

FOOTPRINTS FOR LEARNING ACADEMY



HOLISTIC

AUTHENTIC

PURPOSE DRIVEN

ENTREPRENEURIAL

GLOBAL

Required Programs & Assessment Policies

CORE CURRICULA FFLA - POLICY OVERVIEW

Motto: Explore Achieve Excel

Explore Entrepreneurship Achieve in Core Learning

Excel in Defining your Educational Journey

POLICY OVERVIEW G1 - G12

FFLA is about linking all the core pieces of the puzzle—within assessment for learning—and across the three core Ps of personalization, precision, and professional learning. Without a framework, educators often have many of the pieces, but they come from different puzzles (Breakthrough, Fullan). Together we achieve a stronger system for each student.

OVERVIEW:

The purpose of requiring the utilization of standardized open courses and other applicable resources and assessments at FFLA are as follows:

To ensure that FFLA has *consistency in curriculum* implementation and assessments across grade levels in this current context.

To *streamline* student learning so that teaching and assessments are better suited for *individualized study* as necessary. This is particularly important in cases where students are traveling for extended periods of time, or away for medical concerns. These resources will allow teachers to easily move such students into an individualized learning program as a partner to learning within the classroom structures.

By making these standardized curricular documents available in a standardized digital platform, our teachers are provided with a consistent framework, enabling them to utilize their time and *develop their unique pedagogy* towards the development of **engaging lesson delivery** that corresponds with the learner outcomes laid out in the program resources provided by Alberta Education.

By making these standardized curricular documents and platforms available, our teachers are provided with a consistent framework enabling them to utilize their time and *develop their unique pedagogy* towards the development of **IPP adapted lessons for learners of specialized needs**.

By making these standardized curricular documents and digital platforms available, our teachers are provided with a consistent framework enabling them to utilize their time and *develop their unique pedagogy* for **applied learning projects, most especially towards entrepreneurship inside of differentiation**.

Professional development works when it is “school-based and embedded in teachers’ daily work” . Research shows that new policies and resources provide the potential for “new opportunities to learn, rooted either in improved student curriculum or in examples of students’ work on assessments, or both” (Breakthrough, Fullan).

General Expectations:

All subjects must have their own **Google Classroom or Moodle Platform** (including electives) however, the core subjects (Math, ELA, Social, Science, Spanish and Entrepreneurship) have required resources and assessments to be uploaded in their associated Google Classroom or Moodle Platform. These resources are detailed in each digital classroom and in the Individual FFLA Programming Guides for ELA, Math, Science, and Social Studies. This framework and its resources are required elements to be utilized by the teacher of that core subject to form the foundation of the course.

All subjects (including electives) are required to have a course outline and schedule that is uploaded to the Google Classroom or Moodle Platform. These two documents should cover the entire year and it should be very specific with timelines, assignments, tests, weighting, units/topics. They should also include detailed instructions on how the course is structured and how to utilize the Google Classroom or Moodle Platform. Note that should teachers decide to add additional projects and assignments, they are welcome and encouraged to do so, however, this must be reflected in the course outline that is printed for students and uploaded to the Google Classroom.

Course Documents:

- **Course Outline and/or Year Plan** - Templates to be provided
- **Unit Plans** - Backwards by Design Philosophy with Differentiation for Inclusion
- **Lesson and/or Weekly Journal/Agenda** - Actual Scope and Sequence
- **Assessments** - Formative and Summative Tasks
- **ALMA Grades** - Weighted according to Programming Policies
- **Report Card Grades and Comments** - Constructive with Recognition

Student Evaluations:

These vary according to FFLA Policy, however, generally for Middle School and High School with percentage grading:

- Formative Learning 40%
- Summative Assessment 40%
- Final Testing or Project 20%
- Bonus Work is Optional but Offered

In Elementary School the Weighting generally shifts towards Formative rather than Summative Assessments with a 1 through 4 scale rating.

Within each Course:

- Infusion of **Entrepreneurial** and **FNMI** elements are required.
- **UDL** practices for IPP differentiation using AB ED benchmarks is required.
- **Tiered Vocabulary** as part of current Assurance Framework for FFLA is inclusive.

Course Programming Guidelines are available for the following FFLA courses:

- Programming Policy: ELAL
- Programming Policy: Math
- Programming Policy: Science
- Programming Policy: Social Studies
- Programming Policy: Spanish
- Programming Policy: Entrepreneurship
- Programming Policy: Electives
- Programming Policy: Global Awareness
- Programming Policy: Physical Education and Wellness
- Programming Policy: Cross-Curricular Skills and Values
- Programming Policy: Blended Learning G10,11,12
- Programming Policy: Blended Learning G10,11,12 Summer Sessions (Draft)
- Programming Policy: Blended Learning G10,11,12 Course Challenges (Draft)

