portfolios" are available at the BDEC Office. They are for teachers at any grade level, who wish to begin portfolios with their class. These portfolios are very attractive, colorful and highlight what sort of items can be included in each tabbed section. These portfolios have already been sent to some schools.

Student



Career & Program Plan

9-12 Career and Program Plan (CPP)

All students must complete a CPP before entering grade 10 and revise it each year thereafter (Section 9 – Senior Secondary School Handbook). Students must have a CPP 9 credit to graduate.

Grade 9 students receive a high school credit for completing their CPP. A new and more streamlined version of the career and program plan template is available from Effie MacLeod via First Class or on compact disk at the BDEC office. The CPP can be completed electronically, saved and printed. Each student receives a CPP folder for the storage of CPP materials. At the end of the year a copy of the CPP is stored within the folder in the Student Record. CPP Folders are available from the BDEC office.

Directions for coding and crediting CPP modules can be found in Section 9 of the Secondary School Handbook.

The delivery of learning outcomes from *The NWT Blueprint for Life/Work Designs Teacher Resource Manual* covers the basics via sample lessons. It does not sufficiently prepare students to complete their Career and Program Plan (CPP). Additional career exploration is required through other resources to complete the CPP.

CPP 9 Resources:

The following resources are highly recommended because they are more current, have proven successful, and are linked to the learning outcomes from the “The NWT

Blueprint for Life/Work Designs”. These resources are not limited to the grade 9 level as mentioned below.

1- The NWT CPP 9 Teacher Resource Manual:

Representatives from each region in the NWT met in May 2004 to develop this highly needed resource. The resource will contain a CPP 9 Table of Contents. There will be 2 activities to choose from for each item in the table of contents, which have been compiled by experienced CPP 9 teachers.

This downloadable resource will also be provided to each school in a hard copy format.

The resource will be invaluable to all new teachers of CPP 9 and is designed to cover all the required topics in 25 hours of instruction.

An additional version of this Teacher’s Manual will also meet the needs of more experienced CPP teachers by simply providing additional enrichment activities to cover all the topic areas of CPP 9.

Finally, the objective of this resource is to successfully prepare students to complete their CPP document. This resource will be available to all NWT schools in the fall of 2004.

2- Career Cruising:

The main highlights:

- Students can find suitable careers in various ways.
- Students can research any career.
- Students can find at post-secondary institution where their program of interest is located.
- A questionnaire links student skills to their suitable careers list. This helps to complete their Career and Program Plan in grade 9.

It is recommended for grades 6 -12. A site license for this resource was purchased in the fall of 2003 and will be available for years to come. All schools received classroom presentations and many teachers became familiar with this online tool in 2003-2004. This resource is also available in a limited format offline, which has already been installed on the harddrive of most computers in all Beaufort Schools except SAMS.

The Career Cruising Teacher Resource Manual contains easy to follow student activities in a Blackline Masters format. These activities teach students step by step how to use the software and are also available for download on the homepage of Career Cruising.

To access Career Cruising type the following URL:
www.careercruising.com

Login by typing your school's username and password, which is on the first page in the Career Cruising Binder located in each school. This information may also be obtained by contacting Effie MacLeod.

Example:

The username is: mangilaluk

The password is: careers

The username and password for each school is not case sensitive but is different for each school. A Career Cruising Binder has been placed in each school and contains the username and password for that particular school.

The software is very user-friendly and has a proven track record with students. Technical support is available via the BDEC or directly from Career Cruising.

Contact Career Cruising technical help anytime at:
Phone: 1-800-965-8541
Fax: (416) 463-0938
e-mail: support@careercruising.com

Teachers interested in the administration side of this software need only to contact the BDEC or Career Cruising for in-service.

3-The Real Game:

This game has different versions based on grade level. It targets grades 3 to adult. The Real Game is highly interactive and is based on role-playing where students are faced with "real life" decisions to make. Each version of the game costs \$125.00 and between 15 – 25 hours of class time is required to complete it. A copy of each version is located at the BDEC office. This resource covers the learning outcomes from the *Blueprint for Life/Work Designs*.

