



## FOOTPRINTS FOR LEARNING ACADEMY



**HOLISTIC**   **AUTHENTIC**   **PURPOSE DRIVEN**   **ENTREPRENEURIAL**   **GLOBAL**

Required Program & Assessment Policy

**SECONDARY CURRICULA FFLA - GRADES 10, 11, 12**

Motto: Explore Achieve Excel

Explore Entrepreneurship Achieve in Core Learning

Excel in Defining your Educational Journey

# *BLENDING LEARNING PROGRAM G10 - G12*

## **OVERVIEW:**

At *Footprints for Learning Academy* we offer a unique and individualized blended learning model for our Grade 10, 11, 12 students. This BLENDED LEARNING MODEL provides students with the opportunity to engage in their learning both independently with the teacher as a facilitator in online *MOODLE* course platforms, and in a traditional, face-to-face teaching model with in-class tutorials and lessons. It is a hybrid of online and offline learning.

The courses are sequenced in a semestered and full year timetable. The first semester is from September through January, with the summative exams set for late January. The second semester is from February through June, with the summative exams set for late June. The complete program has both semestered courses that will be completed in five months (e.g. Social Studies) and full year courses that will be completed in 10 months (e.g. Physical Education).

The FFLA Secondary Blended Learning Model adheres strictly to all the Alberta Education requirements for Diploma Graduation (<https://www.alberta.ca/graduation-requirements-credentials-and-credits.aspx>). A student is required to complete a minimum of 100 credits that combine core or mandatory courses (i.e. Mathematics, English, Social Studies, and Science) with electives (i.e. CTS, Career and Technology Studies). Typically, the core courses are worth 5 credits, while the electives can be worth 1, 3, or 5 credits.

Student planning is essential from the onset. At FFLA, we have a High School Coordinator planning with the parents and students, tracking their progress, and reviewing the completion and record-keeping of the necessary credit files. Administration oversees this process and works with the Coordinator to ensure each student's personalized pathway meets the Alberta Education requirements.

## **ALBERTA EDUCATION REQUIRED COURSES:**

<https://www.alberta.ca/graduation-requirements-credentials-and-credits.aspx>

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NOTE: DIPLOMA EXAMS are required in English 30-1 and 30-2, Social 30-1 and 30-2, Mathematics 30-1 and 30-2, Biology 30, Chemistry 30, Physics 30, and Science 30. Final student transcript (official) marks are a combination of school and provincial exam marks.

## **Core Courses:**

Students in grades 10 through 12 work independently (though supervised and supported) on their core courses (e.g. Math, English, Social, and Science) which are each delivered through a *Moodle* online platform. A specialized and certified teacher for each applicable core course will oversee student progress, assess formative and summative work, facilitate hands-on activities (e.g. experiments), schedule tutorial sessions or mini-lectures, and generally be available for individual questions both online and off. This blended approach to learning allows students to work at their own pace and teaches independent achievement as they transition into Post-Secondary Education and/or their careers. This essential skill set will be a significant predicate to their future success. Students are expected to physically attend school on a daily basis, Mondays through Thursdays, to ensure that their learning is proceeding within an ideal timeline. The blended learning model can, as needed, adapt to temporary online learning for students who may be away for a period of time.

## **English Language Arts Programs of Study**

<https://education.alberta.ca/topic-search/?searchMode=3>

[https://www.learnalberta.ca/content/mychildlearning/gradeataglance/hs\\_ela.pdf](https://www.learnalberta.ca/content/mychildlearning/gradeataglance/hs_ela.pdf)

- In ELA 30-1, students analyze and respond to literature, including extended texts (a novel or nonfiction book, a feature film or modern play, and a Shakespearean play) and shorter texts (poetry, short stories, visuals and multimedia, essays, and popular nonfiction) that relate to cultural and societal issues in Canadian and global contexts. They also create their own texts; e.g., fiction, nonfiction/persuasive writing, presentations/media. This course is for students considering careers that may require strong reading and communication skills and for those interested in post-secondary education.
- In ELA 30-2, students with diverse abilities and goals study different types of texts, written at various levels, that explore issues in Canadian and global contexts. They study extended texts (a novel or nonfiction book, a feature film, and a modern or Shakespearean play) and shorter texts (poetry, short stories, visuals and multimedia, essays, and popular nonfiction). Students are also encouraged to create their own texts; e.g., fiction, nonfiction, presentations/media. Material will often have daily life or practical applications for students. This course is designed for students considering careers that require basic reading and communication skills and for those interested in a range of post-secondary education or other opportunities.