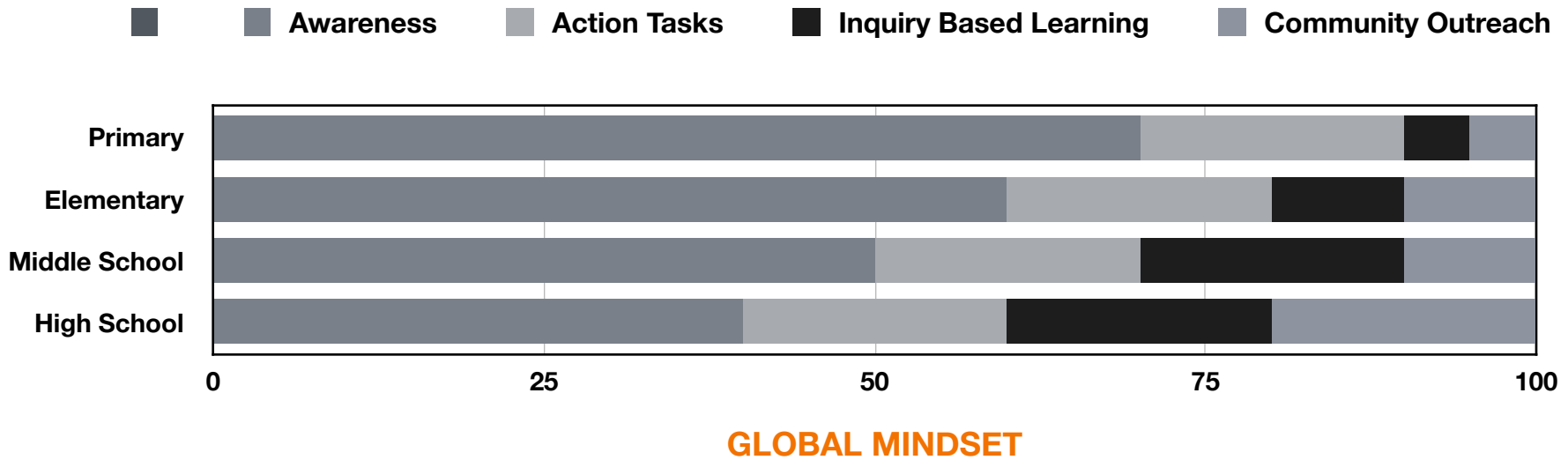
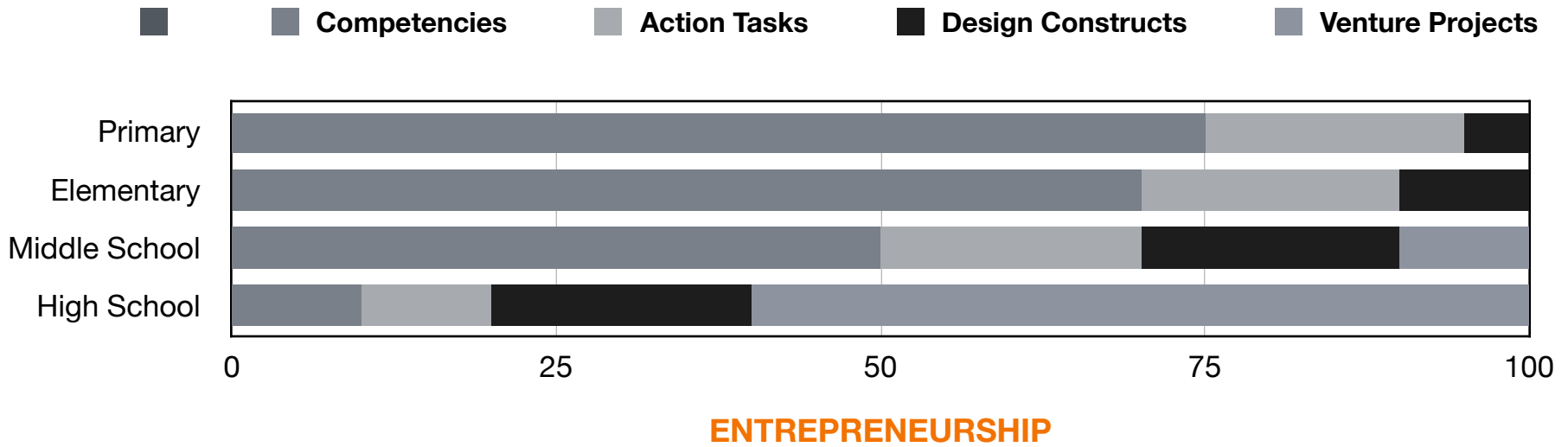
FFLA CURRICULAR MAP