Please contact Effie for information to order at 777-7332.

4- Decision Deck:

It is a card game to help determine student skills and values in a fun manner. This is required to complete their Career and Program Plan in grade 9. This resource costs are as follows:

\$15.00 for 1-4 decks
\$12.50 for 5-9 decks
\$10.00 for 10 or more decks

Contact information:

Ph: (204) 338-3899
Fax: (204)338-4299
E-mail: info@winnipegtransitioncentre.com

15.3 CAREER AND LIFE MANAGEMENT (CALM) 10, 20 AND 30

For curriculum support in CALM call Effie MacLeod at 777-7332 until Stacy Applejohn's return in 2005.

Students are also required to complete 3 credits in Career and Life Management successfully in order to graduate with a High School Diploma. There is new curriculum this year from Alberta. Although CALM (PED 0770) is offered as a three-credit course in Alberta, The BDEC recommends the option of offering one credit per year (CPP10 – Personal Choices PED0771, CPP20- Resource Choices PED0772, CPP30 – Career and Life Choices PED0773). This

approach allows an opportunity for students to work on their CPP document each year, as well as ensuring that career planning is addressed throughout their time in high school, rather than for only one year. The curriculum and implementation guides may be downloaded at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/healthpls/default.asp

CALM Resources:

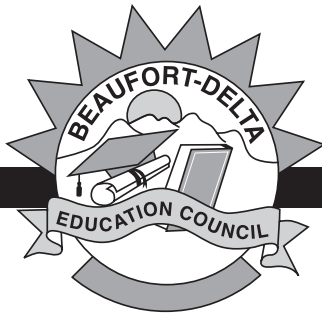
All resources are available from the LRC. The following resources are essential to running the course. They are listed with their LRC order numbers:

Student Resources

CALM module pack (distance ed.)	# 475659	\$37.00
“Venturing Out” text	# 467531	\$20.95
“Careers” text	# 467474	\$20.95
“Relationships” Text	# 467515	\$20.95
“Healthy and Well” Text	# 467490	\$20.95

Teacher Resources (1 per school)

CALM teacher guide CD	#476730	\$25.00
“Venturing out” Teacher manual	#467549	\$64.90
“Careers” teacher manual	#467482	\$64.90
“Relationships” teacher manual	#467523	\$64.90
“Healthy and Well” teacher manual	#467507	\$64.90



SECTION

16

FINE ARTS KINDERGARTEN TO GRADE 12

For Curriculum support call
Megan Power (867) 777-7167 or First Class email

K-1 – MUSIKGARTEN CURRICULUM –

In 2002 each kindergarten and grade one class was provided with:

- a curriculum guide with lesson plans
- 7 CDs - Cycle of Seasons (spring, summer, fall and winter), Music for Movement and Stories, Music for Dancing and Playing, Sounds of Nature.
- Baskets with class sets of
 1. jingles
 2. rhythm sticks
 3. egg shakers
 4. scarves
 5. sponge scrapers
- one paddle drum or frame drum
- one lollipop drum
- one recorder for the teacher's use
- assorted other instruments including a triangle, woodblock, etc.
- Copies of songs for children

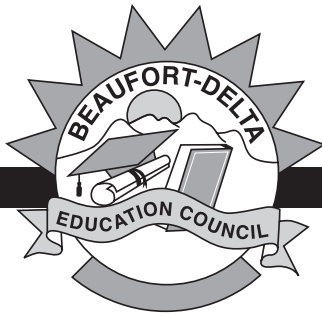
K-9 - SASKATCHEWAN EDUCATION CURRICULUM

- Dance
- Visual Art
- Music
- Drama

The curriculum can be found on the internet:

www.sasked.gov.sk.ca
go to Evergreen curriculum

Grades 10-12 Alberta Curriculum
(note that three credits in fine Arts are required to graduate)



SECTION 17

CAREER AND TECHNOLOGY STUDIES (CTS) GRADE 7 TO GRADE 12

For further information about CTS
please contact Austin Abbott at 777-7161.

