



Date: June 18, 2025 **Agenda Item:** 7.4

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services

Subject: **Combined Motion for Locally Developed Course Approval**

Recommended Motion:

THAT the Board of Trustees approve the following Locally Developed Courses as courses of study within Sturgeon Public School Division from September 1, 2025, to August 31, 2026, September 1, 2025, to August 31, 2028 and September 1, 2025, to August 31, 2029.

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Building Communities of Hope 15	3 Credits (2024-2028)	LDC1078	2025-2026		2027-2028
Building Communities of Hope 25	3 Credits (2024-2028)	LDC2076	2025-2026		2027-2028
Building Communities of Hope 35	3 Credits (2024-2028)	LDC3177	2025-2026		2027-2028
Business Problem Solving 15	5 Credits (2024-2028)	LDC1111	2025-2026		2027-2028
Chamber Ensemble 15	3 Credits (2025-2029)	LDC1417	2025-2026		2028-2029
Chamber Ensemble 15	5 Credits (2025-2029)	LDC1417	2025-2026		2028-2029
Chamber Ensemble 25	3 Credits (2025-2029)	LDC2417	2025-2026		2028-2029
Chamber Ensemble 25	5 Credits (2025-2029)	LDC2417	2025-2026		2028-2029
Chamber Ensemble 35	3 Credits (2025-2029)	LDC3417	2025-2026		2028-2029
Chamber Ensemble 35	5 Credits (2025-2029)	LDC3417	2025-2026		2028-2029
Content Literacy Level 1 15	3 Credits (2025-2029)	LDC0010	2025-2026		2028-2029



Content Literacy Level 1 15	5 Credits (2025-2029)	LDC0010	2025-2026		2028-2029
Content Literacy Level 2 15	3 Credits (2025-2029)	LDC2035	2025-2026		2028-2029
Content Literacy Level 2 15	5 Credits (2025-2029)	LDC2035	2025-2026		2028-2029
Content Literacy 25	3 Credits (2025-2029)	LDC002 0	2025-2026		2028-2029
Content Literacy 25	5 Credits (2025-2029)	LDC002 0	2025-2026		2028-2029
Design Thinking for Innovation 15	3 Credits (2025-2029)	LDC1131	2025-2026		2028-2029
Design Thinking for Innovation 15	5 Credits (2025-2029)	LDC1131	2025-2026		2028-2029
Design Thinking for Innovation 25	3 Credits (2025-2029)	LDC2131	2025-2026		2028-2029
Design Thinking for Innovation 25	5 Credits (2025-2029)	LDC2131	2025-2026		2028-2029
Design Thinking for Innovation 35	3 Credits (2025-2029)	LDC3131	2025-2026		2028-2029
Design Thinking for Innovation 35	5 Credits (2025-2029)	LDC3131	2025-2026		2028-2029
Engineering and Design 15	5 Credits (2024-2028)	LDC1147	2025-2026		2027-2028
Film and Media Art 15	3 Credits (2025-2029)	LDC1092	2025-2026		2028-2029
Film and Media Art 15	5 Credits (2025-2029)	LDC1092	2025-2026		2028-2029
Film and Media Art 25	3 Credits (2025-2029)	LDC2092	2025-2026		2028-2029
Film and Media Art 25	5 Credits (2025-2029)	LDC2092	2025-2026		2028-2029
Film and Media Art 35	3 Credits (2025-2029)	LDC3092	2025-2026		2028-2029
Film and Media Art 35	5 Credits (2025-2029)	LDC3092	2025-2026		2028-2029