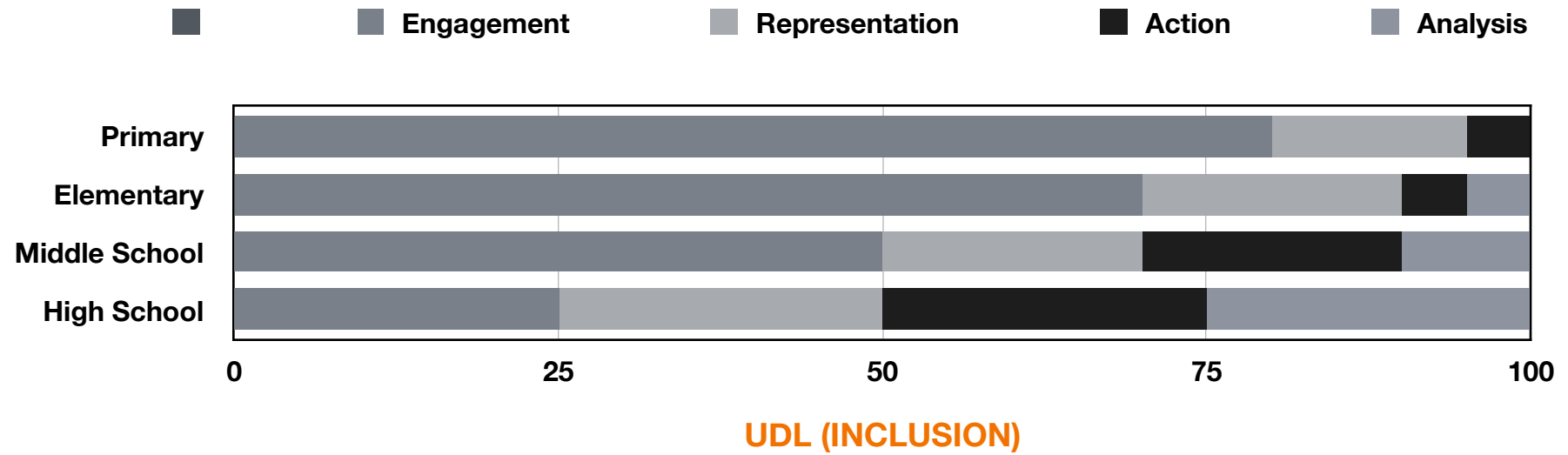
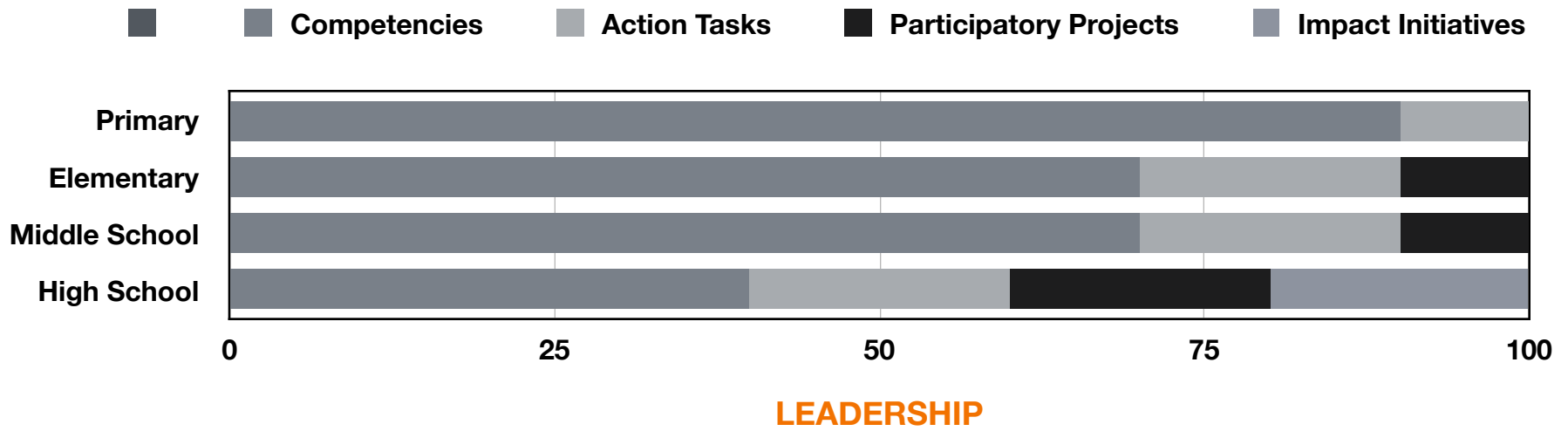
COURSE	K	1	2	3	4	5	6	7	8	9	10	11	12
Literacy - ELAL with new curriculum being implemented	Phonics Vocabulary (Site Words) Fluency Hand-writing	Phonics Vocabulary Fluency Hand-writing	Phonics Vocabulary Fluency Hand-writing Grammar Reading Writer's Workshop	Phonics Vocabulary Fluency Hand-writing Grammar Reading Writer's Workshop	Vocabulary Fluency Hand-writing Grammar Reading Writer's Workshop Novel Study	Vocabulary Fluency Hand-writing Grammar Reading Writer's Workshop Novel Study	Vocabulary Fluency Hand-writing Grammar Reading Writer's Workshop Novel Study	Vocabulary Fluency Hand-writing Grammar Reading Writer's Workshop Novel Study	Vocabulary Fluency Hand-writing Grammar Reading Writer's Workshop Novel Study Analysis	Vocabulary Fluency Hand-writing Grammar Reading Writer's Workshop Novel Study Analysis	Literature Genre Studies Analysis Presentation - Essays Literary Devices	Literature Genre Studies Analysis Presentation - Essays Literary Devices	Literature Genre Studies Analysis Presentation - Essays Literary Devices
Numeracy - Mathematics with new curriculum being implemented	Number Sense and Mechanics Manipulates	Number Sense and Mechanics Manipulates	Number Sense and Mechanics Manipulates Problem Solving	Number Sense and Mechanics Application Problem Solving	Number Sense and Mechanics Application Problem Solving	Number Sense and Mechanics Application Problem Solving	Number Sense and Mechanics Application Problem Solving Construct and Inferences	Number Sense and Mechanics Application Problem Solving Construct and Inferences	Number Sense and Mechanics Application Problem Solving Construct and Inferences Algebra and Geometry Trigonometry	Number Sense and Mechanics Application Problem Solving Construct and Inferences Algebra and Geometry Trigonometry	Number Sense and Mechanics Application Problem Solving Construct and Inferences ADVANCED Algebra and Geometry Trigonometry	Number Sense and Mechanics Application Problem Solving Construct and Inferences ADVANCED Algebra and Geometry Trigonometry	Number Sense and Mechanics Application Problem Solving Construct and Inferences ADVANCED Algebra and Geometry Trigonometry and Statistics
Social Studies - new curriculum being drafted	Being Together	Citizenship - Belonging and Connecting	Communities in Canada	Connecting with the World	Alberta - Land, History, and Stories	Canada - Land, History and Stories	Democracy	Canada - Origins	Historical Worlds	Canada - Opportunities and Challenges	Perspectives on Globalization	Perspectives on Nationalism	Perspectives on Ideologies

