

*Our mission is to ensure quality learning opportunities for all students of all ages*

## BOARD OF EDUCATION REGULAR PUBLIC MEETING AGENDA

School District No. 43 (Coquitlam)  
Virtual Meeting via ZOOM

<https://sd43-bc-ca.zoom.us/j/66243050138>

**May 10, 2022  
7:00 p.m.**

### **ACKNOWLEDGEMENT OF TERRITORY**

Trustee Woods

*Today we acknowledge the Traditional Territory and honour the Ancestors and all relations who walked this land long before we were gathered here today. We would like to acknowledge, with gratitude, this beautiful place where we live, work, play and learn – the Coast Salish Nations. All My Relations.*

### **A. ACCEPTANCE OF AGENDA**

### **B. INTRODUCTIONS**

### **C. DELEGATIONS / PRESENTATIONS**

### **D. EDUCATION**

### **E. APPROVAL OF CONSENT AGENDA (7:10 pm)**

- a) Approval of April 19, 2022 Special Public Board Meeting Minutes
- b) Approval of April 26, 2022 Regular Board Meeting Minutes
- c) Trustee Calendar Planning Report for Information (*Pages 4-5*)
- d) Trustee Reports for Information (*Pages 6-9*)
- e) Schedule of Board Meetings for 2022-2023 (*Page 10*)

### **F. RESPONSE TO PREVIOUS DELEGATIONS**

### **G. DISTRICT STAFF REPORTS (7:15 pm)**

- a) Superintendent
  - i) News & Events Patricia Gartland  
(10 minutes)  
(*Pages 11-17*)
  - ii) Superintendent's Update Patricia Gartland  
(10 minutes)  
(*Page 18*)

**G. DISTRICT STAFF REPORTS CONT'D (7:35 pm)**

b) Secretary-Treasurer

i) 3<sup>rd</sup> Quarter Financial Report  
(Pages 19-20)

Nita Mikl  
(10 minutes)

**H. UNFINISHED BUSINESS**

**I. QUESTION PERIOD (7:45 pm)**

(10 minutes)

*(If you have a question, please submit your inquiry to [information@sd43.bc.ca](mailto:information@sd43.bc.ca) prior to the applicable question period commencing. \*NOTE: questions must be regarding an item on the meeting agenda, and you should list your name, affiliation to any partner group organization and your city of residence in your email.)*

a) Trustees

b) Gallery

**J. NEW BUSINESS (7:55 pm)**

a) Annual Facilities Grant Update  
(Page 21)

Ivano Cecchini/Megan Macdonald  
(10 minutes)

b) Board/Authority Authorized Courses  
(Pages 22-46)

Craig Mah/Reno Ciofli  
(10 minutes)

c) Farsi Language Curriculum  
(Pages 47-67)

Reno Ciofli  
(10 minutes: presentation /  
5 minutes: questions)

d) Trustee Election Update/Bylaw  
(Pages )

Mohammed Azim  
(10 minutes)

**K. NOTICES OF MOTION**

**L. ITEMS OF TRUSTEE BUSINESS**

**M. QUESTION PERIOD (8:50 pm)**

(10 minutes)

*(If you have a question, please submit your inquiry to [information@sd43.bc.ca](mailto:information@sd43.bc.ca) prior to the applicable question period commencing. \*NOTE: questions must be regarding an item on the meeting agenda, and you should list your name, affiliation to any partner group organization and your city of residence in your email.)*

a) Trustees

b) Gallery

**N. ADJOURNMENT (9:00 pm)**

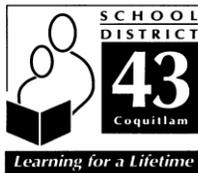
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***ANNOUNCEMENT***

**Next Public Board Meeting: June 21, 2022 – 7:00 p.m.**

Location: Virtual Meeting via Zoom

Contacts regarding agenda items: Michael Thomas, Chair – 604-939-9201  
Mohammed Azim, Secretary-Treasurer/CFO – 604-939-9201  
Nicole Schenato, Executive Assistant – 604-939-9201

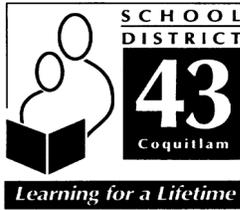


## BOARD OF EDUCATION

### Calendar Planning

May 10, 2022

DATE	MEETING	LOCATION	TIME
<b>MAY 2022</b>			
10	Board Meeting	District Office, Board Room	7:00pm
<b>JUNE 2022</b>			
1	Gleneagle Commencement Ceremony (Trustee Representative: Craig Woods)	Orpheum Theatre	7:00pm
7	Indigenous Education Commencement Ceremony (Trustee Representative: All Trustees)	Centennial Secondary	5:00pm
9	District Retirement Event	Executive Plaza Hotel	5:30pm
14	Finance and Audit Committee Meeting	District Office, Board Room	4:00pm
15	Centennial Commencement Ceremony (Trustee Representative: Barb Hobson)	Orpheum Theatre	7:00pm
15	Inquiry HUB Commencement Ceremony (Trustee Representative: Jennifer Blatherwick)	Inlet Theatre	7:00pm
18	Heritage Woods Commencement Ceremony (Trustee Representative: Lisa Park)	Simon Fraser University	2:00pm
21	Board Meeting	District Office, Board Room	7:00pm
21	CLC Commencement Ceremony (Trustee Representative: Jennifer Blatherwick)	Montgomery Centre	6:30pm
22	Encompass/APEX Commencement Ceremony (Trustee Representative: Keith Watkins)	Vanier Centre Gym	4:00pm
22	Dr. Charles Best Commencement Ceremony (Trustee Representative: Carol Cahoon)	Simon Fraser University	6:00pm
22	CE & CLOC Commencement Ceremony (Trustee Representative: Jennifer Blatherwick)	Montgomery Centre	6:30pm
22	Pinetree Commencement Ceremony (Trustee Representative: Christine Pollock)	Orpheum Theatre	7:00pm
24	CABE Commencement Ceremony (Trustee Representative: Jennifer Blatherwick)	CABE	10:30am
25	Port Moody Commencement Ceremony (Trustee Representative: Keith Watkins)	Orpheum Theatre	11:00am
25	Terry Fox Commencement Ceremony (Trustee Representative: Michael Thomas)	Simon Fraser University	1:00pm
26	Riverside Commencement Ceremony (Trustee Representative: Kerri Palmer Isaak)	Simon Fraser University	11:00am
28	Suwa'lkh Commencement Ceremony (Trustee Representative: Jennifer Blatherwick)	Millside Centre	1:00pm



## SCHOOL DISTRICT NO. 43 (COQUITLAM)

### Office of the Secretary-Treasurer

## MEMORANDUM

**TO:** Board of Education

**FROM:** Mohammed Azim, Secretary-Treasurer/CFO

**DATE:** May 10, 2022

**SUBJECT:** Record of In Camera Meetings

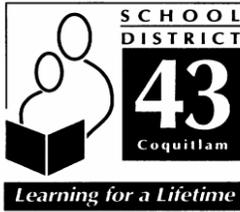
As per Section 72(3) of the *School Act*, the Board of Education reports that the following items were addressed at in camera meetings:

In Camera meeting held on April 19, 2022:

1. Financial Matter
2. Other Matter

In Camera meeting held on April 26, 2022:

1. Financial Matter
2. Other Matter



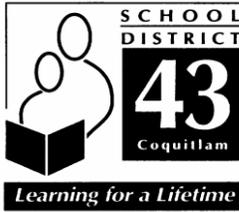
## **BOARD OF EDUCATION**

### **TRUSTEE REPORT**

**May 10, 2022**

Trustee Lisa Park participated in the following activities, events and meetings:

- April 21-23, 2022 – BCSTA Annual General Meeting, Westin Bayshore, Vancouver
- April 22, 2022 – BCSTA Metro Branch Meeting, Westin Bayshore, Vancouver
- April 26, 2022 - In Camera Meeting and In Service Board Meeting, Microsoft Teams Meeting
- April 26, 2022 - Public Board Meeting, Zoom Meeting
- May 3, 2022 – Finance and Audit Committee Meeting, Microsoft Teams Meeting



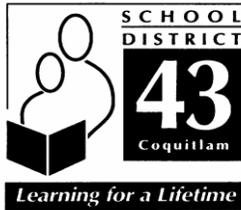
## BOARD OF EDUCATION

### TRUSTEE REPORT

May 10, 2022

Trustee Craig Woods participated in the following activities, events and meetings:

- April 12, 2022 - In Service Board meeting
- April 12, 2022 – Special In Camera Board meeting
- April 12, 2022 – In Camera Board meeting
- April 12, 2022 – Public Board meeting
- April 14, 2022 - Mental Health Task Force meeting
- April 19, 2022 - In Service Board meeting
- April 19, 2022 – Special In Camera Board meeting
- April 19, 2022 – In Camera Board meeting
- April 19, 2022 – Public Board meeting
- April 21 – 24, 2022 – BCSTA Annual General Meeting
- April 26, 2022 - In Service Board meeting
- April 26, 2022 – In Camera Board meeting
- April 26, 2022 – Public Board meeting
- April 29, 2022 – RC MacDonald Playground Announcement
- May 3, 2022 – Finance and Audit Committee meeting
- May 4, 2022 – Adult Education 50<sup>th</sup> Year Celebration
- May 4, 2022 – DPAC event on Childhood Resilience during Covid
- May 6, 2022 – XSTEAMcon student led event



**BOARD OF EDUCATION**  
**ITEMS OF TRUSTEE BUSINESS**  
**DPAC Report**

Trustee Craig Woods presents the following report for information:

**DPAC General Meeting**  
**Wednesday, April 27, 2022 – 7:00pm**  
Gallery Room, Winslow Centre

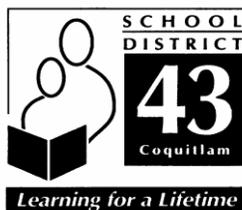
DPAC Vice President, Rosey Manhas, provided the Territorial Acknowledgement. DPAC President, Marvin Klassen, provided the introductions and welcomed everyone to the return of in-person DPAC meetings.