## **Mathematics Programs of Study**

<https://education.alberta.ca/topic-search/?searchMode=3>

[https://www.learnalberta.ca/content/mychildlearning/gradeataglace/hs\\_math.pdf](https://www.learnalberta.ca/content/mychildlearning/gradeataglace/hs_math.pdf)

- Mathematics 30-1 students investigate the properties of logarithms; study the characteristics and transformations of trigonometric, polynomial, exponential and logarithmic functions by sketching and analyzing their graphs; and solve equations and problems related to these functions. Students also use basic counting principles to determine the number of permutations or combinations of the elements of a set to solve problems.
- Mathematics 30-2 students use numerical and logical reasoning to solve puzzles, and solve real-life problems about the probability of events occurring. They solve problems algebraically involving rational equations; investigate exponential, logarithmic, polynomial and sinusoidal functions; and research and present a mathematical topic of their choice
- Mathematics 30-3 students investigate the limitations of measuring instruments, use trigonometry to solve problems involving triangles, and describe and illustrate properties of polygons. They investigate slides, rotations, flips and size changes of 2-D shapes or 3-D objects; they use logical reasoning to solve puzzles; and they solve various other problems involving financial situations, linear relations and probability.

### **Sciences Programs of Study**

<https://education.alberta.ca/topic-search/?searchMode=3>

[https://www.learnalberta.ca/content/mychildlearning/gradeataglace/hs\\_science.pdf](https://www.learnalberta.ca/content/mychildlearning/gradeataglace/hs_science.pdf)

- Biology 30 students conduct lab work and investigate how human systems sense and respond to the environment. They explore human reproduction and development at the cellular level and at the organism level. Students investigate the basic structure and role of DNA and investigate the inheritance of traits in individuals and populations. They analyze the changes in populations resulting from natural and human-induced changes in the environment and discover that living systems are dynamic.
- Chemistry 30 students examine and quantify how thermochemical and electrochemical systems use or provide energy. They explore common organic compounds—those that contain carbon—and how they are used in technological applications and everyday life. Students also investigate acid-base reactions and interpret how they eventually reach equilibrium.
- Physics 30 considers historical experiments and explores why the model of the atom has

changed as a result of experiments and observations of natural phenomena. Students apply a quantitative approach to describe conservation of momentum in an isolated system, and they investigate applications and implications of electric and magnetic forces and fields. They also use the concept of wave-particle duality to understand both wave and photon behaviour of electromagnetic radiations.

### **Social Studies Programs of Study**

<https://education.alberta.ca/topic-search/?searchMode=3>

[https://www.learnalberta.ca/content/mychildlearning/gradeataglace/hs\\_social.pdf](https://www.learnalberta.ca/content/mychildlearning/gradeataglace/hs_social.pdf)

- Social Studies 30-1 students examine multiple perspectives on various ideologies and on the influence of these ideologies, focusing particularly on liberalism. They develop an understanding of how ideologies can shape us and our world.
- Social Studies 30-2 students will examine multiple perspectives on various ideologies, focusing in particular on liberalism. They will develop an understanding of how ideologies can shape us and our world.

### **Spanish Programs of Study**

<https://www.alberta.ca/international-languages.aspx>

<https://education.alberta.ca/language-and-culture/programs-of-study/>

<https://education.alberta.ca/media/481792/the-common-curriculum-framework-for-international-languages-alberta-version-three-year-program.pdf>

- Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical; e.g., increased proficiency, but also horizontal; e.g., broader range of applications and experience with more text forms, contexts and so on. The spiral also represents how language learning activities are best structured. Particular areas of experience, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is extended, reinforced and broadened each time a point is revisited.

- Spanish is an important component of FFLA's programming, beginning at kindergarten and moving through continuously to high school. With this strong background in Spanish, FFLA students qualify for the unique opportunity to challenge Spanish Language and Culture 10, 20, and 30 for 15 credits by the end of Grade 10. At the onset of the Grade 10 year, the students who successfully challenged Spanish Language and Culture 10 will be awarded 5 credits. In Semester 1 of each year, students may take a traditional in-class formatted and accelerated Spanish Language and Culture 20 course (5 Credits), which they will challenge at the end of the first semester (i.e. January). During the second semester of each year, students may likewise take a traditional in-class formatted, accelerated Spanish Language and Culture 30 course (5 Credits), which they will challenge at the end of the semester in June. Please note that students who are not prepared to take accelerated Spanish, may still enroll in the regular Spanish Language and Culture 10, 20 and 30 stream during their Grade 10, 11, and 12 years of study.