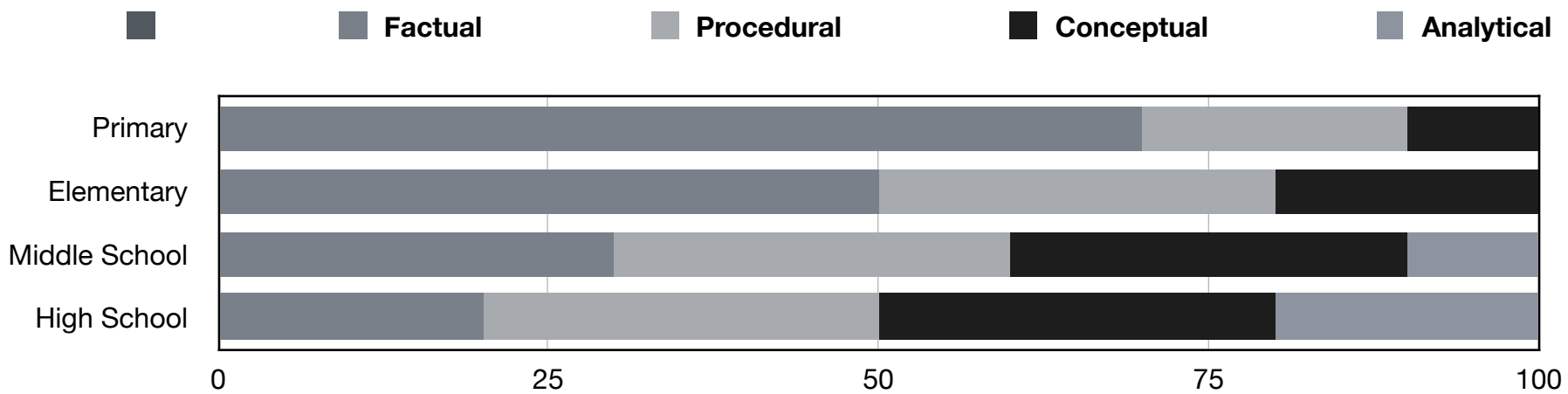
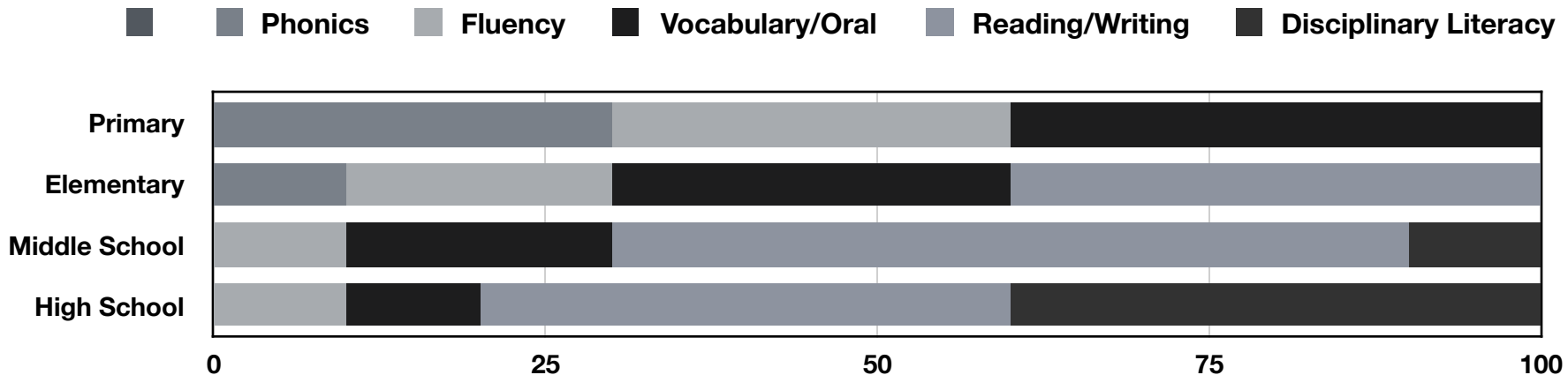
COURSE	K	1	2	3	4	5	6	7	8	9	10	11	12
Science with new curriculum being implemented	Explore properties and 5 senses, movement, and environment.	Understanding properties of matter, changes, and do investigations	Combining Materials (Matter), study landforms, look at growth, and design with creativity	Studying Natural and man-made materials (e.g. Water Cycle and Farming). Gaining a FNMI perspective and do research reports	States of Matter and Waste Management, analyze interconnections in Earth systems, look at sensory organs, and design investigations with data.	Models of Matter, Movement of Matter, and Forces of Matter and Analyze energy resources, internal biological systems, the solar system, and design experiments with evidence.	Relate Matter to expansion and contraction, and energy change, and climate change, and components of ecosystems, and technologies for observation and use hypothesis in scientific method.	Study of Ecosystems, Plants, Heat and Temperature, and Structures and Forces and the Planet Earth.	Mix and Flow of Matter, Cells and Systems, Light and Optics, Mechanical Systems, and Water Systems.	Biological Diversity, Matter and Chemical Change, Environmental Chemistry, Electrical Principles, and Space Exploration	Biology Chemistry Physics Ecology	Biology Chemistry Physics Ecology	Biology Chemistry Physics Ecology
Spanish - Scaffolded series of VERBS for TPRS	TPRS and Music	TPRS and Music	TPRS and Music	TPRS and Music	TPRS and Culture	TPRS and Culture	TPRS and Culture and Grammar for Composition	TPRS and Culture and Grammar for Composition	TPRS and Culture and Grammar for Composition	TPRS and Culture and Grammar for Composition	TPRS and Culture and Grammar for Composition and Readings	TPRS and Culture and Grammar for Composition and Readings	TPRS and Culture and Grammar for Composition and Readings