Assistant Superintendent, Rob Zambrano, provided an update on activity happening in the District, including:

- that the 2022-23 budget was just passed by the Board of Education
- the new Grad requirements regarding the new Indigenous courses starting with the students in Grade 10
- the name change regarding the Ministry of Education
- responding to parent comments and questions

Susan Foster and Orion Warje presented on the MDI research and how the questionnaire that students in Grade 4 and Grade 7 answer are able to highlight what they are feeling and their experiences at home, at school and in the community. The main focus was on how adults play an important role in children's lives from ages 0-12.

Executive Member Reports included highlighting the upcoming DPAC elections and AGM, and answered questions from the group.



**BOARD OF EDUCATION**  
**ITEMS OF TRUSTEE BUSINESS**

**SLC Report**

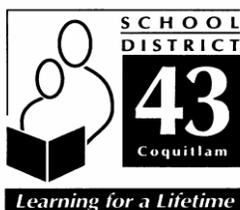
April 6, 7 & 22 , 2022

Trustee Barb Hobson attended and participated in the above meetings and presents the following report for information:

The SLC middle and secondary school groups met in person for their April monthly meetings. Both meetings were well attended and included time to chat during lunch for middle school attendees and an after school snack for secondary school attendees. The meetings revolved around the theme of sustainability with examples, a presentation and discussion as to how attendees could find ways to reduce their own sustainability and encourage other students to find a way for their schools to reduce waste and be more sustainable.

The SD43 Leadership conference on Friday, April 22<sup>nd</sup> had between 80 and 100 students attend virtually. There were two sessions, a morning edition for middle school students and an afternoon edition for secondary school students. Both included a guest performance from SD43 student Tyson Venegas, who is already a seasoned song writer and performer. The theme was “Becoming Your Best Self” and was supported by guest speakers and break out room activities. Congratulations to Co-Chairs Arun Ghag and Sara Feng supported by Assistant Superintendent Ciolfi and SLC support teacher Jessica Bell for developing and organizing a very successful day!

Hopefully SLC can meet in-person again in May. Although attendance at virtual meetings has been good, the F2F meetings are clearly preferred by all.



## BOARD OF EDUCATION Schedule of Board Meetings 2022-23

Regular Public Board Meetings commence at 7:00 pm  
 Special Public Board Meetings commence at 6:30 pm unless otherwise stated  
 Additional meetings shall be at the call of the Board Chair

MONTH	BOARD MEETING
<b>2022</b>	
<b>September</b>	Tuesday, September 21
<b>October</b>	Tuesday, October 11
<b>November</b>	Wednesday, November 9 – <i>Inaugural Meeting</i>
	Tuesday, November 29
<b>2023</b>	
<b>January</b>	Tuesday, January 17
<b>February</b>	Tuesday, February 7
	Tuesday, February 14 (Special Public Meeting)
<b>March</b>	Tuesday, March 7
<b>April</b>	Tuesday, April 11
	Tuesday, April 18 (Special Public Meeting)
	Tuesday, April 25
<b>May</b>	Tuesday, May 16
<b>June</b>	Tuesday, June 20

Please refer to the District website for further information: <http://www.sd43.bc.ca/Board>



1. It was a happy day for the RC MacDonald School community, as they celebrated the official opening of their new inclusive and accessible playground.

The new play structures at RC MacDonald and Minnekhada Middle School are two of 30 new playgrounds throughout the province that have received funding of \$165,000 as part of the Government of BC's Playground Equipment Program (PEP), which promotes physical activity and healthier lifestyles for students.

The playground provides the opportunities for students to move around, learn new things, reduce anxiety, improve focus, enhance attention spans, and work on physical, social, emotional, and sensory development.

The well-designed, inclusive playground enables children of all abilities to develop physically, cognitively, socially, and emotionally. A universally accessible and inclusive playground also provides just the right level of challenge to meet kids where they are, addresses all levels of ability, and create play experiences for a variety of needs and interests.

Thank you to the following dignitaries for making this event a successful one!

- Minister of Education and Child Care, Jennifer Whiteside
- MLA (Coquitlam-Maillardville), Selina Robinson
- Board Chair Michael Thomas
- Vice Chair Carol Cahoon
- Trustees, Barb Hobson, Jennifer Blatherwick, and Craig Woods
- Assistant Superintendent Gerald Shong
- Secretary Treasurer Mo Azim
- Executive Director Facilities and Planning Ivano Cecchini
- District Principal of Facilities Devon Ross
- SD43 Maintenance crew
- Brad Neufeld of Habitat Systems Inc.

We are pleased to also share that through the Government of BC's Playground Equipment Program, Meadowbrook Elementary School and Roy Stibbs Elementary School will each be receiving a grant of \$165,000. We are currently in the preliminary planning stages of building these new inclusive and universally accessible playgrounds.



2. School District staff, Coquitlam Principal Vice Principal Association, Coquitlam Teachers Association, & Canadian Union of Public Employees 561, participated in the annual SD43 Golf Classic presented by Polygon on Sunday, May 1, 2022 at the Westwood Plateau Golf and Country Club in Coquitlam in support of KidSport Tri-Cities.

KidSport, is a non-profit organization that raises money to subsidize the registration fees for kids in the community who would otherwise not be able to participate in sports due to financial hardship. Every year the organization helps between 450-550 kids in the Tri-Cities play a season of sport by providing over \$160,000 in registration grants.

Sharon McKay, one of the organizing committee members shares a few words thanking everyone for making it a great event:

“The weather was great, there were many activities on the course, and a lot of laughter between players. The opportunity to get together as a district after a two-year hiatus due to COVID was welcomed. We would like to thank all of our volunteers who made the day run smoothly. Specifically, leadership students from Terry Fox Secondary, Riverside Secondary, and Pinetree Secondary. Westwood Plateau Golf and Country Club hosted the event and provided the venue for a delicious meal and silent auction. The tournament is a fundraiser for KidSport Tri-Cities. We are proud to announce that \$41,000 was raised to help students in our school district play sports both in school and the community. Thank you to all involved. See you next year!”

3. On Friday, May 6th, Gleneagle Secondary School Grade 12 students Adam Crespi, Paul Hong, Yu-Xing Lim, Rachel Son, and Maia Woods will be hosting a full-day Science, Technology, Engineering and Math (STEAM) convention for the students of Moody Middle School.

The XSTEAMcon Team hopes to ignite curiosity and the spirit of inquiry in the next generation of SD43 students through organizing various workshops provided by STEAM enthusiasts.



This will be also be the first ever STEAM-based event in the district, and one of the first multi-school events since the pandemic lockdown. Congratulations to the ConX Leadership students and their efforts in promoting STEAM education in SD43! [Visit the district SD43 Instagram page for full list of speakers here.](#)



# Superintendent's News & Events Report to the Board

Regular Board Meeting on May 10, 2022

Learning for a Lifetime

Serving the communities of Anmore, Belcarra, Coquitlam, Port Coquitlam and Port Moody

4. This school year, our students in Grades 4 to 12 participated in the Student Spaceflight Experiments Program (SSEP).

The winner whose experiment will travel to the International Space Station, together with our two finalists, will be presenting their concept and experiments at an event hosted by SFU Science in collaboration with Science Rendezvous.

The following student shared their experiments at a virtual event Saturday, May 7.

- Marisa and Selina (Hillcrest Middle School)  
Growing *Bacillus subtilis* Using Nutrient Agar in Microgravity
- Jisong Han (École Dr. Charles Best Secondary School)  
The Effects of Microgravity on the Growth Pattern and Germination of Buckwheat
- J.E. (Jong-eun) Lee and Yong Lee (Port Moody Secondary School) -  
Winners  
The Changes in Beneficial Metabolites by Lactic Acid Bacteria in Microgravity



5. The Heritage Secondary School Theatre invites you to watch *Chicago - High School Edition* on May 6, 7, 12, 13 and 14 at 7:30pm. Book by Fred Ebb & Bob Fosse, Music by John Kander and Lyrics by Fred Ebb. Music editing by Paul Mckibbins, based on the play by Maurine Dallas Watkins and script adaptation by David Thompson.

Tickets are sold on School Cash Online at \$12 for Students/Seniors and \$14 for Adults.

6. Congratulations to Trades student Sarah who represented the School District 43 at the Skills Canada BC 2022 Competition held at Vancouver Community College (VCC). Sarah competed against other Youth Train in Trades (secondary) program students across BC and finished third place in the Auto Collision and Refinish category.



[Read more at the Career and Trades May newsletter here.](#)

7. SD43 families are invited to register for Summer Learning classes for students currently in Kindergarten.

Registration opens online for the following levels:

- Elementary: Open May 3
- Middle & Secondary Skill Building: Open May 6
- Secondary Full Credit: Open May 11



The Summer Learning Program is also pleased to offer 30 volunteer opportunities once again for students to gain valuable experience in the classroom. Successful volunteers will be placed in local classrooms and earn necessary volunteer hours as well as a letter for reference. For more info, visit [www.sd43summerlearning.ca](http://www.sd43summerlearning.ca)



# Superintendent's News & Events Report to the Board

## Regular Board Meeting on May 10, 2022

**Learning for a Lifetime**

*Serving the communities of Anmore, Belcarra, Coquitlam, Port Coquitlam and Port Moody*

8. On May 9<sup>th</sup>, SD43 students in grades 9-12 who identify as females were invited to attend the second "Virtual Meet and Greet" of the year hosted by the SD43 Career and Trades Program together with the BC Women In Trades Training.

Students had the opportunity to hear from and interview female tradespeople about their jobs and experiences as well as meet with other students who are currently enrolled in the trades programs.

9. Congratulations to the following students for completing the Work in Trades Program. Each of the students will be receiving a \$1000 award for working a paid job in Trades while in high school. Well done students!

10. On May 4<sup>th</sup>, Coquitlam Continuing Education hosted a reception to celebrate its 50 year anniversary at the Montgomery Centre from 5:00 -7:30 pm.

District Principal Michael McGlennen kicked off the event by introducing the following esteemed guests: Board Chair, Michael Thomas, Vice- Chair Carol Cahoon, Trustees Jennifer Blatherwick, Christine Pollock, Craig Woods and Lisa Park and the Assistant Superintendents, Dr. Carey Chute, Gerald Shong, Executive Director of HR Randy Manhas and Secretary Treasurer Mo Azim.