CTS is a grade 7-12 skills program developed in Alberta and approved for delivery in NWT schools. The Curriculum and Assessment standards can be accessed on the Alberta Learning website at www.edu.gov.ab.ca or through LRC. It includes 22 strands of Skills programming; over 800 x 1 credit modules in all.

Students in grade 7 –12 can receive credit on successful completion of modules. ECE banks credits for grade 7-9 students until the first year they are registered in grade 10.

BDEC schools are required to offer students the opportunity to complete 5 “Core” CTS modules before entering grade 10.

The “BDEC Core” CTS modules are:

- INF1010 - Computer Operations
- INF1020 - Keyboarding 1
- INF1030 - Word Processing 1
- CTR2210 - Workplace Safety Practices
- CON1010 - Basic Tools and Materials
- FOD1010 - Food Basics

The selection of modules to be offered in the school level CTS program is based on students’ career interests with a focus on awareness and exploration at the junior high level and more emphasis on specialization at grades 10-12 level. Section 10 of the Secondary School Handbook offers more information about the CTS program. Course Codes are listed in Section 5.

A heads up – 3000 level modules are eligible towards the “10 extra grade 12 credits” students require to graduate.



SECTION 18

WORK EXPERIENCE 15, 25, 35

For questions relating to Work Experience please contact Austin Abbott at 777-7161.

Work Experience gives students an opportunity to “test-drive” a career before making choices and commitments. Most BDEC communities support an active student Work Experience Program.

Students in grades 10-12 can earn 10 Work Experience credits per year. 15 of those credits can be included to contribute to the total of 100 credits required to graduate and Work Experience 35 credits contribute to the “10 extra grade 12 credits” grad requirement.

Work Experience procedures are included in Section 10 of the Senior Secondary School Handbook and Section 38, Schools North Apprenticeship Program (SNAP). For copies of the BDEC Work Experience Handbook email: austin_abbott@bdec.learnnet.nt.ca

Note: Educational Work Experience Agreement Forms must be completed, and approved by Labour Services, (Dept. of Justice) before a student can commence a worksite placement. (See sample form on the following page)



EDUCATIONAL WORK EXPERIENCE AGREEMENT

The following agreement must be filled out and submitted for approval to Labour Services, (Dept. of Justice). Upon approval, Labour Services will issue an Educational Work Experience Permit for the student work placement.

ATTENTION: No student can commence their work placement until they receive an Educational Work Experience Permit under the Labour Standards Act.

A. STUDENT

Student Name	Birthdate	Age	Sex
Program / Course			
I will: <ul style="list-style-type: none"> • keep a current logbook and submit it on a regular basis for review by the work place and school supervisor • follow the established learner objectives and will strive to meet them • follow the work place safety procedures and dress requirements • inform an employer and the school in advance of any absence 			
			Student Signature
			Date

B. WORK PLACE – TO BE COMPLETED BY, OR IN CONSULTATION WITH, THE WORK PLACE SUPERVISOR:

Work Place Supervisor	Employer (Company Name)
Address	Location if Different
Telephone	Fax
Job Title	Period of Agreement From _____ To _____
Schedule (Days/Hours)	
Duties	
1. _____	
2. _____	
3. _____	
Will Student be exposed to potentially dangerous equipment or unhealthy work environment? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, please specify and indicate precautions to be taken. _____	
I have read and agree with the description of work placement. I will: <ul style="list-style-type: none"> • work in cooperation with the school supervisor to establish learner objectives and provide opportunities for the student to meet the objectives • advise the student on safety and dress requirements • provide a level of supervision adequate to ensure the safety and health of the student • review the student's log book • submit the student's performance evaluation as requested by the school • contact the school supervisor should any problem arise 	
Work Place Supervisor Signature	
Date	