Forensic Studies 25	3 Credits (2025-2029)	LDC2256	2025-2026		2028-2029
Forensic Studies 35	3 Credits (2025-2029)	LDC3256	2025-2026		2028-2029
Forensic Studies 35	5 Credits (2025-2029)	LDC3256	2025-2026		2028-2029
Instrumental Jazz 15	3 Credits (2025-2029)	LDC1431	2025-2026		2028-2029
Instrumental Jazz 15	5 Credits (2025-2029)	LDC1431	2025-2026		2028-2029
Instrumental Jazz 25	3 Credits (2025-2029)	LDC2431	2025-2026		2028-2029
Instrumental Jazz 25	5 Credits (2025-2029)	LDC2431	2025-2026		2028-2029
Instrumental Jazz 35	3 Credits (2025-2029)	LDC3431	2025-2026		2028-2029
Instrumental Jazz 35	5 Credits (2025-2029)	LDC3431	2025-2026		2028-2029
Leadership, Character & Social Responsibility 15	3 Credits (2025-2029)	LDC1509	2025-2026		2028-2029
Leadership, Character & Social Responsibility 15	5 Credits (2025-2029)	LDC1509	2025-2026		2028-2029
Leadership, Character & Social Responsibility 25	3 Credits (2025-2029)	LDC2509	2025-2026		2028-2029
Leadership, Character & Social Responsibility 25	5 Credits (2025-2029)	LDC2509	2025-2026		2028-2029
Leadership, Character & Social Responsibility 35	3 Credits (2025-2029)	LDC3509	2025-2026		2028-2029
Leadership, Character & Social Responsibility 35	5 Credits (2025-2029)	LDC3509	2025-2026		2028-2029
Mental Health Literacy 15	3 Credits (2024-2028)	LDC1027	2025-2026		2027-2028
Social Emotional Wellbeing 15	3 Credits (2021-2026)	LDC1176	2025-2026		2025-2026
Social Literacy 15	3 Credits (2024-2028)	LDC1023	2025-2026		2027-2028

Social Literacy 25	3 Credits (2024-2028)	LDC2023	2025-2026		2027-2028
Vocal Jazz 15	5 Credits (2025-2029)	LDC1433	2025-2026		2028-2029
Vocal Jazz 25	5 Credits (2025-2029)	LDC2433	2025-2026		2028-2029
Vocal Jazz 35	5 Credits (2025-2029)	LDC3433	2025-2026		2028-2029
Workplace Essential Skills 25	5 Credits (2025-2029)	LDC2743	2025-2026		2028-2029
Workplace Essential Skills 35	5 Credits (2025-2029)	LDC3743	2025-2026		2028-2029

Background:

As per Alberta Education's guidelines and process with school divisions acquiring Locally Developed Courses, the requesting school board does not require approval from the originating school board(s), thus alleviating the time it takes for school divisions to gain approval to access these requested courses. The next step in this process is to receive Board approval for this authorization.

Below is a listing of the course outlines for the requested 53 locally developed courses that Sturgeon Public School Division is looking to acquire.

1. **Building Communities of Hope 15 (3 credits) -**

Course description: Building Communities of Hope 15 is a high school course (3 credits) designed to support students to define hope in relation to wellbeing, and to learn how to set and meet goals to create opportunities for hope in all wellbeing domains and to develop resilience when facing stress

2. **Building Communities of Hope 25 (3 credits) -**

Course description: Building Communities of Hope 25 is a high school course (3 credits) designed to support students to extend their investigation of hope in relation to wellbeing, and to investigate theories about stress that inform how to create pathways to achieve wellbeing goals that promote personal and community resiliency in a variety of contexts (school, work, team sports, recreation, social, personal).

3. **Building Communities of Hope 35 (3 credits) -**

Course description: Building Communities of Hope 35 is a high school course (3 credits) designed to support students to extend their investigation of theories of hope from "self-oriented" to "other-oriented" theories. Other-oriented theories involve students in investigating how focusing on improving hope for others in a

variety of contexts (school, work, team sports, recreation, social, personal) builds communities that are more hopeful and positively affects their own sense of hope and wellbeing, and ultimately their identities.

4. Business Problem Solving (5 credits) -

Course description: Business Problem Solving 15 investigates real-world problems facing businesses in today's fast-changing global marketplace where radical invention is on the minds of many business leaders.

Business Problem Solving is based on Global Online Academy's Business Problem Solving course. Global Online Academy, which is a delivery option for this course, provides experiences in which students can work collaboratively and share their perspectives within a globally networked society.