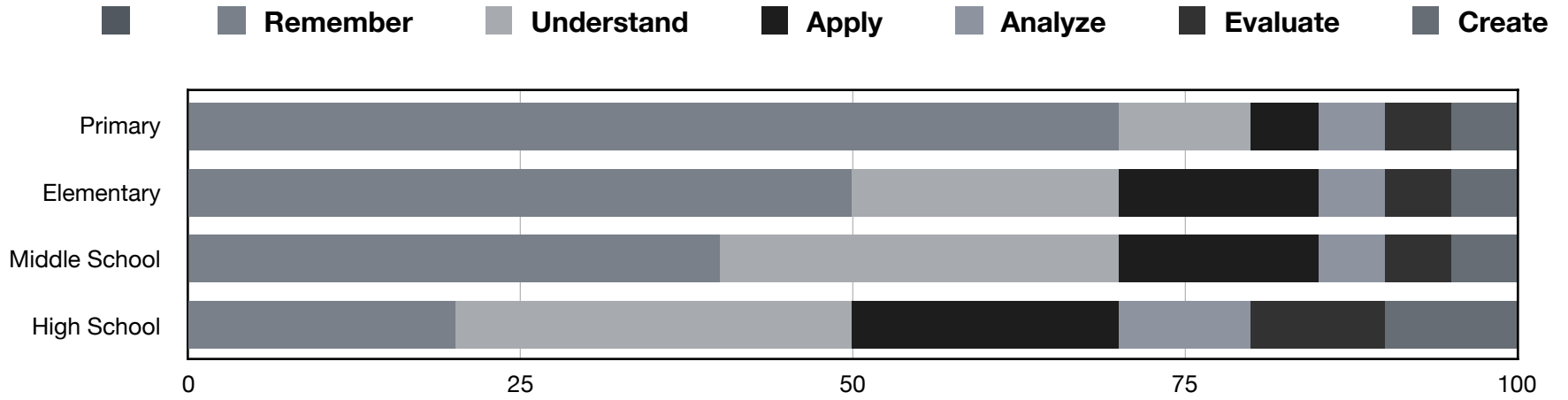
COURSE	K	1	2	3	4	5	6	7	8	9	10	11	12
Global Awareness - Study of People, Places, History, Culture, Business, Government, and Economics	The Earth's Continents with Focus on Diversity and Kindness	The Earth's Continents with Focus on Diversity and Kindness	Oceania and Antarctica with a focus on Water and Wonders	The Continent of Africa	The Continent of South America	The Continent of North America	The Continent of Australia	The Continents of Eastern Europe and Middle Asia - a Comparison	The Continents of Western Europe and East Asia - a Comparison	The Continents of Africa and North America - a Comparison	CTS Modules (Tourism)	CTS Modules (Tourism)	CTS Modules (Tourism)
Electives - Fine Arts CTS/CTF STEM	Art Music	Art Music	Art Music	Art Music	Art Music French	Art Music French	Art Music Drama French STEM FNMI	Art Music Drama French STEM FNMI	Art Music Drama French STEM FNMI	Art Music Drama French STEM FNMI	Art French Work Experience CALM* mandatory	Art French Work Experience	Art French Work Experience
Leadership - embedded across curriculum and targeted in Health classes. Competencies: Critical Thinking, Problem-Solving, Creativity, Innovation, Collaboration, Management, Communication, Multiculturalism, Personal Wellbeing, Growth Mindset, Self-Direction, and Identity.	Competencies	Competencies	Competencies	Competencies and Habits for Leader in Me	Competencies and Habits for Leader in Me	Competencies and Habits for Leader in Me	Competencies and Habits for Leader in Me	Competencies and Habits for Leader in Me	Competencies and Habits for Leader in Me	Competencies and Habits for Leader in Me	CTS Modules (Recreational Sport, Community Volunteerism, Community Enhancement, Early Learning and Child Care)	CTS Modules (Recreational Sport, Community Volunteerism, Community Enhancement, Early Learning and Child Care)	CTS Modules (Recreational Sport, Community Volunteerism, Community Enhancement, Early Learning and Child Care)
FNMI - Embedded Holistic and Thematic Modules	Nature - and Culture	Circle - Symbols and Culture	Moving and Staying - Change and Culture	Sights and Sounds - Perception and Culture	Metis Essentials and Peoples	Inuit Explorations and Peoples	Blackfoot and Cree and Peoples	Resources in History to Present	Education in History to Present	Entrepreneurs in History	Entrepreneurs in Present Local Context	Entrepreneurs in Present Greater Context	Entrepreneurs in Present Global Context