C. PARENT/GUARDIAN CONSENT

I have read the above agreement between my son/daughter and the work place supervisor and give my permission for their participation in the work place education program.	
Parent/Guardian Signature	Date

D. SCHOOL

School Supervisor	School
Address	Location if Different
Telephone	Fax
I will: <ul style="list-style-type: none"> • establish learner objectives in cooperation with the work place • review the work place safety procedures and dress requirements with the student • maintain contact with the student, work place and parent/guardian • coordinate the student's performance evaluation • act as a mediator should any problems arise 	
School Supervisor Signature	
Date	



SECTION **19**

**PHYSICAL EDUCATION CURRICULUM
KINDERGARTEN TO GRADE 12**

or curriculum support in Physical Education call
Megan Power (867) 777-7167

Senior secondary physical education (7-12) -The new Alberta curriculum has been approved by ECE and is to be used in the NWT Schools. K-7 Physical Education Guide to Implementation (Alberta Learning)

There are copies of the recommended resources available at the BDEC office for loan.

RECOMMENDED RESOURCE LIST FOR ELEMENTARY PHYSICAL EDUCATION:

If you had only \$500 to spend...

LRC		
Product #	Title	Price
261652	The Biggest Little Game Book Ever! (Vol.1)	23.35
339409	The Biggest Little Game Book Ever! (Vol. 2)	23.35
396293	A Bucket Full of Ball Games (Mini Series Book 2)	15.55
436057	First Ultimate Book of Games (Grades 4-12)	25.15
395097	Games to Keep Kids Moving: PE Activities to Promote Total Participation, Self Esteem and Fun For Grades 3-8	53.70
397556	Multicultural Folk Dance Treasure Chest (CD Version)	133.30
396582	Physical Education K-4: Movement with Meaning	15.25
257180	Ready-to-use Physical Education Activities for K-12	40.20
257198	Ready-to-use Physical Education Activities for Grades 3-4	40.20
257205	Ready-to-use Physical Education Activities for Grades 5-6	40.20
395881	Up, Down All Around Gymnastics Lesson Plans: Series A	29.25
395899	Up, Down All Around Gymnastics Lesson Plans: Series B	29.25
395906	Up, Down All Around Gymnastics Lesson Plans: Series C	29.25
Total		\$498.00

If you had an additional \$500 to spend...

LRC

Product #	Title	Price
394784	Badminton	12.00
397275	Badminton: Learning Activities for Elementary School	46.80
418120	Basketball: Teaching the Basics Resource Manual	12.00
395162	Great Gator Games: "With a Kid and a Ball You Can Do It All"	23.40
394833	Gymnastics (Grades 4-9)	12.00
395914	Health Related Fitness for Grades 1 and 2	23.85
395922	Health Related Fitness for Grades 3 and 4	23.85
395930	Health Related Fitness for Grades 5 and 6	25.20
395104	Hip Hop Happy! Adventures in Physical Activity for 3-5 Year Olds	17.55
394867	Ice Skating (Grades 4-9)	10.00
396235	Inclusive Games	20.55
428301	Interdisciplinary Teaching through Physical Education (Grades K-6)	43.50
396243	Parachute Games (Grades K-9)	20.55
425597	Physical Education: Guide to Implementation for K-12	11.55
399346	Right Fielders Are People Too: An Inclusive Approach to Teaching Middle School Physical Education (Grades 4-8)	28.05
405672	Safety Guidelines for Physical Activity in Alberta Schools (Grades K-12)	9.95
394883	Soccer (Grades 4-9)	12.00
394891	Softball (Grades 4-9)	10.00
398372	Volleyball for Children (Grades 4-9)	23.35
394916	Volleyball (Grades 4-9)	12.00
Total		\$398.15

Additional Suggestions:

Product #	Title	Price
394784	Badminton	12.00
396186 LRC	**Fitness for Children 0-87322-472-8	25.20
To order call 780-450-7613	**Liking the Me I see in the Mirror	35.00
395782 LRC	*Student Centered Physical Education	37.40
970477 LRC	**Walking Games & Activities	34.55
	**Best New Games ISBN: 0-7360-3685-7	17.95
CAHPERD	**Step Lively: Dances for Schools and Families	37.40
CAHPERD	**Ultimate Playground & Recess Game Book	24.95

RECOMMENDED RESOURCE LIST FOR SENIOR PHYSICAL EDUCATION:*If you had only \$500 to spend...*

LRC Product #	Title	Price
Sport North (867) 669-8326	Artic Sports – A Training and Resource Manual	\$50.00
432146	Christy Lane’s Complete Book of Line Dancing (Note that companion video and music cassette/CD resources to this book are available; LRC # for video 523812, cassette 398538, CD 398520)	\$23.35
Sport North (867) 669-8326	Dene Games – A Culture and Resource Manual	\$50.00
Sport North (867) 669-8326	Inuit-Style Wrestling – A Training and Resource Manual	\$50.00
409898	Physical Best Activity Guide - Secondary	\$40.20
257213	Ready to Use PE Activities for Grades 7-9	\$44.75
397861	Ready-to-Use Secondary PE Activities Program: Lessons, Tournaments, and Assessment for Grades 6-12	\$56.10
440553	Run Jump Throw and Away We Go	\$7.80
397481	Student Leadership Development Guide - Secondary	\$36.85
456310	Teambuilding Through Physical Challenges	\$27.10
397423	The Treasury of MOGA Madness: For-Youth-by-Youth Active Living Challenges for the Most Outrageous Group Activities Note: the following three resources are designed for elementary level but could be well used at secondary level, especially by teachers who have not had extensive movement education background.	\$21.05
395881	Up, Down All Around Gymnastics Lesson Plans: Series A	\$29.95
395899	Up, Down All Around Gymnastics Lesson Plans: Series B	\$29.95
395906	Up, Down All Around Gymnastics Lesson Plans: Series C	\$29.95
	TOTAL	\$497.05
	Including GST	\$531.84

If you had an additional \$500 to spend...

LRC Product #	Title	Price
432146	Christy Lane’s Complete Book of Line Dancing (Note that companion	\$23.35
**AAC	A Framework For Student Assessment	\$7.00
**AAC	A Framework for Communicating Student Learning	\$7.00
**AAC	How to... Develop and use Performance assessments in the Classroom	\$12.00

...continued

RECOMMENDED RESOURCE LIST FOR SENIOR PHYSICAL EDUCATION:*If you had an additional \$500 to spend...continued*

LRC Product #	Title	Price
****PE Digest	Physical Education Digest – online magazine subscription	\$14.00/yr
517063	Safety Guidelines for Physical Activity in Alberta Schools	\$18.70
*OE-SB-E	Silver Bullets	\$44.95
**AAC	Smerging Data: Grading... More Than Just Number Crunching	\$12.00
456550	Step Lively 1 – Dances for Schools and Families – CD included	\$28.05
456542	Step Lively 2 – Canadian Dance Favourites – CD included	\$28.05
406274	Steps to Success: Archery	\$27.10
406307	Steps to Success: Ice Skating	\$28.05
406357	Steps to Success: Volleyball	\$28.05
406365	Steps to Success: Weight Training	\$28.05
***STOMP	STOMP Out Loud VHS Video	**~\$27.00
*PB-STUNT	Stuntnastics	\$19.99
TOTAL		\$329.99
Including GST		\$353.09

*CAHPERD – Canadian Association for Health Physical Education Recreation & Dance - www.cahperd.ca

**AAC – Alberta Assessment Consortium – www.aac.ab.ca

***STOMP Out Loud Video - \$20.00 USD – www.stomponline.com

**** Physical Education Digest – www.pedigest.com

The following URL is a wonderful addition to the new Alberta PE curriculum. It provides users with a variety of “how to’s”, links, resources, and many other useful pieces of information.