Mr. McGlennen then shared a fond memory of his time as a leader, discussed the evolution of each program and thanked each administrator, teacher, and staff person that has helped build the adult education program become what it is today.

A former student of Literacy Foundations, one of the programs that offers English instruction to new immigrants, also shared how fearful he was of the learning the English language but also how he was very thankful for the instruction, perseverance and confidence given to him by his teacher.

A display of class materials, brochures and memorabilia were also shared at the event entrance.

Mr. McGlennen ended the night sharing, "We now celebrate fifty years in adult education. We've made it to fifty years because we continue to strive to meet the diverse needs of our students. We transform alongside our students."

**Women in Trades Virtual Meet & Greet**

Are you a female high school student in British Columbia, and interested in construction, maintenance, or industrial trades?

Are you a teacher, support staff, counsellor, trustee, or administrator in a BC school district, and want to help students learn about skilled trades careers?

Hosted by SD43 and the BC Centre for Women in the Trades, these TWO free virtual sessions are all about helping female students THRIVE in their skilled trades education! PLUS, there will be door prize at both events!

Limited space, register now: <https://tinyurl.com/May2022WITMeet>

<p>Session for School District Staff</p> <p><b>MONDAY, May 2, 2022</b></p> <p><b>6:30-8:00 PM PDT</b></p> <p>Learn how to be an ally and advocate for female trades students</p> <p>Share best practices with other school staff from around BC</p>	<p>Session for Female Students</p> <p><b>MONDAY, May 9, 2022</b></p> <p><b>6:30-8:00 PM PDT</b></p> <p>Meet real tradeswomen and hear them talk about their jobs</p> <p>Connect with other students interested in trades programs</p>
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**WORK IN TRADES award winners**

Congratulations to the following students for completing the WORK in Trades Program. The following students from School District 43 will receive a \$1000 award for working a paid job in Trades while in high school.

Remo Plumbing	Carson Plumbing	Trevor Electrical	Alex Auto Service Technician	Ethan Electrician	Oliver Millwright
Ethan Professional Cook	Georgio Plumbing	Cain Mechanist	Connor Plumbing	Duncan Electrical	





11. On the week of May 2<sup>nd</sup>-9<sup>th</sup>, École Dr. Charles Best Secondary Social Justice students displayed red dresses in front of the school to help raise awareness and honour the Murdered and Missing Indigenous Women and Girls (MMIW) and two spirit people.

The Red Dress Project began as a commemorative installation project by Métis artist Jamie Black in response to the critical national issue of missing and murdered Indigenous women and girls. The project has been installed in public places throughout Canada and the United States and has since evolved into a national movement.

On May 5<sup>th</sup>, École Dr. Charles Best Secondary School invited the Kwikwetlem First Nation for a drum procession and shared informational biographies on the dresses and dress posters.

[Watch the Global News feature on École Charles Best Secondary School here.](#)

12. Rachel Smith, Heritage Woods Secondary School student, is spearheading the 11<sup>th</sup> annual Moose Hide Campaign Day, a movement where Indigenous and non-Indigenous men and boys stand up against violence towards women and children, at school on May 12<sup>th</sup>.

The inspiration of the Moose Hide Campaign came to the founders Paul Lacerte and his daughter Raven during a moose hunting trip along Highway 16 (The "Highway of Tears") in northern B.C., where many women have been murdered or gone missing.



Rachel has started sharing information about the campaign with her peers during the school's grade assemblies and will be providing all teachers with information to take back to their students and pins to be distributed for May 12<sup>th</sup>.

Wearing a moose hide pin and taking part during this day demonstrates the commitment in giving women and children the respect, safety, and security they deserve.



# Superintendent's News & Events Report to the Board

Regular Board Meeting on May 10, 2022

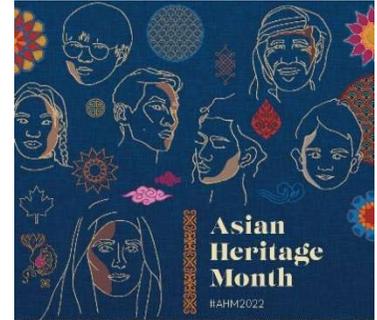
**Learning for a Lifetime**

*Serving the communities of Anmore, Belcarra, Coquitlam, Port Coquitlam and Port Moody*

13. May is Asian Heritage Month, a month dedicated to recognizing the many achievements and contributions of Canadians of Asian Heritage.

This year marks the 20<sup>th</sup> anniversary of the official declaration of May as Asian Heritage Month in Canada celebrating the theme of "Continuing a Legacy of Greatness".

The month is also an opportunity to learn more about the history of Canadians of Asian heritage and to also come together to combat anti-Asian racism and all forms of discrimination.



Canada

## Upcoming Events - SD43 Commencement Ceremony Schedule 2022

SCHOOL	COMMENCEMENT CEREMONY DATE/LOCATION/TIME
Centennial Secondary School	Wednesday, June 15, 2022 Orpheum Theatre
Dr. Charles Best Secondary School	Wednesday, June 22, 2022 Simon Fraser University (SFU)
Gleneagle Secondary School	Wednesday, June 1, 2022 7:00 pm Orpheum Theatre
Heritage Woods Secondary School	Saturday, June 18, 2022 2:00 – 5:00 pm Simon Fraser University (SFU)
Pinetree Secondary School	Wednesday, June 22, 2022 7:00 pm Orpheum Theatre
Port Moody Secondary School	Saturday, June 25, 2022 11:00 am Orpheum Theatre
Riverside Secondary School	Sunday, June 26, 2022 11:00 am Simon Fraser University (SFU)
Terry Fox Secondary School	Saturday, June 25, 2022 Simon Fraser University (SFU) 1:00 pm
Indigenous Education	June 6-8, 2022 Millside Educational Centre
Customized Learning Centre (CLC)	Tuesday, June 21, 2022 6:30 pm Montgomery Centre
Continuing Education (CE) & CLOC	Wednesday, June 22, 2022 6:30 pm Montgomery Centre
Coquitlam Alternate Basic Education (CABE)	Friday, June 24, 2022 10:30 am – 4:00 pm CABE (1 family per 30-minute time slot)



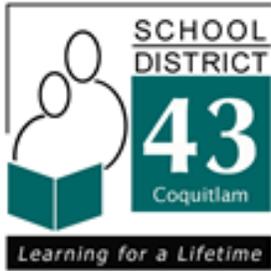
# Superintendent's News & Events Report to the Board

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Inquiry Hub	Date TBD Inlet Centre or Inquiry Hub (TBD)
Suwa'lkh	Tuesday, June 28, 2022 1:00 pm Millside Educational Centre
Encompass/Apex	Wednesday, June 22, 2022 4:00 pm Vanier Center Gym



**SCHOOL DISTRICT NO. 43 (COQUITLAM)**  
**SUPERINTENDENT'S OFFICE**  
**MEMORANDUM**

**TO:** Trustees  
**FROM:** Patricia Gartland  
Superintendent  
**DATE:** May 10, 2022  
**RE:** Trustee Update

This update reflects a chronology of events related to the education sector since April 28, 2022.

On April 29, 2022, the BC Ministry of Education and Child Care announced children and families will benefit from more funding for accessible school playgrounds. More than 7,000 BC students will have access to new, safe and accessible playgrounds as the Province invests in the Playground Equipment Program (PEP) for the fifth year in a row to support healthy and active lifestyles.

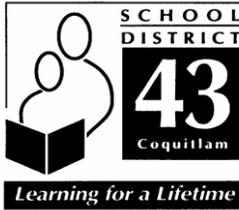
<https://news.gov.bc.ca/releases/2022ECC0032-000671>

On April 29, 2022, a budgetary promise was unveiled to fund 30 new playgrounds in 24 school districts across BC during a playground opening ceremony at R.C. Macdonald Elementary. The event was attended by SD43 Board Chair Michael Thomas, Vice Chair Carol Cahoon, and Trustees Jennifer Blatherwick, Craig Woods and Barb Hobson.

<https://www.tricitynews.com/local-news/outdoor-active-play-vital-for-students-coquitlam-school-board-chair-says-as-bc-spends-5m-on-playgrounds-5315101>

On May 2, 2022, the BC Office of the Premier announced a new anti-racism data act to help fight systemic racism. Data collected under the act will help identify gaps in programs and services, and allow government to better meet the needs of Indigenous, Black, people of colour, and racialized British Columbians.

<https://news.gov.bc.ca/releases/2022PREM0027-000673>



## SCHOOL DISTRICT NO. 43 (COQUITLAM)

### CORPORATE and FINANCIAL SERVICES DEPARTMENT

#### MEMORANDUM

**TO:** Mohammed Azim, Secretary- Treasurer/CFO  
**FROM:** Nita Mikl, Assistant Secretary-Treasurer  
**DATE:** May 10, 2022  
**SUBJECT:** 3<sup>rd</sup> Quarter Financial Report 2021/22  
**COPIED TO:** DLT

**Recommended Action:** The following is provided for information.

#### **Overview:**

The 3<sup>rd</sup> Quarter Financial Update and Outlook reports on the financial impact of activities for the nine-month period ending March 31, 2022. From a financial reporting perspective, the 3<sup>rd</sup> quarter report is focused more on the analysis of revenue and expense trends to date which forms the basis of the year-end outlook.

Our financial outlook for the 2021/22 school year has improved from our previous quarter reporting an excess of revenues to expenditures. The influences that give rise to our outlook include:

- February enrollment count funding is higher than budgeted
- IE enrollment is trending at 1,080 FTE students compared to the amended budget of 800 FTE
- Actual salaries trending below budget for Support and EA staff
- Underspending in services and supplies due to the impact of COVID
- Solvency payment savings from the closure of the NTPP
- Savings from restructuring the Sick Leave Benefit Plan (SLBP)
- Planned utilization of prior year reserves

Presently, the main risk to our current year outlook is the recent change to the Employment Standards Act (ESA) which allows for a minimum of 5 paid sick days for all district staff, including TTOC's and Casuals. This amendment received Royal Assent on March 31, 2022, and the changes took effect immediately. The initial estimated cost in the current fiscal year is \$500,000, and approximately \$1 million in the next fiscal year. The Ministry of Education has not confirmed if they will be funding this change.