5. Chamber Ensemble 15 (3 credits & 5 credits) -

Course Description: Students are introduced to small ensemble playing and demonstrate musical skills through preparation and performance of diverse small ensemble repertoire. Students will identify the role of melody and harmony and participate as a collaborative musician within the small ensemble. Students will define the small ensemble rehearsal process of tuning, cues, starting and ending a piece, and aligning music to be performance ready.

The 5-credit course extends the learning through a critical analysis of the music performance of others.

6. Chamber Ensemble 25 (3 credits & 5 credits) -

Course description: This course expands on concepts of small ensemble playing introduced at the 15 level. Students refine ensemble playing and demonstrate musical skills through preparation and performance of diverse small ensemble repertoire. Students will demonstrate through performance the role of melody and harmony and participate as a collaborative musician within the small ensemble. Students will tune, cue, start and end pieces, and align music to be performance ready.

The 5-credit course extends the learning through a critical analysis of the music performance of others. Students will explore the relationship between the performance of others and personal performance.

7. Chamber Ensemble (3 credits & 5 credits) -

Course description: This course expands on concepts of small ensemble playing introduced at the 25 level. Students continue to refine ensemble playing and demonstrate advanced musical skills through preparation and performance of diverse small ensemble repertoire. Students will highlight through performance the role of melody, harmony, and countermelody and take turns leading and following collaboratively within a small ensemble including the navigation of tempo fluctuations. These enhanced skills will enable students to align music to be performance ready.

The 5-credit course extends the learning through a critical analysis of the nuanced stylistic differences in music performance of others. Students will incorporate elements of the performance of others into their personal performance.

8. Content Literacy Level 1 15 (3 credits & 5 credits) -

Course description: Content Literacy 1 15 and Content Literacy 2 15 are courses designed to support students who struggle with learning because of difficulties attaining and demonstrating understandings found in subject area instructional materials.

The course sequence for Content Literacy 1 15 will align with relevant curricular outcomes from grade 10 level courses.

Curricular outcomes for Content Literacy 2 15 will be an extension of the outcomes in Content Literacy 15.

This course focuses on teaching strategies for comprehending text outside the parameters of the language arts. This course is designed for students of all academic levels and for all core subject areas and is not intended for those students who require intense remedial reading intervention.

9. Content Literacy Level 2 15 (3 credits & 5 credits) -

Course description: Content Literacy Level 1 -15 and Content Literacy Level 2 - 15 are courses designed to support students who struggle with learning because of difficulties attaining and demonstrating understandings found in subject area instructional materials.

The course sequence for Content Literacy Level 1 - 15 will align with relevant curricular outcomes from grade 10 level courses.

Content Literacy Level 2 - 15 will build upon Content Literacy Level 1 - 15.

This course focuses on teaching strategies for comprehending text outside the parameters of the language arts. This course is designed for students of all academic levels and for all core subject areas and is not intended for those students who require intense remedial reading intervention.

10. Content Literacy 25 (3 credits & 5 credits) -

Course Description: Content Literacy Level 1 -15 and Content Literacy Level 2 - 15 are courses designed to support students who struggle with learning because of difficulties attaining and demonstrating understandings found in subject area instructional materials.

The course sequence for Content Literacy Level 1 - 15 will align with relevant curricular outcomes from grade 10 level courses.

Content Literacy Level 2 - 15 will build upon Content Literacy Level 1 - 15.

This course focuses on teaching strategies for comprehending text outside the parameters of the language arts. This course is designed for students of all academic levels and for all core subject areas and is not intended for those students who require intense remedial reading intervention.

11. Design Thinking for Innovation 15 (3 credits & 5 credits) -

Course Description: At the 15 level, students are introduced to the fundamental concepts of design thinking, creative development, and innovation. The teacher becomes facilitator, guiding students through foundational skills and concepts with a focus on exploration and experimentation. Students engage in teacher-generated and/or co-generated projects where newly learned technical skills and design thinking processes are applied. The emphasis is on the development of a basic understanding of design cycles, collaboration, and hands-on making. Through structured activities and collaborative learning, students start to grasp how creative problem-solving can be applied to real-world challenges.