www.learning.gov.ab.ca/physicaleducationonline

Also, in addition to the resources mentioned above, Sport North is in the process of creating five different traditional resources. Three of these items, Dene Games, Arctic Sports, and Inuit Wrestling are presently available and would be a fabulous resource/teaching

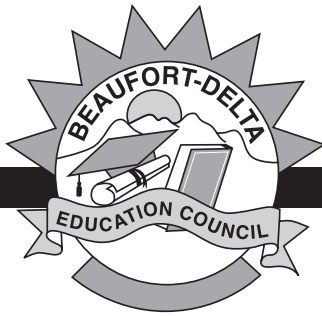
tool for all PE teachers in the Beaufort-Delta. Each discipline has its own well written document in which individual activities are explained in detail. Also, a colorful video accompanies each specific discipline.

To order resources:

Phone: 1-800-661-0797

Fax: (867) 669-8327

URL: www.sportnorth.com



SECTION 20

YEAR PLANS

Direction provided to schools from BDEC office regarding the development of Year Plans calls for 4 required components :

- Curriculum (title), content/topics, Learning Outcomes and timelines
- Core and supplementary resources to be used
- An assessment and evaluation plan based on the BDEC Student Assessment, Evaluation & Reporting Procedures
- Integration of Inuuqatigiit (K-12) and Dene Kede (K-9) into curriculum planning.

When developing their Year Plans staff are advised to consider the following:

- How students will be grouped for instruction and how the individual needs of students are to be met (enrichment, learning support, modified or adapted programs, IEP's etc)
- Plans based on the Four Blocks (K-2 mandatory, 3-6 optional) will allocate 120 minutes/day to language development/literacy focused activities
- Links between Learning Outcomes, instruction and assessment should be clearly illustrated in Year Plans
- Implementation of K-6 ELA curriculum standards and exemplars
- Instruction in core subject curricula should be completed prior to the administration of systemic testing ie Alberta Achievement Testing for grades 3, 6, 9. (May – Beaufort schools, June - Delta schools)
- The total instructional days available when events such as Career Days, On the Land programs, weather days etc are deducted.

Year Plans are to be approved and signed by the principal. K-6 ELA and Math Year Plans are to be submitted to BDEC by September 30 (Beaufort schools), by October 30 (Delta schools). BDEC staff are available to assist with the development of Year Plans on request. A workshop on Outcome-Based Planning for Instruction and Assessment will be delivered to staff early in the school year.

A sample template for Year Plan development is available on the BDEC Intranet.

Be aware that sample K-12 Long Range Plans available in each school predate the SAER Directive and may require revision.

For a sample daily/weekly schedule and sample integrated K-1 Year Plans contact **Megan Power** at 777-7167.

BDEC HOMEWORK POLICY

The Beaufort-Delta Education Council believes that the development of independent work habits and the reinforcement of the learning that occurs in school make some homework at all levels desirable. Therefore the Beaufort-Delta Education Council approves of reasonable homework assignments. Each school staff shall establish a homework policy for their school considering the unique nature of their students, and the programs using the following guidelines:

1. The completion and extension of class assignments should guide the assignment of homework.
2. The assignment should take into account the age of the student, and the other demands placed on the students.
3. At the secondary level, cooperation among teachers involved, by way of homework schedule, should avoid uneven assigning of homework.
4. The principal or designate in cooperation with the staff shall develop appropriate procedures and time guidelines for homework.

Legal references: Education Act 22(1)

Related policies:

Adopted:

Date:



SECTION 21

ON-LINE LEARNING 2004-2005

For further information call Effie MacLeod 777-7332.

Schools are encouraged to use online learning options to augment their high school program. Schools providing trained facilitator support to students have the greatest rate of success. The information below was provided by ECE in May 2004.