## **Operating Fund**

Grant revenues confirmed in December 2022 are flowing as expected, and February count was confirmed at \$458,920 higher than budget. International Education revenues based upon confirmed 2<sup>nd</sup> semester enrolment are expected to outperform the amended budget by \$4.6 million. Rental revenue is coming in higher than amended budget as restrictions on gathering are lifted and investment income is expected to trend above budget as the Bank of Canada's benchmark interest rate sees consecutive increases. All of these non-grant revenue streams were impacted by COVID for the past two years and will take some time to recover to their pre-COVID levels.

Staffing variations occur throughout the year, and when annualized, will naturally produce variances. Based on year-to-date trends and the impact of changes in staffing, salary budgets are generally trending below amended budget. This is a cumulative result of higher unpaid leaves taken and lag times between hirings as more staff are posting to positions, creating a ripple effect throughout the district.

Benefit costs are trending below budget due to premium holidays, wherein the district is not charged the regular rate for a period. The pandemic has caused greater underutilization of extended health and dental benefits over the past two years.

Service and supply expenses are, in aggregate, trending below budgeted levels on a year-to-date basis and are projected to be underspent for the year. The Professional Development budget line will likely be underspent, as will the supplies budget line from underspending of school budgets and adjustment to reflect transfers of capital items purchased with operating funds.

Final financial results for the year will be determined once all expenditure commitments and revenue opportunities are fully captured, reconciliations completed, and the financial accounts have been externally audited.

## **Special Purpose Fund**

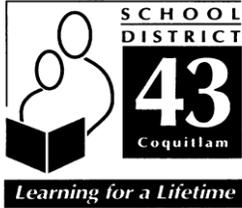
All Special Purpose Funds are tracking within the Amended budget.

The CEF budget of \$40.579 million provides for 302.9 FTE teaching staff, related TTOC costs, remedy costs associated with class size or class composition violations, 33 FTE educational assistants, 1 FTE administrator, administration teaching relief time and other overhead costs. Based on the nine months to date it would be expected that we will fully expend this budget.

The School District was also allotted two one-time special purpose grants to address Health and Safety. The Provincial Health and Safety grant of \$733k was used towards the staffing of 10 custodial positions and supplies. The Federal grant for improved ventilation of \$548k, which is still forthcoming, has been used to purchase 220 HEPA filters with remaining funds to be used for HVAC system upgrades.

## **Capital Fund**

Capital accounts and related facility activity are trending to expectations. The Centennial Artificial Turf Field was completed in March and is now open for play. During the past two quarters, the Board has been requested by the Ministry to contribute \$25 million towards the Burke Mountain Secondary/Middle School, to gain Treasury Board approval for this project. While the Board vehemently appealed for a lower contribution amount, the request remained unchanged at \$25 million. Based on the limited options available, the Board has agreed to fund this over a 5-year period beginning in the current fiscal year.



# SCHOOL DISTRICT NO. 43 (COQUITLAM)

## FACILITIES DEPARTMENT

### MEMORANDUM

**TO:** Mo Azim, Secretary-Treasurer/CFO

**FROM:** Ivano Cecchini, Executive Director, Facilities and Planning Services  
Megan MacDonald, Acting Assistant Director, Maintenance Operations

**DATE:** May 10, 2022

**SUBJECT:** Annual Facility Grant

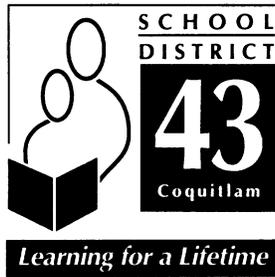
**COPIED TO:** District Leadership Team

**Recommended action:** That the Board of Education approve the Annual Facility Grant (AFG) Funding Capital expenditures in the amount of \$5,747,689.

We are finalizing plans for our Annual Facility Grant funds for the 2022/2023 school year with a recommended project summary that includes:

<u>Projects Summary</u>	<u>Estimated Cost</u>
Roof Replacements	445,000
Lighting Upgrades	276,000
Safety Upgrades	466,000
Mechanical / HVAC Upgrades	2,960,170
Flooring Upgrades	149,359
Gymnasium Hardwood Refinishing	86,500
Exterior Finishing - Paint	451,000
Site Upgrades – Grounds - Landscape / Paving	360,000
Room Conversions – Enrolment forecast	427,500
Reserved funds	126,160
<b>Ministry AFG fund - \$5,747,689</b>	<b>TOTAL \$ 5,747,689</b>

\*Funding totals subject to changing conditions and pricing



## School District No. 43 (Coquitlam)

# MEMORANDUM

**TO:** Patricia Gartland  
Superintendent of Schools

**FROM:** Craig Mah  
District Principal of School Services and Special Projects (Programs of Choice)

**DATE:** May 10, 2022

**RE:** **Board/Authority Authorized (BAA) Course Approvals**

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### **A motion to approve three Board/Authority Authorized Courses is requested**

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Three BAA course for Board Approval are included with this memorandum and listed below. The Student Achievement Advisory Committee (SAAC) members have reviewed the courses and recommend them for approval.

- Chess 10
- Chess 11
- Critical Thinking 12

Chess 10 is a new course intended to support the original Chess 11 and 12 BAA courses. During writing of Chess 10, changes were made to Chess 11 that will need approval from the board. The course was written by teacher Dejan Radic at Terry Fox Secondary School.

Critical Thinking 12 is written by teacher Eugene Milnik at Pinetree Secondary School. The course is designed to provide students with an understanding of main elements and ideas of logical and argumentative thinking, writing and speaking, with the goal of developing independent, self-directed thinkers and learners.

The BAA courses will be presented by Craig Mah, District Principal of School Services and Special Projects.



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Coquitlam	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> #43
<b>Developed by:</b> Dejan Radic	<b>Date Developed:</b> 2011; Revised 2020
<b>School Name:</b> Terry Fox Secondary	<b>Principal's Name:</b> Mr. David Starr
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Chess	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):**

None.

**Special Training, Facilities or Equipment Required:**

15 Chess sets and clocks.

**Course Synopsis:**

Chess 10 will introduce students to the wonderful world of chess. This course will focus on several facets, which include a brief history of chess, chess in culture, rules and etiquette of chess, and how to read and record chess games. Moreover, basic strategy, tactics, opening, middle, and endgame theory will be introduced. To further develop their chess skills and confidence, students will participate in online chess communities for instruction and game play as well as many class tournaments. The logical, critical, analytical, and creative thinking strategies practiced in Chess 10 will build skills that can be transferred to all subject areas and all facets of life.

**Goals and Rationale:**

Chess is more than just a game; it can provide students of all abilities with an enjoyable lifelong, intellectual pursuit. Research has demonstrated a positive effect of chess on one's communication, thinking, and personal and social skills. Chess demands that participants exercise their strategies of planning, memory, decision making, judgment, creativity and concentration. Interestingly, chess is known to assist cognitive development for students in four areas: logic, memory, awareness/analysis and pattern recognition with overall improvements in all school test results, especially mathematics and reading (Watson-Glaser Critical Thinking Appraisal WGCTA). Therefore, as a course, Chess 10 will be the perfect venue for students to develop these skills that are applicable and transferable, not only in the Mathematics and English curriculum, but to all other curriculums and many of life's pursuits. Furthermore, the educational benefits of chess are already recognized by its inclusion in the required curricula of over 30 countries worldwide, including parts of Canada. Chess is fun, engaging, inclusive, creative, and promotes the development of student socio-emotional and cognitive domains.

**Aboriginal Worldviews and Perspectives:**

Chess highlights a sense of place as each player brings to the game a set of values, beliefs and decision-making strategies.

Learning involves recognizing the consequences of one's actions; games of strategy and problem solving like chess provide continuous opportunities for reflection and learning from one's actions and mistakes.

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Taking on the challenges presented in chess games builds self-confidence while the game itself supports connections between individuals and their communities in ways that preserve the land.

**BIG IDEAS**

Strategic play and problem solving promote the development of **executive functioning** skills.

Exposure to various degrees and contexts of challenge fosters **creative and critical thinking**.

Non-verbal and visual interactions help people communicate and connect.

Lifelong participation in leisure activities has many benefits and is an essential part of a **healthy lifestyle**.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>• Explore how developing competencies in chess can increase confidence and encourage lifelong participation in this, and other, leisure activities</li> <li>• Use chess vocabulary and language to contribute to classroom discussions</li> <li>• Recognize appropriate behaviours in different types of chess contexts, such as tournaments and casual play</li> <li>• Explore thinking strategies that may support logical reasoning</li> <li>• Think creatively and with curiosity and wonder when exploring and analyzing game play</li> <li>• Identify and explore conceptual understanding of chess ideas through play, inquiry, and problem solving</li> <li>• Visualize to recognize chess concepts and relationships between them</li> <li>• Explain ideas and decisions in many ways</li> <li>• Explore cause-and-effect relationships</li> <li>• <b>Use mistakes as opportunities to advance learning</b></li> <li>• Explore the personal impact of playing chess in both competitive and/or leisure contexts</li> <li>• Explore positive models within the international chess community</li> <li>• Identify and recognize <b>executive functioning skills</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• The origins of chess.</li> <li>• <b>Health benefits</b> of playing chess.</li> <li>• Basic <b>rules</b> and etiquette of chess.</li> <li>• Proper use of a chess clock.</li> <li>• Foundational <b>algebraic chess annotation</b>.</li> <li>• Fundamental value of the pieces.</li> <li>• Piece support and coordination <b>strategies</b></li> <li>• Basic <b>mating and stalemating</b> patterns.</li> <li>• Fundamental <b>tactical ideas</b>.</li> <li>• Basic strategy in the <b>opening and endgame</b> phases.</li> <li>• <b>Tournament</b> rules and procedures.</li> <li>• <b>Chess etiquette</b> and appropriate intensity within various competitive and leisure contexts.</li> </ul>

## Big Ideas – Elaborations

**Executive functioning:** Executive functions are a set of cognitive processes that are necessary for the cognitive control of behavior, not limited to but include: paying attention, organizing, planning, understanding different points of view, self-monitoring and regulating emotions.