The 3 and 5 course(s) focuses on introducing students to basic skills, concepts and theories of the design thinking process to explore how innovators and/or inventors work to solve real world challenges. The 5-credit option provides a deeper investigation of these ideas through additional opportunities for extended projects and more complex problem-solving tasks.. In the 5-credit option, students will work on multi-iterative projects that require increasing commitment, greater resiliency, critical thinking, and problem-solving. The focus remains on learning through doing with an emphasis on collaboration and reflexive practices.

By the end of the Level 15 level coursework, students will have a foundational understanding of creative processes, the value of teamwork, iteration, and feedback to refine the quality of one's thinking and approach to solving problems. The Level 15 courses serve as a springboard for more interdisciplinary and student- created inquiry-based projects in subsequent grades.

12. Design Thinking for Innovation 25 (3 credits & 5 credits) -

Course Description: At the 25 level, students build upon their foundational knowledge of design thinking, expanding their autonomy and ability to generate ideas independently. The teacher takes on the role of collaborator, working alongside students as they begin to take on more responsibility for their own projects. Students engage in more complex, student-generated or co-generated projects, applying their skills in an increasingly hands-on, self-directed manner. Collaboration and reflection become a key element of learning, with students encouraged to work together to explore, experiment, and refine their designs.

The 3 and 5 credit course(s) challenges students to explore design thinking and creative problem-solving in greater depth to further develop the attitudes and skills necessary for innovative problem-solving. Students identify real world problems and create interdisciplinary projects that allow them to demonstrate their growing technical and inventive capabilities. Students tackle more ambitious projects that require independent research, idea generation, and iteration. Students participate in regular formative feedback cycles with teachers and peers to refine ideas and

expand upon existing skills. In the 5 credit course, students are expected to take on a greater share of the creative direction by identifying the problem and articulating solutions. Through this deeper exploration, students will develop a stronger understanding of the creative process and begin to cultivate a more robust approach to solving real-world problems. By the end of the course, students will have increased their sense of accountability in the learning process and see themselves as an agent of change.

13. Design Thinking for Innovation 35 (3 credits & 5 credits) -

Course Description: At the 35 level, students push the potential of their creative development and design thinking journey at high school. Here, the teacher's role shifts to that of mentor, guiding students through highly autonomous, student-driven inquiry-based projects. Students are expected to take full ownership of their learning, from idea generation to problem solving and final execution. They tackle complex, multi-iterative projects that integrate interdisciplinary concepts, requiring a high level of creativity, collaboration, and independent thought.

The 3 and 5 credit course(s) at the 35 level offers students a deep exploration of design thinking, innovation, and creative development. With more opportunity and resources dedicated to project work, students will focus on mastering advanced design processes and applying them to real-world challenges. In the 5 credit course, students will explore complex problems in depth, drawing on a wide range of tools, technologies, and creative strategies to innovate and invent original solutions. The teacher, as mentor, provides personalized support, helping students refine their ideas, overcome obstacles, and push the boundaries of their creativity. Upon course completion, students will have developed a high level of autonomy and transferable skills (critical thinking and problem-solving; innovation, creativity, and entrepreneurship; self-directed learning, collaboration, and communication; global citizenship and sustainability; and digital citizenship) to prepare them for the future to meet the demands of today's global economy and society.

14. Engineering and Design 15 (5 credits) -

Course Description: Throughout the course, students will explore the varied roles engineers play in society, solve problems, and develop engineering knowledge and skills. The course is developed to help students adopt and apply a problem based learning mindset when solving engineering problems and developing products. Additionally, students will gain experience working in groups as they solve problems and develop new products.

If students are conducting any experiments for this course, teachers should follow their school division's health and safety protocols and are encouraged to complete a risk assessment. As well, teachers should refer to Alberta Education's Health and Safety in the Science Classroom (2019) document.