FFLA CONTINUUMS OF LEARNING - SCAFFOLDING SERIES

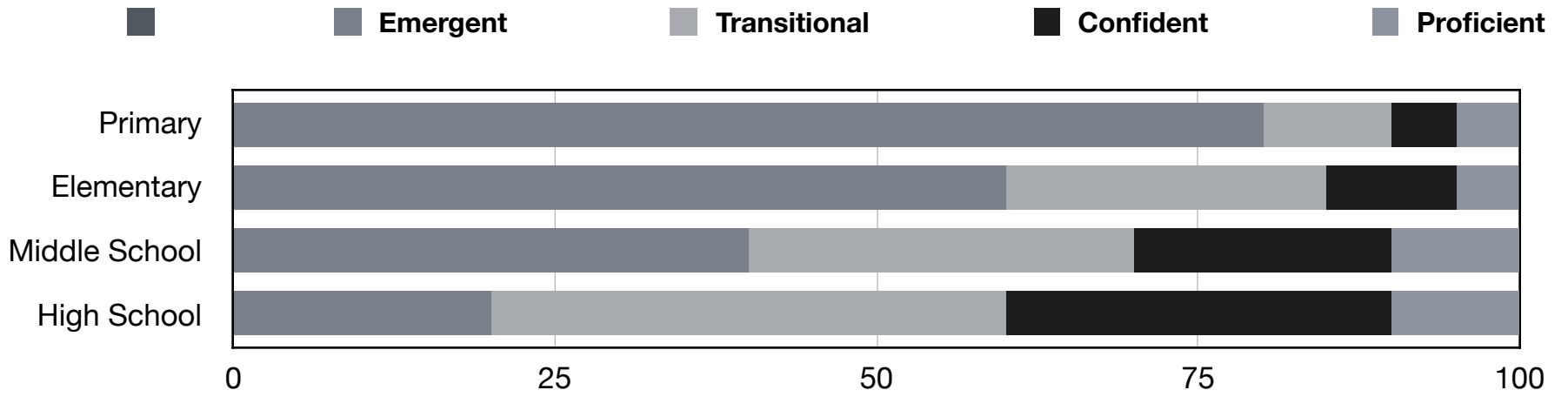















METACOGNITION



LIFELONG LEARNING (FNMI)