ECE will be formalizing a partnership with Alberta Distance Learning Centre (ADLC) for the provision of courses, instructors and student support for online learning. We are hoping that the move to ADLC will provide a more student-centered model of online learning and enhanced interaction between course instructors, school facilitators and online students. ADLC has a long history with traditional correspondence course delivery and have had experienced a great deal of success with their online learning course delivery. We hope that their success with online learning will extend to students in the NWT as well.

ADLC has committed to providing facilitator training for teachers and principals in the NWT. In order to facilitate the logistics of training, I would like to know if ADLC staff would be able to meet with at least one staff member from each of your schools who would be involved with facilitating online learning with students. The best time to arrange this training session would likely be during the Staff Orientation meetings at the beginning of the 2004-2005 school year.

In order for NWT students to experience success with a distributed learning approach, it is important to have strong instructional strategies as well as a supportive facilitation model in each of the schools where online learning is happening.

The NWT Senior Secondary Handbook is being published and will be distributed to all NWT schools. There are several sections that pertain to online learning. Briefly, GNWT will continue to support online learning by paying for grade nine students to earn one credit through online learning and for grade 10-12 students to earn five credits online.

A complete listing of online courses available through ADLC can be viewed on their website: <http://www.adlc.ca/home/>

Click on REGISTRATIONS and go to the SENIOR HIGH listing.

Click on REGISTRATION GUIDE and go to (print) PAGES 3-6 for a list of online and correspondence courses.

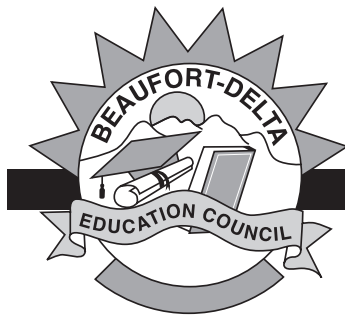
Each ADLC online course has a short orientation module, for students to work through, that will replace the need to take Information Highways 1090. Students are able to register for the courses they need for their diploma requirements without having to first complete the Information Highways 1090 course. I think that will be a huge relief to most students.

Another important change to note is the ADLC model of allowing students 12 calendar months from the date of registration for the online course to be completed.

Students who are working within a semesterized schedule can work with their online instructor to pace their online course to last four months if they prefer.

If you have any questions, please contact me by phone or e-mail.

Joanne McGrath • Coordinator, Education Operations & Development • Education, Culture and Employment •
Government of the NWT • Yellowknife, NWT • TEL (867) 873-7458 • FAX (867) 873-0338



SECTION **22**

YEAR-END CHECKLISTS

See following pages for checklists.

K-9 TEACHER YEAR-END CHECKLIST

NAME:	SUMMER PHONE NUMBER:
SUMMER ADDRESS:	

BEFORE YOU GO...

	Report Cards have been completed with attendance, all final marks, and distributed.
	*Classroom Inventory is completed and submitted.
	All materials on loan have been returned to BDEC Office.
	All books/texts/materials have been returned to the proper storage area and put away.
	Each student in the class has an updated cumulative folder with the required information on and in the Student Record Folder:
	copy of Report Cards from this year
	Mathematics and ELA Checklists for this year
	copy of IEP/Student Support Plan
	any special comments about student's behavior, attendance, or academics that would be beneficial for future teachers/administration
	Keys have been given back to Principal if you are not returning in August.
	All curriculum guides, teachers' manuals and blackline masters are organized in the classroom and clearly identified for the next teacher.
	Orders have been submitted for missing curriculum guides and resources
	Repair reports and summer maintenance requests are in to the principal.
	Classroom is ready for summer—everything off the walls, shelves cleaned, packed if necessary, art materials stored, desks cleaned out, files in order, etc.

*Retain resources produced prior to 1985 only if the curriculum for which they were approved has not been phased out.

TEACHER SIGNATURE

PRINCIPAL'S SIGNATURE

HIGH SCHOOL TEACHER YEAR-END CHECKLIST

NAME:	SUMMER PHONE NUMBER:
SUMMER ADDRESS:	

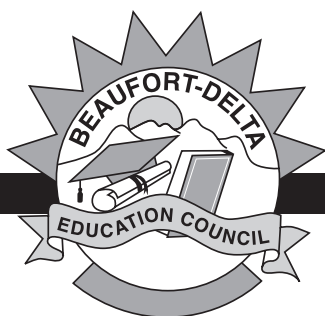
BEFORE YOU GO...