How might chess help with logical/**critical thinking**?

How is chess **creative**?

What are some of the **health benefits** to playing chess?

How does chess help contribute to a **healthy lifestyle**?

## Curricular Competencies – Elaborations

### Use mistakes as opportunities to advance learning

- How does chess provide immediate feedback? Why is it important?

**Executive Function Skills** include but are not limited to foresight, different points of view, organizational thinking, step-by step factors

## Content – Elaborations

### Health benefits

- What are some of the benefits to playing chess?
- What can chess-play do for me?
- How might chess help me regulate my emotions?
- How might I transfer the skills to other subject areas and/or life?

### Algebraic Chess Notation

- How might I use algebraic notation to enhance my game play?

### Rules of chess as they pertain to the following:

- -geometry of the board
- -piece values
- -mobility of pieces
- -castling
- -En passant

What is the difference between check, **checkmate**, and **stalemate**?

### Strategies and Tactics

- **Tactics:** Short term opportunity; may change with each move
  - Is my piece safe from capture?
  - hanging pieces/en-prise (can I capture my opponent's piece?)
  - back rank mates. (mating a king on its first rank with no space to flee)
  - piece support mates (For example, Queen and Knight mating the opponent's king)
- **Strategy:** long term plan
- **Opening Strategy**
  - control the center of the board
  - develop your pieces (bring your pieces out into play)
  - don't bring out your queen unnecessarily
  - king safety (always be mindful of the king)
- **Endgame Strategy:**
  - fewer pieces left to play with.
  - role of the pawn (it takes on a much bigger role as now it's looking to "promote"—that is to reach the end of the board where it can turn into a Queen!
  - basic mates (King and two Rooks vs King, King and Queen vs. King, King and one Rook vs. King,)

### Chess etiquette and tournaments

- What are some essential components of conducting myself respectfully in various Chess-playing contexts?
- How does chess etiquette vary in different contexts?
- Swiss system
- Class participation

**Recommended Instructional Components:**

- direct instruction of essential rules
- modelling of tactics
- pairs or groups problem solve for various chess scenarios
- game practice with various logical and/or creative thinking frameworks
- in-class practice and tournaments with ongoing peer and teacher feedback
- error-analysis of expert and novice games
- digital practice on chess apps

**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

- “Think out loud” checklist; describe the logic behind their moves.
- Practical Tests: Involves ideal moves, tactical patterns, and strategy.
- Skill-specific rubrics to support immediate and ongoing self, peer and teacher feedback
- Explicit instruction on how to self-assess:
  - Interpreting impact and next steps from mistakes in play
  - Application of various rubrics to target specific skills
  - Goal-setting re: elements of game play and problem-solving strategies

**Learning Resources:**

Apps and websites, such as chess.com and lichess.org. These are free sites that students can visit and practice anytime and anywhere. As well, there are countless free lectures and model games to be viewed on youtube.com.

“The Chess Teaching Manual.” Essentially, one can just follow this manual and effectively teach chess 10, meeting all the competencies, including basic strategies and tactics. This manual is free and can be downloaded in PDF format at <https://www.albertachess.org/Teaching%20Manual.pdf>

**Additional Information:**



**Board/Authority Authorized Course Framework Template**

<b>School District/Independent School Authority Name:</b> Coquitlam	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> #43
<b>Developed by:</b> Dejan Radic	<b>Date Developed:</b> 2011: Revised 2020
<b>School Name:</b> Terry Fox Secondary	<b>Principal's Name:</b> Mr. David Starr
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Chess	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):**

None.

**Special Training, Facilities or Equipment Required:**

15 Chess sets and clocks.

**Course Synopsis:**

Chess 11 is a course designed to enhance student participation in the world of chess. This curriculum will continue to develop students' skills and understanding in the areas of chess strategy, tactics, opening, middle, and endgame theory. Pupils will be introduced to the study of famous master games in order to enhance understanding of more advanced concepts. Students will practice what they learn through daily in-class play and tournaments and as well as participate remotely through an on-line chess community. Chess 11 will not only take learners from beginner to novice level of play, but students will also benefit from the logical, critical, analytical, and creative thinking chess provides- skills that can be transferred to all subject areas and all facets of life.

**Goals and Rationale:**

Chess is more than just a game; it can provide students of all abilities with an enjoyable lifelong, intellectual pursuit. Research has demonstrated a positive effect of chess on one's communication, thinking, and personal and social skills. Chess demands that participants exercise their strategies of planning, memory, decision making, judgment, creativity and concentration. Interestingly, chess is known to assist cognitive development for students in four areas: logic, memory, awareness/analysis and pattern recognition with overall improvements in all school test results, especially mathematics and reading (Watson-Glaser Critical Thinking Appraisal WGCTA). Therefore, as a course, Chess 11 will be the perfect venue for students to develop these skills that are applicable and transferable, not only in the Mathematics and English curriculum, but to all other curriculums and many of life's pursuits. Furthermore, the educational benefits of chess are already recognized by its inclusion in the required curricula of over 30 countries worldwide, including parts of Canada. Chess is fun, engaging, inclusive, creative, and promotes the development of student socio-emotional and cognitive domains.

**Aboriginal Worldviews and Perspectives:**

Chess highlights a sense of place as each player brings to the game a set of values, beliefs and decision-making strategies.

Learning involves recognizing the consequences of one's actions; games of strategy and problem solving like chess, provide continuous opportunities for reflection and learning from one's actions and mistakes.

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Taking on the challenges presented in chess games builds self-confidence while the game itself supports connections between individuals and their communities in ways that preserve the land.

**BIG IDEAS**

Strategic play and problem solving promote the development of **executive functioning** skills.

Exposure to various degrees and contexts of challenge fosters **creative and critical thinking**.

Non-verbal and visual interactions help people communicate and connect.

Lifelong participation in leisure activities has many benefits and is an essential part of a **healthy lifestyle**.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>• Consider how developing competencies in chess can increase confidence and encourage lifelong participation in those activities.</li> <li>• Use chess vocabulary and language to contribute to classroom discussions</li> <li>• Behave appropriately in different types of chess contexts, such as tournaments and casual play.</li> <li>• <b>Practice thinking strategies that support logical reasoning.</b></li> <li>• Think creatively and with curiosity and wonder when considering ideas in game play.</li> <li>• Consider, select, and describe conceptual understanding of chess ideas through play, inquiry, and problem solving.</li> <li>• Visualize in order to describe chess concepts and relationships between them.</li> <li>• Describe and justify ideas and decisions in many ways.</li> <li>• <b>Consider cause-and-effect relationships.</b></li> <li>• Use mistakes as opportunities to advance learning.</li> <li>• Consider the impact of playing chess in both competitive and/or leisure contexts.</li> <li>• Behave in ways that contribute to a positive identity within the international chess community</li> <li>• Develop and demonstrate <b>executive functioning skills</b>.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• How to maximize <b>health benefits</b> of playing chess</li> <li>• Intermediate player level rules and etiquette of chess.</li> <li>• Proper use of a chess clock and various time controls.</li> <li>• Intermediate Algebraic chess annotation.</li> <li>• <b>Five elements of chess</b></li> <li>• Dynamic value of pieces</li> <li>• Flexible piece support and coordination strategies</li> <li>• Basic mating and stalemating patterns.</li> <li>• Common <b>tactical</b> patterns.</li> <li>• <b>Strategy</b> for <b>opening</b> and <b>endgame</b> phases.</li> <li>• <b>Intermediate-level tournament rules and procedures</b></li> <li>• chess etiquette and intensity vary across competitive and leisure contexts.</li> <li>• <b>Mentorship</b></li> </ul>

## Big Ideas – Elaborations

**Executive functioning:** Executive functions are a set of cognitive processes that are necessary for the cognitive control of behavior, not limited to but include: paying attention, organizing, planning, understanding different points of view, self-monitoring and regulating emotions.

How might chess help with logical/**critical thinking**?

How is **chess creative**?

How does chess help contribute to a **healthy lifestyle**?

## Curricular Competencies – Elaborations

### Consider cause-and-effect relationships

- What are some of the benefits to playing chess?
- What can it do for me?
- How might chess help me regulate my emotions?
- How might I transfer the skills to other subject areas and/or life?

### Practice thinking strategies that support logical reasoning

- How is chess communicated?
- How might I use algebraic notation to enhance my game play?

**Executive Function Skills** include but are not limited to foresight, different points of view, organizational thinking, step-by step factors

**5 elements of chess**

- force
- space
- time
- pawn structure
- king safety

**Tactical patterns**

(Pins/Skewers/Forks/Discoveries)

**Opening theory:**

- classical openings
- e4...e5
- d4...d5

**Endgame theory/strategy:**

- 50 move rule
- 3 move repetition
- rule of the square
- role of the passed pawn and how to make one
- pawn majorities vs. pawn minorities.
- King and Pawn endgame theory (King vs. King and Pawn win and King vs. King and pawn draw)

**Intermediate-level tournament rules and procedures:**

- Swiss system
- class participation
- shorter time controls
- What are some essential components of conducting myself respectfully in various Chess-playing contexts?
- How does chess etiquette vary in different contexts?

**Mentorship:**

- Teach a family member or someone from the community how to effectively play chess.

**Recommended Instructional Components:**

- direct instruction of increasingly nuanced rules
- modelling of new tactics as learners become more sophisticated in the play
- pairing up or groups for problem solving for various chess scenarios
- game practice with various logical and/or creative thinking frameworks

- in-class practice and tournaments with ongoing peer and teacher feedback
- error-analysis of expert and novice games
- digital practice on chess apps
- analysis of Master games
  - various games used as examples to highlight concepts
  - students should be able to identify plans, strategies, tactics, and concepts

**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

“Think out loud” checklist; describe the logic behind their moves.

Practical Tests: Involves ideal moves, tactical patterns, and strategy.