CHARTER CURRICULAR MAP

COURSE	K	1	2	3	4	5	6	7	8	9	10	11	12
<p>CORE CURRICULUM –</p> <ul style="list-style-type: none"> • ELAL • SCIENCE • SOCIAL STUDIES • MATHEMATICS <p>(EMBEDDED components from Entrepreneurship, Leadership, and Global Awareness)</p>	<p>Each will follow the Alberta Program of Studies for Learner Outcomes.</p>	<p>However, each will be influenced by Entrepreneurship, Global Awareness and Leadership with CONSTRUCTIVIST MEANING MAKING.</p>	<p>Leadership Competencies taught directly in Health will be used by teachers and learners in each core (e.g. <i>Collaboration for Problem-Solving</i>).</p>	<p>Entrepreneurship Knowledge, Skills, and Attitudes taught directly in Entrepreneurship classes will be used by teachers and learners in each core (e.g. <i>Learning Skills - Active Engagement</i>).</p>	<p>Global Perspectives in Exploration of Continents and in Second Language Learning will be taught directly in Global and Spanish Classes and will be used by learners in each core (e.g. <i>Appreciation for Multiculturalism and Individualism</i>).</p>								








COURSE	K	1	2	3	4	5	6	7	8	9	10	11	12
<p>SPANISH - Scaffolded series of VERBS for TPRS with Cultural Explorations and Language Acquisition Constructs (e.g. Grammar).</p> <p>The learning provides an adaptive skill in the language learning ability of the students, a context for Global Awareness, and a domain for Entrepreneurship.</p>	TPRS and Music	TPRS and Music	TPRS and Music	TPRS and Music	TPRS and Culture	TPRS and Culture	TPRS and Culture and Grammar for Composition	TPRS and Culture and Grammar for Composition	TPRS and Culture and Grammar for Composition	TPRS and Culture and Grammar for Composition	TPRS and Culture and Grammar for Composition and Readings	TPRS and Culture and Grammar for Composition and Readings	TPRS and Culture and Grammar for Composition and Readings

COURSE	K	1	2	3	4	5	6	7	8	9	10	11	12
<p>ENTREPRENEURSHIP - A Study of Venture Design with Knowledge, Skills, and Attitudes within a process:</p> <ol style="list-style-type: none"> 1. Discover a Problem Want or Need 2. Develop a Business Idea 3. Design the Solution 4. Deliver the Solution 5. Analyze and Evaluate the Learning <p>The Grade Level Series moves from Understand, Apply, Analyze, Evaluate, and Create (Bloom's Taxonomy).</p> <ul style="list-style-type: none"> • Knowledge includes mental models, declarative facts or processes, and finally self-insight for the entrepreneurial role. • Skills includes marketing, communicating, planning, recognizing opportunity, leading, collaborating, adapting, focusing, and developing a range of strategic decision-making sets. • Attitudes include passion, self-efficacy, identity, tolerance, innovativeness, perseverance towards goal setting. 	<p>Competencies in Learning Skills and Interpersonal Skills with Activity Tasks to build understanding of these elements like <i>brainstorming</i>.</p>	<p>Competencies in Learning Skills and Interpersonal Skills with Activity Tasks to continue to build understanding of these elements like <i>creative thinking</i>.</p>	<p>Competencies in Learning Skills and Interpersonal Skills with Activity Tasks to continue to build understanding of these elements like <i>collaboration</i>.</p>	<p>Competencies in Learning Skills and Interpersonal Skills with Applications (Models) and Project Designs to build on essential concepts like <i>iteration</i>.</p> <p><i>Topic Domains for Projects - Food and Tourism</i></p>	<p>Competencies in Learning Skills, Interpersonal Skills, and Strategic Skills with Applications (Models) and Project Designs to build on concepts like <i>vision</i>.</p> <p><i>Topic Domains for Projects - Retail and Agriculture</i></p>	<p>Competencies in Learning Skills, Interpersonal Skills, and Strategic Skills with Applications (Models) and Project Designs to build on concepts like <i>adaptation</i>.</p> <p><i>Topic Domains for Projects - Technology or Construction</i></p>	<p>Competencies in Learning Skills, Interpersonal Skills, and Strategic Skills, and Opportunity Skills, and Market Skills with Applications (Models) and Project Designs to build on concepts like <i>social media literacy</i>.</p> <p><i>Topic Domains for Projects - Environment of Health</i></p>	<p>Competencies in Learning Skills, Interpersonal Skills, and Strategic Skills, and Opportunity Skills, and Market Skills with Applications (Models) and Project Designs to further build on concepts like <i>financial literacy</i>.</p> <p><i>Topic Domains for Projects - Media or Education</i></p>	<p>Competencies in Learning Skills, Interpersonal Skills, and Strategic Skills, and Opportunity Skills, and Market Skills with Applications (Models) and Project Designs to further build on concepts like <i>technological literacy</i>.</p> <p><i>Topic Domains for Projects - Finance, Government, or Energy</i></p>	<p>Knowledge, Skills, and Attitudes Development inside of Analysis of Entrepreneurial Exemplars and Venture Design and Presentation with Mentorship to further build on concepts like <i>scaling and direction</i>. (CTS Modules in Enterprise and Innovation)</p> <p><i>Topic Domains for Projects are Open</i></p>	<p>Knowledge, Skills, and Attitudes Development inside of Analysis of Entrepreneurial Exemplars and Venture Design and Presentation with Mentorship towards completion of a project - within a CQI <i>iterative cycle</i>. (CTS Modules in Enterprise and Innovation) (SAIT Business Course for Dual Credits)</p> <p><i>Topic Domains for Projects are Open</i></p>	<p>Knowledge, Skills, and Attitude Outreach with Venture Design into Community - Business Launch with Mentorship. (CTS Modules in Enterprise and Innovation) (SAIT Business Course for Dual Credits)</p> <p><i>Topic Domains for Projects are Open</i></p>	