	Report Cards have been completed with attendance, all final marks, and are distributed.
	*Classroom Inventory is completed and handed in.
	Resources on loan from BDEC Office have been returned
	All books/texts/materials have been returned to the proper storage area and put away.
	Each student in your Homeroom class has an updated Student Records folder and the following is contained inside:
	copy of Report Cards from all semesters this year
	Mathematics and ELA Checklists for junior high students
	copy of IEP/Students Support Plan
	copy of updated CPP (grades 9-12)
	any special comments about student's behavior, attendance, or academics that would be beneficial for future teachers/administration
	All curriculum guides, teachers' manuals and blackline masters are organized in the classroom and clearly identified for the next teacher.
	Orders have been submitted for any missing curricula and resources
	Repair reports and summer maintenance requests are in to the principal.
	Keys have been given back to Principal if you are not returning in August.
	Classroom is ready for summer—shelves cleaned, packed if necessary, art materials stored, desks cleaned out, files in order, etc.

*Retain resources produced prior to 1985 only if the curriculum for which they were approved has not been phased out.

TEACHER SIGNATURE

PRINCIPAL'S SIGNATURE



SECTION 23

GENERAL RESOURCES IN BDEC SCHOOLS 2004-05

Resource	Origin	Program	Admin	Print	Website	Disk/CD
Education Act	GNWT		X	X	ECE	
ECE Directives	ECE		X	X	ECE	
BDEC Strategic Plan	BDEC			X	BDEC	
BDEC Policy Manual	BDEC		X	X		
BDEC Admin Manual	BDEC		X	X		
Student Assessment Evaluation & Reporting	ECE	X	X	X	BDEC/Intranet	
BDEC SAER Implementation Plan	BDEC	X	X	X	BDEC/Intranet	
BDEC SAER Procedures	BDEC	X	X	X	BDEC/Intranet	
Senior Secondary School Handbook	ECE		X	X	ECE	
PST Manual (Program Support)	BDEC	X	X	X	BDEC	
K-12 Curriculum Manual	BDEC	X		X	BDEC/Intranet	CD
NWT CPP Teacher Resource Manual	ECE	X			ECE	CD
Pre-Trades(SNAP) Math Manual	BDEC	X		X		
Pre-Trades Science (SNAP) Manual	BDEC	X		X		
CPP Template	BDEC	X			School LAN	CD
Report Card Templates	BDEC		X		School LAN	
Senior High School Program Planning Templates	BDEC		X		Intranet	
K-9 Math Checklist	BDEC	X		X	BDEC/Intranet	
ELA Checklist	WCP	X		X	BDEC/Intranet	
Year End Checklists	BDEC		X	X	Intranet	
BDEC School Year Calendar	BDEC			X	BDEC/Intranet	
Beaufort & Delta Admin Calendars	BDEC		X	X	Intranet	
First Class Email						
Substitute Teacher Handbook	BDEC			X		
Education Assistant Handbook	BDEC			X		
Volunteer Handbook	BDEC			X		
Workplace Conflict Resolution Policy	GNWT			X	Intranet	

Useful Websites

Beaufort Delta Education Council	www.beaufortdeltaedu.nt.ca/intranet
Alberta Learning	www.edc.gov.ab.ca
Western Canadian Protocol (WCP)	www.wcp.ca
Learning Resources Centre (LRC)	www.lrc.ca
Education, Culture and Employment	www.ece.learnnet.nt.ca
Government of NWT	www.gov.nt.ca
Saskatchewan Education	www.sasked.gov.sk.ca
Manitoba Education	www.edu.gov.mb.ca



www.beaufortdeltaedu.nt.ca