15. Film and Media Art 15 (3 credits & 5 credits) -

Course Description: Film and Media Art 15 is the introduction of film and media art as an artistic form of expression. Students identify and describe foundational aspects of

film study through identifying formal elements, such as: composition, lighting, sound, colour, design, visual storytelling cinematography, character, narrative, mise-en-scene, and editing. Students examine film expression by reflecting on their personal beliefs and worldviews and students will create films with an emphasis on collaboration and communication. Film and Media Art includes various formats and genres, such as: short and long-form films and animations, documentaries, commercials, broadcasts, and music videos. The 5-credit course extends the collaboration and critique of the film production process and study by requiring the in-depth application of technical skills, techniques, equipment and roles within the practice of film and media arts.

16. Film and Media Art 25 (3 credits & 5 credits) -

Course Description: Film and Media Art 25 expands on the concepts of film and media introduced at the 15 level. Students apply formal elements, such as: composition, lighting, sound, colour, design, visual storytelling cinematography, character, narrative, mise-en-scene, and editing. Students refine film expression by reflecting on their personal beliefs and worldviews and students will create films with an emphasis on collaboration and communication. Media analysis will include content from diverse and global perspectives. Film and Media Art includes various formats and genres, such as: short and long-form films and animations, documentaries, commercials, broadcasts, and music videos. The 5-credit course extends the collaboration of the film production process and study by requiring further development in artistic expression and critique of films. Students demonstrate a range of creative and technical roles required for the planning and creation of films and media art with in-depth application of technical skills, techniques, equipment.

17. Film and Media Art 35 (3 credits & 5 credits) -

Course Description: Film and Media Art 35 refines critical and analytical skills as a continuation of the 25 level. Students demonstrate formal elements while honing their film expression through reflecting on personal beliefs and worldviews, creating films with an emphasis on collaboration and communication. Students will engage in a range of activities which could include filmmaking, filming scenes, experimenting with equipment and software, storyboarding, story writing, and critiquing. Through their creative practice, students master tools and techniques, explore meaningful topics, and gain insight into the social, historical, and cultural influences and theories shaping media.

The 5-credit course emphasizes analysis and audience interpretation through the process of formal and informal peer critique. Students will articulate their artistic intent, which will be reflected in their application of advanced film techniques in the production of multiple forms of film and media arts.

18. Forensic Studies 25 (3 credits) -

Course Description: In Forensic Studies 25, students use real-world case studies and scenarios to explore how techniques and processes are used to examine forensic evidence at crime scenes and how forensic evidence can be analyzed. In this course, students examine the historical contributions of pioneers in the field of forensic

science, the roles and responsibilities of a variety of forensic experts in a criminal investigation, and how forensic evidence may be used in legal proceedings. Throughout Forensic Studies 25, emphasis is placed on considering the ethical issues which exist in the field of forensics. As well, students have the opportunity to examine a variety of careers in the field of forensics.

19. Forensic Studies 35 (3 credits & 5 credits) -

Course Description: In Forensic Studies 35 (3 Credits), students engage in a critical examination of how forensic techniques and processes are used at crime scenes and how analytical techniques are applied to forensic evidence. In this course, students examine the ongoing evolution of the field of forensic science, the impact that effective collaboration between forensic experts has on a criminal investigation, and how forensic evidence can be used to determine outcomes in legal cases. Throughout Forensic Studies 35 (3 Credits), students analyze ethical considerations in the collection, interpretation and use of forensic evidence. Students also examine various perspectives on the ethics of using biometrics and other profiling techniques. In Forensic Studies 35 (3 Credits), students research a career of their choice in the field of forensics.

In Forensic Studies 35 (5 Credits), students will investigate and evaluate the processes involved in the collection and preservation of crime scene evidence. This course allows students to study scientific concepts, technologies, and methods relating to the investigation of crimes leading to solving active cases and cold cases, and overturning wrongful convictions. As students delve into forensic studies, they will investigate and analyze the strengths and limitations of forensic evidence analysis. This course encourages an engaging and interdisciplinary approach to learning.