Skill-specific rubrics to support immediate and ongoing self, peer and teacher feedback

Explicit instruction on how to self-assess:

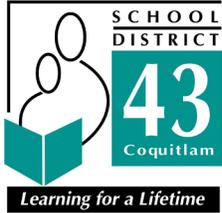
- Interpreting impact and next steps from mistakes in play
- Application of various rubrics to target specific skills
- Goal-setting re: elements of game play and problem-solving strategies

**Learning Resources:**

Apps and websites, such as chess.com and lichess.org. These are free sites that students can visit and practice anytime and anywhere. As well, there are countless free lectures and model games to be viewed on youtube.com. in any language.

“The Chess Teaching Manual.” Essentially, one can just follow this manual and effectively teach Chess 10 and use where necessary for Chess 11—especially for teaching tactics. This manual is free and can be downloaded in PDF format at <https://www.albertachess.org/Teaching%20Manual.pdf>

**Additional Information:**



## Board/Authority Authorized Course -Critical Thinking 12

<b>School District/Independent School Authority Name:</b> SD43 Coquitlam	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> 
<b>Developed by:</b> E. Melnik	<b>Date Developed:</b> March 2021
<b>School Name:</b> Pinetree Secondary	<b>Principal's Name:</b> Jeremy Clarke
<b>Superintendent Approval Date (for School Districts only):</b> 	<b>Superintendent Signature (for School Districts only):</b> 
<b>Board/Authority Approval Date:</b> 	<b>Board/Authority Chair Signature:</b> 
<b>Course Name:</b> Critical Thinking 12	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> Four (4)	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):**

**Special Training, Facilities or Equipment Required:**

**Course Synopsis:**

Critical Thinking is a course designed to provide students with an understanding of main elements and ideas of logical and argumentative thinking, writing, and speaking. This course will help students develop the skills and dispositions they need to become independent, self-directed thinkers and learners. This course covers the five major critical thinking domains: critical approach to thinking and reasoning, logic, language, argumentative writing, and rhetorical debate.

**Goals and Rationale:**

Critical Thinking 12 will facilitate acquisition of knowledge and development of necessary skills, and abilities to become a lifelong independent and efficient thinker and learner. The knowledge acquired in this course will help students understand reality, interpret ideas, and become effective problem solvers. Learning about fundamentals of rational and logical thinking will prepare students to be successful world citizens.

This course is designed to provide a versatile and comprehensive introduction to critical thinking. This discipline includes a wide range of cognitive skills and intellectual dispositions needed to effectively identify, analyze, and evaluate arguments and truth claims. It will encourage students to discover and overcome personal preconceptions and biases, to formulate and present convincing reasons in support of conclusions, and to make reasonable, intelligent decisions about what to believe and what to do.

This course will discuss the uses and pitfalls of language, emphasizing the ways in which language is used to hinder clear, effective thinking. It will further discuss logical fallacies and how to recognize and avoid them. The course will also offer an introduction to the complex but essential skills of argument analysis and evaluation. The course will address researching and writing argumentative essays and using rhetoric skills in forming, developing, and defending a position and an opinion in a debate. Additionally, students will reflect and investigate areas in which uncritical thinking is particularly common, such as the media and pseudoscience.

**Aboriginal Worldviews and Perspectives:**

Logical thinking supports the well-being of the self, the community, and the land.

Rational and logical thinking fosters a holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Critical thinking develops clear recognition of the consequences of one's actions.

Critical thinking help develop wider understanding of reality and is embedded in memory, history, and story.

**BIG IDEAS**

Critical Thinking supports logical, rational, and argumentative thinking, writing, and speaking.

Critical thinking tools help us more effectively investigate ideas, propositions and arguments in order to foster understanding of different ways of thinking.

Examining questions with logic and rationality allows people to question their assumptions and better understand their own beliefs.

Logic and reasoned arguments can reveal which answers have more validity and truth, even in societal contexts where no single right answer exists.

Rational and logical thinking develop us as world citizens of the future.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use logical thinking, inquiry processes, and reasoning skills to respond to arguments and questions related to major issues within society.</li> <li>• Assess the relevance of arguments in contemporary social and political issues.</li> <li>• Critically analyze ideas and objectively assess their significance.</li> <li>• Compare the justification for different perspectives after investigating points of contention and the strengths and weaknesses of various arguments (evidence)</li> <li>• Compare and contrast continuity, change, and divergence of ideas, arguments and exchanges of facts and opinions through verbal debating.</li> <li>• Assess the development and impact of diverse ideas and systems of thought (cause and consequence)</li> <li>• Explain different perspectives by considering the norms, values, worldviews, and beliefs of the logicians who developed them (perspective)</li> <li>• Identify, analyze, and evaluate arguments and truth claims to discover and overcome personal preconceptions and biases</li> <li>• Formulate and present convincing reasons in support of conclusions in order</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• intellectual <b>standards</b> of critical thinking.</li> <li>• structure for future application of critical and logical analysis.</li> <li>• methods of reasoning and argument in <b>deductive and inductive logic</b></li> <li>• elements of deductive and inductive reasoning.</li> <li>• criteria to discern between common deductive and inductive argumentation.</li> <li>• principles of establishing a validity of an <b>argument</b>.</li> <li>• difference between a strong and a weak argument.</li> <li>• role of precise and unambiguous language in effective communication with others.</li> <li>• types of barriers to communication and understanding of ideas created by application of incorrect language.</li> <li>• biases and distortions of truth to which specific language can lead.</li> </ul>

to make reasonable, intelligent decisions about what to believe and what to do.

- Develop a holistic understanding of reality, stronger interpretation of ideas and effective and practical solutions to problems in life.
- Acquire the necessary knowledge, skills, and abilities to become a lifelong independent and efficient thinker and learner.

- strategies and uses of politically correct language in modern society
- most common logical fallacies of relevance and insufficient evidence
- methods of analysis and evaluation of arguments and truth claims
- methods of finding, evaluating, and using sources of information.
- methods of critical approach to news, media, and advertising
- patterns of **scientific reasoning**
- barriers and limitations to science
- basics of argumentative thinking, writing, and speaking.
- structure, organization, and application of skills of **rhetorical debate**

## Big Ideas – Elaborations

## Curricular Competencies – Elaborations

## Content – Elaborations

### **Suggested topics for Unit 1. Introduction to Critical Thinking. Time: 3 hours**

1. What is Critical Thinking
2. Critical Thinking **Standards**
  - a. Clarity; Precision.
  - b. Accuracy; Relevance.
  - c. Consistency.
  - d. Logical Correctness.
  - e. Completeness.
  - f. Fairness.
3. The Benefits of Critical Thinking
  - a. Critical Thinking in the Classroom.

## Content – Elaborations

- b. Critical Thinking in the Workplace.
- c. Critical Thinking in Life.
- 4. Barriers to Critical Thinking
  - a. Egocentrism; Sociocentrism.
  - b. Unwarranted Assumptions and Stereotypes.
  - c. Relativistic Thinking.
  - d. Wishful Thinking.
- 5. Characteristics of a Critical Thinker

### **Suggested topics for Unit 2 Logic. Time: 16 hours**

- 1. Basic Logical Concepts
  - a. What Is an Argument?
  - b. Identifying Premises and Conclusions
  - c. What Is Not an Argument?
- 2. Deduction and Induction
  - a. How Can We Tell Whether an Argument Is Deductive or Inductive?
    - i. The Indicator Word Test
    - ii. The Strict Necessity Test
    - iii. The Common Pattern Test
    - iv. The Principle of Charity Test
    - v. Exceptions to the Strict Necessity Test
  - b. Common Patterns of Deductive Reasoning
    - i. Hypothetical Syllogism
    - ii. Categorical Syllogism
    - iii. Argument by Elimination
    - iv. Argument Based on Mathematics
    - v. Argument from Definition
  - c. Common Patterns of Inductive Reasoning
    - i. Inductive Generalization
    - ii. Predictive Argument
    - iii. Argument from Authority
    - iv. Causal Argument
    - v. Statistical Argument

## Content – Elaborations

- vi. Argument from Analogy
- d. Deductive Validity
- e. Inductive Strength

### **Suggested topics for Unit 3 Language. Time: 8 hours**

1. Finding the Right Words: The Need for Precision
  - a. Vagueness
  - b. Over generality
  - c. Ambiguity
2. Importance of Precise Definitions
  - a. Types of Definitions
  - b. Strategies for Defining.
  - c. Rules for Constructing Good Lexical Definitions
3. Emotive Language: Slanting the Truth
  - a. The Emotive Power of Words
4. Euphemism and Political Correctness

### **Suggested topics for Unit 4 Logical Fallacies. Time: 20 hours**

1. The Concept of Relevance
2. Fallacies of Relevance
  - a. Personal Attack (Ad Hominem)
  - b. Attacking the Motive
  - c. Look Who's Talking (Tu Quoque)
  - d. Two Wrongs Make a Right
  - e. Scare Tactics
  - f. Appeal to Pity
  - g. Bandwagon Argument
  - h. Straw Man
  - i. Red Herring
  - j. Equivocation
  - k. Begging the Question
3. Fallacies of Insufficient Evidence
  - a. Inappropriate Appeal to Authority
  - b. Appeal to Ignorance
  - c. False Alternatives

## Content – Elaborations

- d. Loaded Question
- e. Questionable Cause
- f. Hasty Generalization
- g. Slippery Slope
- h. Weak Analogy
- i. Inconsistency

### **Suggested Topics for unit 5 Analyzing and Evaluating Arguments and Truth Claims. Time: 10 hours**

1. Diagramming Short Arguments
  - a. Tips on Diagramming Arguments
2. Summarizing Longer Arguments
  - a. Paraphrasing
  - b. Finding Missing Premises and Conclusions
  - c. Summarizing Extended Arguments
3. Common Mistakes to Avoid in Standardizing Arguments
4. When Is an Argument a Good One?
  - a. What “Good Argument” Does Not Mean
  - b. What “Good Argument” Does Mean
5. When Is It Reasonable to Accept a Premise?
6. Refuting Arguments

### **Suggested topics for Unit 6 Finding, Evaluating, and Using Sources. Time: 6 hours**

1. Finding Sources
  - a. Refining Your Search: Questions and Keywords
  - b. Directional Information
  - c. Informational Sources
2. Evaluating Sources
  - a. Content: Facts and Everything Else
  - b. The Author and the Publisher
  - c. The Audience
  - d. Evaluating Internet Sources
3. Taking Notes
  - a. Bibliographical Information
  - b. Content Notes: Quotes, Summaries, and Paraphrases