COURSE	K	1	2	3	4	5	6	7	8	9	10	11	12
<p>GLOBAL AWARENESS - STUDY of People, Places, History, Culture, Business, Government, and Economics AND the GROWTH of Multicultural Sensitivity AND an Awareness of the need for Respect and Responsibility.</p> <p>The Grade Level Series moves from Factual, to Conceptual, to Analytical.</p> <p>Further, in overlap with Entrepreneurship, the Business Economies of a range of Global destinations will offer a possible context for Creating Value.</p>	The Earth's Continents with Focus on Diversity and Kindness	The Earth's Continents with Focus on Diversity and Kindness	Oceania and Antarctica with a focus on Water and Wonders	The Continent of Africa	The Continent of South America	The Continent of North America	The Continent of Australia	The Continents of Eastern Europe and Middle Asia - a Comparison	The Continents of Western Europe and East Asia - a Comparison	The Continents of Africa and North America - a Comparison	CTS Modules (Tourism)	CTS Modules (Tourism)	CTS Modules (Tourism)

COURSE	K	1	2	3	4	5	6	7	8	9	10	11	12
<p>ELECTIVES - Fine Arts (Art/Music/Drama/French) CTS/CTF</p> <p>(EMBEDDED components from Entrepreneurship, Leadership, and Global Awareness)</p>	Each will follow the Alberta Program of Studies for Learner Outcomes.	However, each will be influenced by Entrepreneurship, Global Awareness and Leadership with CONSTRUCTIVIST MEANING MAKING.	The Fine Arts would be influenced by models sourced from Entrepreneurship, Leadership, or Global contexts to build awareness and appreciation of individual strength in these domains.					The CTF Electives are designed to support Entrepreneurship with courses like <i>Digital Advertising Options</i> .	The CTF Electives are designed to support Leadership values <i>in Sport Leadership and Volunteerism Options</i> .	The CTF Electives are designed to support Global Awareness with <i>Global Indigenous Arts and Foods Options</i> .	The CTS Modules are used as HS completions for Leadership and Entrepreneurship.		

COURSE	K	1	2	3	4	5	6	7	8	9	10	11	12
<p>LEADERSHIP - embedded across curriculum and targeted in Health classes.</p> <p>The Grade Level Series moves from Competencies to Action Tasks to Participatory Projects to Impact Initiatives.</p> <p>Competencies include and sourced in part from AB Ed: Critical Thinking, Problem-Solving, Creativity, Innovation, Collaboration, Management, Communication, Multiculturalism, Personal Wellbeing, Growth Mindset, and Self-Direction.</p>	Competencies and Action Tasks	Competencies and Action Tasks	Competencies and Action Tasks	Competencies and <i>Habits for Leader in Me</i> and Action Tasks	Competencies and <i>Habits for Leader in Me</i> and Participatory Projects (within Leadership Club)	Competencies and <i>Habits for Leader in Me</i> and Participatory Projects (within Leadership Club)	Competencies and <i>Habits for Leader in Me</i> and <i>Participatory Projects (within Leadership Club)</i>	Competencies and <i>Habits for Leader in Me</i> and Impact Initiatives (within Leadership Club)	Competencies and <i>Habits for Leader in Me</i> and Impact Initiatives (within Leadership Club)	Competencies and <i>Habits for Leader in Me</i> and Impact Initiatives (within Leadership Club)	CTS Modules (Recreational Sport, Community Volunteerism, Community Enhancement, Early Learning and Child Care)	CTS Modules (Recreational Sport, Community Volunteerism, Community Enhancement, Early Learning and Child Care)	CTS Modules (Recreational Sport, Community Volunteerism, Community Enhancement, Early Learning and Child Care)

COURSE	K	1	2	3	4	5	6	7	8	9	10	11	12
<p>FNMI - Holistic and Thematic Resource Modules are tiered from K to 9, and within each Grade Level Theme are opportunities for Indigenous Models/ Individuals or Groups for exemplars in Leadership, Entrepreneurship, and Global Awareness. This can be done with Guest Speakers or with in-class research.</p>	<p>Entrepreneurs and Leaders in Present or Past Local Context</p>				<p>Entrepreneurs and Leaders In Present or Past Greater Context</p>					<p>Entrepreneurs and Leaders in Present or Past Global Context</p>	