20. Instrumental Jazz 15 (3 credits & 5 credits) -

Course Description: Instrumental Jazz 15 is designed as an extension of the Instrumental Music 10 course. Students will explore the concepts of form, style, interpretation, fundamental improvisational concepts, and analytical listening of master jazz musician recordings. In the 5 credit course, students will experience the curriculum in more depth, including a greater focus on analysis of recordings and performance practice, as well as further exploration opportunities to develop improvisational skills.

21. Instrumental Jazz 25 (3 credits & 5 credits) -

Course Description: This course expands on the concepts of Instrumental Jazz introduced at the 15 level. Students will apply the concepts of form, style, interpretation, improvisation, and analytical listening through ensemble playing. Through performance, students will demonstrate the role of melody and harmony. Students will participate as collaborative musicians within the ensemble, and learning will culminate through performance. The 5-credit course extends the learning through a critical analysis of the music performance of others. Students will explore the relationship between the performance of others and personal performance.

22. Instrumental Jazz 35 (3 credits & 5 credits) -

Course Description: This course expands on the concepts of Instrumental Jazz introduced at the 25 level. Students will analyze and synthesize the concepts of form, style, interpretation, improvisation, and analytical listening through ensemble playing and performance. Students will continue to develop their musicianship by analyzing and manipulating melody and harmony to create emotional and thematic effects. Students will participate as a collaborative musician within the ensemble and take on leadership and mentorship roles. Students' learning will culminate through performance. The 5-credit course further extends student learning through a critical analysis of the nuanced stylistic differences in music performance of others. Students will incorporate elements of the performance of others into their personal performance.

23. Leadership, Character & Social Responsibility 15 (3 credits & 5 credits) -

Course Description: LDC1509 is an introductory course that develops students' leadership skills, character, and a sense of social responsibility. The course supports students in developing an understanding and recognition of their personal leadership styles, and examines case studies to build a foundation to lead others by example. Through active participation in class and community initiatives, students apply what they learn in real-world contexts. Students explore diverse leadership styles and qualities of effective leaders. A key component of student success is the development of a self-growth plan to chart their personal goals, growth as a leader, and identify their key motivators in leadership. Emphasis is placed on decision making, collaboration, team building, and understanding how to build safe and inclusive environments. Communication is a key focus, with students learning to express their ideas clearly and build strong relationships. They also explore the role of technology and social media in modern leadership, and engage in individual and group leadership projects related to cultural awareness, sustainability, and global citizenship. Core values highlighted in the course include leadership in its many forms, critical thinking, creativity, empathy, communication and collaboration. By the end of the course students will have refined their leadership style, strengthened their character, and gained a deeper understanding of their responsibilities to themselves and others.

24. Leadership, Character & Social Responsibility 25 (3 credits & 5 credits) -

Course Description: LDC2509 focuses on developing students' leadership abilities, character, and sense of social responsibility. The course supports students in developing an understanding and recognition of their personal leadership styles, and examines case studies to build a foundation to lead others by example. They will actively participate in both in-class and out of class initiatives, taking on leadership roles that challenge them to apply and reflect on their learning. The course emphasizes ethical leadership, decision making, effective communication, and teamwork. Students will continue to explore various leadership styles, deep diving into case studies, connecting with their own leadership style to analyze and evaluate. A key component of student success is the development of a self-growth plan to chart their personal goals, growth as a leader, and identify their key motivators in leadership. Students will engage in planning, leading, and evaluating leadership and training activities. Key topics include ethics and integrity, public relations, the value of community involvement and volunteerism, safe and developmentally appropriate

practices, and conflict resolution. Students will demonstrate commitment to team success through responsibility, punctuality, and active involvement in decision making and operations. Through case studies, leadership projects, and reflective practice, students will learn to motivate others, communicate with passion, and influence their communities. Core values include leadership, critical thinking, communication, empathy, creativity and collaboration, helping students better understand themselves as leaders and develop the skills to lead in more structured, impactful ways.