## Content – Elaborations

4. Using Sources
  - a. Acknowledging Sources
  - b. Incorporating Sources

### **Suggested topics for Unit 7 Thinking Critically about the Media. Time: 10 hours**

1. The Mass Media
2. The News Media
  - a. The Importance of Context
3. Getting Us to Pay Attention: What Really Drives the Media
4. Keeping Our Interest: The News as Entertainment
  - a. How the Media Entertain Us
  - b. Slanting the News
5. Media Literacy
6. Advertising
  - a. What Ads Do
  - b. Defenses of Advertising
  - c. Criticisms of Advertising
  - d. Common Advertising Ploys

### **Suggested topics for Unit 8 Science and Pseudoscience. Time: 6 hours**

1. The Basic Pattern of Scientific Reasoning
2. The Limitations of Science
3. How to Distinguish Science from Pseudoscience
4. A Case Study in Pseudoscientific Thinking: Astrology

### **Suggested topics for Unit 9 Writing Argumentative Essays Time: 18 hours**

1. Writing a Successful Argument
2. Before You Write
  - a. Know Yourself
  - b. Know Your Audience
  - c. Choose and Narrow Your Topic
  - d. Write a Sentence That Expresses Your Claim
  - e. Gather Ideas: Brainstorm and Research

## Content – Elaborations

- f. Organize Your Ideas
- g. Organize by Methods of Development
- 3. Writing the First Draft
  - a. Provide an Interesting Opening
  - b. Include a Thesis Statement
  - c. Develop Your Body Paragraphs
  - d. Provide a Satisfying Conclusion
- 4. After the First Draft
  - a. Read What You Have Written and Revise
  - b. Consider What You Have Not Written and Revise
  - c. Show Your Work
  - d. Edit Your Work
  - e. Hand It In
- 5. Sample Argumentative Essay

### **Suggested topics for Unit 10 Rhetoric and Debate. Time: 25 hours**

- 1. Have An Opinion
  - a. Your Opinion
  - b. Opinions of Value, Policy, & Fact
  - c. Agreeing and Disagreeing
  - d. Debate Terms
  - e. Debate in the News
- 2. Explaining your opinion
  - a. Strong Reasons
  - b. Compare & Contrast.
  - c. Giving Reasons
  - d. Brainstorming Reasons
- 3. Supporting your opinion
  - a. Supporting your Opinion
  - b. Types of Support
  - c. Giving Supports
- 4. Organizing Your Opinion
  - a. Debate Introductions and Conclusions

## Content – Elaborations

- b. Support your House.
5. Refuting Explanations
  - a. Refuting an Opinion
  - b. Types of Refutations
  - c. Making Refutations
6. Debating An Opinion
  - a. Debate Formats
  - b. Responding to Attacks
  - c. The Rebuttal
  - d. Rebuttal Speeches

### **Recommended Instructional Components:**

The big ideas and essential questions that have guided the development of Critical Thinking 12 are pertinent, provocative, and ethically challenging, and require students to engage in deep and critical self-reflection, collaborative work, and discussion. Many opportunities are provided for multi-dimensional inquiry as well as hands-on activities. Students have many opportunities for self-directed learning through the critical questions, problem-based tasks, projects, and assignments. These instructional strategies are designed to engage students in authentic intellectual work. Examples of instructional strategies:

- Direct instruction
- Discussion/Seminar groups
- Student presentations
- Research Projects
- Experiential learning
- Reflective writing
- Statistics Research and Interpreting Data
- Debates
- Presentations/demonstrations
- Inquiry Questions

- Guest speakers such as law enforcement
- Videos
- Analyzing Case studies

**Recommended Assessment Components:**

Assessments are varied and flexible, providing opportunities for student to demonstrate their understanding in a variety of meaningful and engaging ways. Rubrics will often be created to provide opportunity for students to deepen their understanding of the content and to fully understand the learning outcomes. Personal and peer communication, anecdotal feedback along with self-reflection are also valuable in helping students set appropriate goals to foster an upward cycle of learning. Specific assessment strategies include, but are not limited too...

- Journal reflections
- Formal assignments and projects
- Peer and self-assessments
- Performance assessments
- Oral presentations
- Quizzes and tests
- Discussion participation
- Educational games

**Learning Resources:**Textbooks:

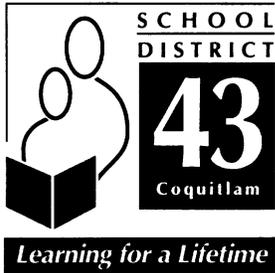
*Critical thinking, A student's Introduction*, 2010, Gregory Bassham, William Irwin, Henry Nardone, James M. Wallace

*Classical Rhetoric for the Modern Student* 1965, Edward P.J. Corbett

*Critical Thinking* 2015, Brooke Noel Moore, Richard Parker

*Discover Debate, Basic skills for Supporting and Refuting Opinions* 2000, Michael Lubetsky, Charles LeBeau, David Harrington

Video:**Additional Information:**



## School District No. 43 (Coquitlam)

# MEMORANDUM

TO: Patricia Gartland  
Superintendent of Schools

FROM: Reno Ciolfi  
Assistant Superintendent

DATE: May 10, 2022

RE: **Farsi Language Curriculum**

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### **A Motion to approve the Farsi Language Curriculum IRP is Requested**

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School District 43 (Coquitlam) staff have consulted with Farsi Dar BC regarding the development of the Farsi language curriculum Integrated Resource Package (IRP), for use in BC schools. The goal of this process was to enable secondary students to access provincial challenge examinations and earn graduation credits for Farsi language.

#### **Curriculum Writing**

Farsi Dar BC engaged teachers to write the Farsi language curriculum IRP (grades 5 to 12) to the specifications set by the Ministry of Education.

#### **Curriculum Use in BC Schools**

The Farsi language curriculum can only be used in BC schools if it is approved by a Board of Education. The following steps have been taken to prepare the Farsi curriculum for Board approval.

- An assistant superintendent has assessed the need for Farsi language instruction. In School District 43 (Coquitlam), the need is specific to the challenge examination process for secondary students.
- An Ownership and Licensing Agreement, signed by the Farsi Dar BC President, transferred ownership of the Farsi curriculum to the Board of Education.
- Individual Transfers and Waiver agreements were signed by the teachers who wrote the curriculum.
- The Farsi language curriculum documents were reviewed and approved by the language and culture coordinator, with the assistance of two SD 43 Farsi-speaking language teachers.

### **Provincial Approval Process**

The Board of Education can make the Farsi language curriculum available for other school districts in BC by

- writing the Ministry to request provincial approval, and
- passing a motion at this Public Board Meeting to approve the Farsi language curriculum

### **Acknowledgements**

Thank you to the following individuals for their work in preparing the Farsi Language Curriculum (for grades 5 to 12)

- Amir Bajehkian, president, Farsi Dar BC
- Nasrin Sarbaz, teacher, SD 43 Coquitlam
- Homa Sorooshi, teacher, SD 43 Coquitlam
- Susan Nazem, teacher, SD 36 Surrey
- Maryam Hazhir, teacher, SD 36 Surrey
- Rastin Mehri, sessional language instructor, SFU
- Sophie Bergeron, language and culture coordinator, SD 43 Coquitlam

District staff will work with the Ministry and the Delta School District to facilitate the availability of Farsi language challenge examinations for students in School District 43 (Coquitlam) and other school districts in BC.

**A motion to approve the Farsi Language Curriculum (for grades 5 to 12), as submitted, is requested.**

Farsi (Dari/Farsi/Tajiki) – Grade 5

Big Ideas	Elaborations		
<ul style="list-style-type: none"> <li>Listening and viewing with intent helps us acquire a new language.</li> <li>Both verbal and <b>non-verbal cues</b> contribute meaning in language.</li> <li><b>Reciprocal</b> communication is possible using high-frequency words and patterns.</li> <li><b>Stories</b> help us to acquire language.</li> <li>We can explore our identity through a new language.</li> <li>Each culture has traditions and ways of celebrating.</li> </ul>	<p><b>non-verbal cues:</b> e.g., gestures, style expressions, pictures, props</p> <p><b>Reciprocal:</b> involving back-and-forth participation</p> <p><b>Stories:</b> Narratives and Stories are selected form of the text that are delivered orally, written, or visually. Stories are both simple or more complex and derived from both real or imagined experiences. They are used to impart knowledge, entertain, share history, and strengthen the sense of identity amongst the diasporic community in Canada. Examples range from Indigenous oral histories, personal stories, series of picture presentations, songs, and student-created stories.</p>		
Curricular Competencies	Elaborations	Content	Elaborations
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and Communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between letter names, sounds and pronunciation</li> <li>Recognize the relationships between <b>common intonation patterns</b> and meaning</li> <li>Comprehend high-frequency vocabulary in slow, clear speech and other texts</li> <li>Identify key information in slow, clear speech and other <b>texts</b></li> <li><b>Comprehend</b> stories</li> <li>Use language learning strategies</li> <li><b>Seek clarification</b> of meaning</li> <li>Participate in simple interactions involving everyday situations</li> <li>Interpret non-verbal cues to increase comprehension</li> <li>Respond to simple commands and instructions</li> <li>Share information using the <b>presentation format</b> best suited to their own and others’ diverse abilities</li> </ul> <p><b>Personal and Social Awareness</b></p> <ul style="list-style-type: none"> <li>Consider personal, shared, and others’ experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	<p><b>Common intonation patterns:</b> These include recognizing whether someone is making a statement جمله خبری or asking a question پرسش and how it relates to their message, noticing and practicing cadence of spoken Farsi</p> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>key information and events in stories</li> <li>high frequency vocabulary, commands, questions, and expressions</li> </ul> <p><b>Strategies:</b> Prior knowledge, body language; interpretation of gestures and facial expression, tone of voice, contextual and imagery cues, repeating, substituting, parts of speech, reference tools such as similar words with the same root, cognates, and text features</p> <p><b>Seek clarification:</b> Using common statements and questions, as well as gestures to request clarifications i.e., repetition, substitution, reformulation, or reiterations</p> <p><b>Exchange ideas and information:</b> Connecting with peers, teachers, and members of community</p>	<p><i>Students are taught the followings:</i></p> <ul style="list-style-type: none"> <li>Farsi Alphabet, diacritics, Format and <b>phonemes</b></li> <li>Common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> <li><b>greetings/farewell and introductions</b></li> <li>simple questions and descriptions</li> <li>basic <b>information</b> about self and others i.e. family members, home and household, relatives and friends</li> <li>days of the week</li> <li>basic commands</li> <li>cardinal numbers</li> <li>colours</li> <li>formal and informal modes of address</li> </ul> </li> <li>First Peoples’ perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li>Afghan, Iranian and Tajik communities across Canada</li> <li>Common elements of Iranian, Afghan, Tajik and other Farsi-Speaking communities (e.g. <b>cultural festivals and celebrations</b>)</li> <li><b>Creative works of Art</b>, sports and games in Afghanistan, Iran and Tajikistan</li> </ul>	<p>ح ذ ع غ ث ص ض الفبای فارسی excluding ط ظ ء</p> <p><b>Format:</b> Combining letters can change format depending on location (i.e. beginning, middle, end)</p> <p><b>Phonemes:</b></p> <ul style="list-style-type: none"> <li>individual speech sounds that distinguish one word from another using consonants and/or vowels</li> <li>distinguishing similar phonemes</li> </ul> <p><b>Descriptions:</b> e.g. Numbers, colours, size and other physical attributes</p> <p><b>Farsi-Speaking Countries and Capitals:</b> e.g. Afghanistan: Kabul, Iran: Tehran, Tajikistan: Dushanbe</p> <p><b>Information:</b> common expressions used to greet, farewell and share information about one another e.g., من ... هستم، اسم/نام شما چیست؟، من ... سالمه/است. چند سالته/است؟</p> <p><b>Modes of address:</b> من، تو، او، ما، شما، ایشان</p> <p><b>Casual versus formal conversations:</b> e.g., تو in place of شما، چطوری؟ in place of حال شما چطور است؟</p> <p><b>Formal writing format vs casual conversation:</b> e.g. هندونه in place of هندوانه.</p> <p><b>Greetings and introductions:</b> common expressions used in greetings, salutations, and getting to know others (سلام، چطوری؟، خوبی؟، خیرم، مرسی، میبینمت، خوشبختم</p> <p><b>Questions:</b> کی؟، کجا؟، چه کسی؟، چه؟ چگونه؟</p>