### Entrepreneurship Program of Study

<https://education.alberta.ca/career-and-technology-studies/bit-cluster-businessadminfinanceit/>

<https://www.unchartedlearning.org/student-programs/incubatoredu-high-school-entrepreneurship>

- Entrepreneurship is also considered a Core Course at FFLA. This is a mandatory Semester I course where 5 credits will be awarded in a package of 5 CTS Modules. These are combined and facilitated by a Teacher and taught within the framework of the *IncubatorEdu Entrepreneurship Model*. This course allows one to earn an additional 5 credits in the *AcceleratorEdu Entrepreneurship Program*, again a specialized package of 5 CTS Modules.
- *Incubatoredu is a full semester course offering an authentic entrepreneurship experience as students develop their own product or service startup. **Problem-Solution Identification** | Student teams explore, pivot, iterate and develop resilience as they work to solve problems they care about. **Customer and Idea Exploration** | Real entrepreneurs and industry experts serve as volunteer coaches and mentors guiding student teams through the process of idea validation. **Pitch for Real Funding** | Student teams pitch to gain investment funds in a final shark-tank style pitch event.*
- *As a second full semester course, Acceleratoredu provides students the opportunity to launch and gain traction for their business. **Company Formation** | Establishing a legal entity and developing three areas: customer acquisition, production and business processes as it suits their business. **Market Traction** | The experience models a real-life start-up accelerator focused on developing teams through mentorship, education, connections, and accountability to launch a company. **Iterate and Scale** | The course transitions businesses founded in Incubatoredu into sustainable, functioning ventures.*

## **Elective Courses Programs of Study**

<https://education.alberta.ca/career-and-technology-studies/programs-of-study/?searchMode=3>

[https://www.learnalberta.ca/content/mychildlearning/gradeataglance/hs\\_optional.pdf](https://www.learnalberta.ca/content/mychildlearning/gradeataglance/hs_optional.pdf)

- Students also have over 100 modular electives from the Alberta Education CTS menu to choose from during their three years of secondary learning at FFLA (See FFLA Student Catalogue for details.). Electives will be delivered in the same *Blended Learning* format as the core courses, with a few exceptions. Each semester there will be two credits of required CTS electives on a three year rotation schedule (e.g. Business courses related to Entrepreneurship). In addition, Physical Education 10, 20, and 30 are delivered as full-year classes. Food Basics, another CTS module, is scheduled into the Grade 10 timetable. Students may also choose to earn credits through Work Experience 15, 25, and 35 in a flex model (Again, see FFLA Student Catalogue for details.).

## **CALM (Career and Life Management) Program of Study**

[https://www.learnalberta.ca/content/mychildlearning/gradeataglance/hs\\_calm.pdf](https://www.learnalberta.ca/content/mychildlearning/gradeataglance/hs_calm.pdf)

- Students will enhance their ability to make good choices today and in the future. They will examine health holistically: the emotional, intellectual, social, spiritual and physical dimensions. They will learn how to make responsible choices about money and other resources, and they'll learn that their decisions are based on their values and goals. Your teen will continue to plot out their career path as they plan for life after high school. For more about CALM, refer to the [program of studies](#).

## **Physical Education Program of Study**

[https://www.learnalberta.ca/content/mychildlearning/gradeataglance/hs\\_physed.pdf](https://www.learnalberta.ca/content/mychildlearning/gradeataglance/hs_physed.pdf)

- Students will enjoy and improve in a variety of activities in the school environment and in the community. They will experience better health and well-being, play cooperatively and embrace activity as part of an active, healthy lifestyle.

**FINAL NOTE:**

Teachers generally prepare the following documents, making each available to students on the *Moodle*, in hard copy, or alternatively, in supplemental Google Classrooms:

- **Course Outline (Curriculum, Timeline, Evaluation, Requirements)**
- **Unit Plans**
- **Lesson Plans**
- **Digital Platforms**
- **Assessment Booklets and Tests**
- **Textbooks**
- **Review Materials**
- **Final Exams**

These are completed as a PLC with Administrative overview.