25. Leadership, Character & Social Responsibility 35 (3 credits & 5 credits) -

Course Description: LDC3509 is the final course in the leadership, character, and social responsibility series where advanced development in leadership is emphasized. Building on prior learning, students will refine their personal leadership style and philosophy while deepening their understanding of what it means to lead with integrity, vision, and purpose. Students will take on significant leadership responsibilities in both in-class and out of class contexts, apply critical values and attitudes to lead by example. They will lead teams, plan and execute events, and conduct pre-, during-, and post-event evaluations. Focus areas include team assembly and dynamics, conflict resolution, ethical decision making, and public relations. Throughout the course, students will demonstrate strong communication skills in a variety of situations, maintaining respect, confidence, initiative, courage and trust. They will take responsibility for team commitments, punctuality, and performance improvement. Students will also analyze leadership techniques and strategies through case studies and real life applications. By developing a defined leadership philosophy and applying it to a leadership project, students will demonstrate the ability to motivate and inspire others, manage group processes, and lead larger, more structured teams. Core values including leadership, critical thinking, communication, empathy, creativity and collaboration - guide students as they emerge as confident, ethical, and socially responsible leaders.

26. Mental Health Literacy 15 (3 credits) -

Course Description: Mental Health Literacy as a locally developed course creates awareness and a common language to discuss mental wellness, mental distress, mental health problems, and mental health disorders/illnesses. This course provides a supportive structure for students to explore mental health resources and proactive strategies for managing personal mental wellbeing.

27. Social Emotional Wellbeing 15 (3 credits) -

Course Description: Social Emotional Wellbeing 15 is intended to support the positive development of social emotional learning and mental health of students. Through the exploration of the following five social emotional learning domains: Self Awareness, Self Management, Social Awareness, Relationship Skills and Responsible Decision Making.

Students will be provided with a strong social emotional foundation that will focus on topics such as managing and understanding emotions, being strength-based, stress and anxiety management, self-discipline, resilience, mindfulness, visible thinking,

problem-solving, conflict resolution, empathy, perspective-taking, communication, teamwork, and relationship building. Social Emotional Wellbeing 15 is intended to provide a strong social emotional foundation to high school students by teaching evidence-based lessons that explicitly foster personal and social capabilities.

Rationale

Today's schools are becoming increasingly more complex and school leaders, educators and community agencies are now seeing students facing a range of stressors, anxieties and mental health issues. The need to build a social and emotional well-being foundation that will provide a safe and positive learning environment for our students is required that will help them manage their own social emotional well-being as well as enhance their ability to succeed in school, careers, and life. The coordinated and intentional instruction of social emotional skills will help students develop the resilience to deal with change, challenge and unpredictability both in and out of school.

28. Social Literacy 15 (3 credits) -

Course Description: The purpose of this course is for students to discover, develop and apply social competencies in school, work, and the community. Having a repertoire of appropriate and effective social skills lays a foundation for personal, professional, and community success. Students will learn to identify their unique strengths and areas of growth thereby enabling them to effectively select, rehearse and generalize evidence-based strategies proven effective with neuro-diverse learners.

29. Social Literacy 25 (3 credits) -

Course Description: Social Literacy 25 further supports students to discover, develop and apply social competencies in school, work, and the community. Having a repertoire of appropriate and effective social skills lays a foundation for personal, professional, and community success.

Skills are broken down through a process of task-analysis, where each discrete step is mastered before introducing the next skill level, which allows students to develop and strengthen their proficiencies in relation to their unique abilities. Areas of focus include verbal and non-verbal communication, digital communication, perspective taking, self-awareness, problem solving and cognitive flexibility.

30. Vocal Jazz 15 (5 credits)-

Course Description: Students in Vocal Jazz 15 will explore fundamental vocal jazz skills, collaboration, and critical reflection on performances in a small ensemble performance-based context within the contemporary/jazz genres. In 15-5 students will explore fundamental vocal jazz skills, collaboration, and critical reflection on performances in a small ensemble and solo performance-based contexts within the contemporary/jazz genres.

31. Vocal Jazz 25 (5 credits) -

Course Description: Students in Vocal Jazz 25 will apply fundamental vocal jazz skills, collaboration, and critical reflection on performances in a small ensemble performance-based context within the contemporary/jazz genres. Students in the 5 credit course will apply fundamental vocal jazz skills, collaborate, and critically reflect on performances in small ensemble and solo performance-based contexts within the contemporary/jazz genres.

32. Vocal Jazz 35 (5 credits) -

Course Description: Students in Vocal Jazz 35 will synthesize fundamental vocal jazz skills, collaborate, and critically analyze performances in a small ensemble performance-based context within the contemporary/jazz genres. Students in the 5 credit course will synthesize fundamental vocal jazz skills, collaborate, and critically analyze performances in a small ensemble and solo performance-based context within the contemporary/jazz genres.

33. Workplace Essential Skills 25 (5 credits) -

Course Description: In Workplace Essential Skills 25, students have the opportunity to build literacy and foundational skills that may be used to effectively access information and solve problems in today's complex world of work. These skills include reading, document use, numeracy (money math, scheduling, budgeting and accounting, measurement and calculation, data analysis, numerical estimation), writing, oral communication, working with others, thinking skills (job task planning, decision making, problem solving, finding information), digital technology, and continuous learning.

In this course, students examine how thinking skills are important when making decisions and solving problems. As well, students consider how actions in the digital world carry both risks and benefits. In Workplace Essential Skills 25, there is a focus on exploring how effective communication and collaboration skills fosters the ability to accomplish goals and interact respectfully in the work environment. Students in this course also examine how financial literacy and numeracy skills can be applied in the workplace.

34. Workplace Essential Skills 35 (5 credits) -

Course Description: Workplace Essential Skills 35 provides students with the opportunity to develop and refine various literacy and foundational skills that are necessary in the workplace. These skills include reading, document use, numeracy (money math, scheduling, budgeting and accounting, measurement and calculation, data analysis, numerical estimation), writing, oral communication, working with others, thinking skills (job task planning, decision making, problem solving, finding information), digital technology, and continuous learning.

In this course, students apply thinking skills when presented with various workplace scenarios involving decision making and problem solving. Throughout Workplace Essential Skills 35, students refine their communication and collaboration skills in a variety of workplace contexts. In this course, students engage with a variety of workplace texts to develop their ability to locate key information, determine purpose and intent, and convey information. In Workplace Essential Skills 35, students

develop their financial literacy and numeracy skills as they apply financial processes, solve simple and complex problems and work with calculating material and labour costs.

Status & Relationship to Superintendent Leadership Quality Standard (SLQS):

This report aligns with the [SLQS](#) in the following way:

COMPETENCY: (3) Visionary Leadership
INDICATORS: c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives; and
 d. ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation and incorporates the school community's perspectives.

COMPETENCY: (4) Leading Learning
INDICATORS: e. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students.

Governance Implications:

[Education Act](#)

Courses, programs of study, etc.

18(e) approve any course, program of study or learning and teaching resource that may be submitted to the Minister by a board or another operator of a school for use in a school.

General powers and duties of boards

53 (2) (a) subject to section 18 and any regulations under this Act, develop, acquire or offer courses or programs,

[Alberta Education - Locally Developed Courses](#)

School authorities may approve, develop or acquire locally developed courses for kindergarten through Grade 12 students.

Government reviews and authorizes locally developed senior high courses.

[Policy 225: Role of the Board](#)

Education Planning and Programming

3. Set governance standards for reviewing and approving educational programming.

Stakeholder Engagement and Communication

9. Promote the schools' programs which reflect the needs and desires of the community.

Collaboration

21. Supports the schools' programs, needs and desires to the community

[Policy 700: Superintendent of Schools](#)

The Superintendent of Schools provides the Board with information, advice, and support required for the fulfillment of its governance role. The Superintendent plays a critical and collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board to address current and emerging issues.

[Administrative Procedure 820: Locally Developed Courses](#)

Sturgeon Public Schools believes that locally developed courses meet specific educational needs of students.

Administration is prepared to respond to questions at the June 18, 2025, Public Board meeting.

Attachment(s):

Not applicable.