	<p><b>Presentation format:</b> e.g., digital, visual, and verbal modes, e.g., charts, graphics, illustrations, music, organizers, photographs, tables, props, and videos</p> <p><b>Cultural lens:</b> Elements of practices, traditions, and perceptions in Farsi (Dari/Persian/Tajiki)-speaking communities</p> <p><b>Ways of knowing:</b> First peoples’ perspectives connecting language and culture, including oral histories, identity and place</p>		<p><b>Oral histories:</b> recognizing the oral tradition as a complex epistemology and way of knowing. Encouraging students to connect with elders through storytelling in order to derive and share knowledge</p> <p><b>Identity:</b> Identity is influenced by, for example, traditions, religio-cultural protocols, celebrations, and festivals</p> <p><b>Place:</b> Sense of place and belonging in diverse regions across Farsi-Speaking countries and communities. Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples’ perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.</p> <p><b>Cultural festivals and celebrations:</b> e.g., Nowruz, Yalda, Farmers’ Festival, Rosewater Festival, etc. including information about activities, clothing, dance, decorations, food and music associated with each.</p> <p><b>Works of art :</b> Creative works in modern and/or traditional dance, drama, music, visual arts and handcrafts (e.g., مینیاتور، خاتم، مینا، منبت کاری، رقص‌های محلی، سازها و موسیقی) with special considerations for the ethics of cultural appropriation and plagiarism.</p>
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Farsi (Dari/Persian/Tajiki) - Grade 6	
Big Ideas	Elaborations
<ul style="list-style-type: none"> <li>Listening and viewing with intent helps us acquire a new language.</li> <li><b>Reciprocal</b> communication is possible using high-frequency words and patterns.</li> <li><b>Stories</b> help us to acquire language and <b>understand the world</b> around us.</li> <li>We can explore our identity through a new language.</li> </ul>	<p><b>Reciprocal:</b> involving back-and-forth participation</p> <p><b>Stories:</b> Stories and narratives are derived from texts and delivered orally, written, or visually. Stories can be simple or complex and may be derived from real or imagined experiences. They can be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity. Examples are Indigenous oral histories, personal stories, skits, series of pictures, songs, and student-created stories.</p>

<ul style="list-style-type: none"> <li>Learning about language from diverse communities helps us develop cultural awareness.</li> </ul>	<b>Understanding of the world:</b> by exploring, for example, thoughts, feelings, knowledge, culture, and identity
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Curricular Competencies	Elaborations	Content	Elaborations
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between letter names, sounds and pronunciation</li> <li>Recognize the relationships between <b>common intonation patterns</b> and meaning</li> <li>Comprehend high-frequency words and patterns in slow, clear speech and other texts</li> <li>Identify key information in slow, clear speech and other simple <b>texts</b></li> <li><b>Comprehend</b> stories</li> <li>Use various <b>strategies</b> to support communication</li> <li><b>Seek clarification</b> of meaning using common statements and questions</li> <li><b>Exchange ideas and information</b>, both orally and in writing</li> <li>Interpret non-verbal cues to increase comprehension</li> <li>Respond to questions, simple commands, and instructions</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Consider personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	<p><b>Letter patterns and pronunciation:</b> Begin to identify groupings of letters that make the same sound, rhyming words, and letter patterns that have consistent pronunciations.</p> <p><b>Common intonation patterns:</b> e.g., recognizing whether someone is making a statement or asking a question, and how it relates to their message, noticing and practicing cadence of spoken Farsi</p> <p><b>Texts:</b> All forms of oral, written, visual and digital communications e.g., cartoons, charts, conversations, diagrams, films and videos, graphs, oral histories, instructions, invitations, letters, narratives, nursery rhymes, paintings, photographs, picture books, poems, songs, stories and text messages. Oral, written, and visual elements can also be combined (e.g., skits, picture books, films).</p> <p><b>Comprehend:</b></p> <ul style="list-style-type: none"> <li>Key information and events in stories</li> <li>High frequency vocabulary, commands, questions and expressions</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>include strategies to comprehend and express meaning</li> <li>will vary depending on the context and the individual student</li> <li>for example, interpreting body language; listening to intonation and expression; paraphrasing, reformulating, reiterating, and repeating; substituting words; using cognates, context, images, parts of speech, prior knowledge, reference tools, similar words in first language, and text features</li> </ul> <p><b>Seek clarification:</b> Request or provide repetition, word substitution, reformulation, or reiteration, using common</p>	<p><i>Students are expected to know and learn the following:</i></p> <ul style="list-style-type: none"> <li>Farsi alphabet, diacritics, Format and <b>phonemes</b></li> <li>Common, high-frequency vocabulary, sentence structures, and expressions, including:             <ul style="list-style-type: none"> <li>telling time</li> <li>exchange phone number</li> <li>weather</li> <li>types of <b>questions</b></li> <li><b>descriptions</b> of people</li> <li><b>hobbies and topics of interest</b></li> <li>common <b>emotions and states of physical health</b></li> </ul> </li> <li>First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li><b>Cultural aspects</b> of Farsi (Dari/Persian/Tajiki)-speaking communities in Canada and around the world</li> <li><b>Creative works of Art</b>, sports and games in Farsi-Speaking regions</li> <li>Ethics of <b>cultural appropriation</b></li> </ul>	<p>Alphabets and sounds: الفبای فارسی including ح ذ ع ث ص ض ط ظ ء</p> <p><b>Format:</b> Combining letters can change format depending on location (i.e., beginning, middle, end)</p> <p><b>Phonemes:</b></p> <ul style="list-style-type: none"> <li>individual speech sounds that distinguish one word from another using consonants and/or vowels</li> <li>distinguishing similar phonemes</li> </ul> <p><b>Letter patterns:</b> such as groupings of letters that make the same sound, rhyming words, and letter patterns that have consistent pronunciations</p> <p><b>Phonemes:</b></p> <ul style="list-style-type: none"> <li>individual speech sounds that distinguish one word from another using consonants and/or vowels</li> <li>distinguishing similar phonemes</li> </ul> <p><b>Formal writing format vs casual conversation:</b> e.g. چگونه؟ بجای چجوری</p> <p><b>Questions:</b> e.g., کجا؟، چه کسی؟، چه؟، چگونه؟، آیا</p> <p><b>Descriptions:</b> describing, for example, family, pets, friends, community members; objects in the classroom or in their backpack, desk, locker, home</p> <p><b>Hobbies and topics of interest:</b> e.g., دوست دارم...، علاقه دارم...، میخوانم...، میتوانم...</p> <p><b>Emotions and states of physical health:</b> e.g., خوشحال، خشنود، ناراحت، ناخوش</p> <p><b>Oral histories:</b> e.g., conversations with an Elder about celebrations, traditions, and protocols</p> <p><b>Identity:</b> identity is influenced by traditions, protocols, celebrations, and festivals</p> <p><b>Place:</b> sense of place and belonging in diverse regions across Farsi (Dari/Persian/Tajiki)-speaking countries and</p>

	<p>statements and questions, as well as gestures e.g., نمیفهم، ... متوجه نمیشم، لطفا تکرار کنید، چطوری/چگونه میگوید/میگوید؟</p> <p><b>Exchange ideas and information:</b> with peers, teachers, and members of the wider community; can include virtual/online conversations</p> <p><b>Presentation format:</b> e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, props, and videos</p> <p><b>Cultural lens:</b> e.g., values, practices, traditions, perceptions</p> <p><b>Ways of knowing:</b> “Ways of knowing” refers to the various beliefs about the nature of knowledge that people have. They can include, but are not limited to, First Peoples, gender-related, subject/discipline-specific, cultural, embodied, and intuitive beliefs about knowledge.</p>		<p>communities. Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples’ perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.</p> <p><b>Cultural festivals and celebrations:</b> e.g., Nowruz, Yalda, Farmers’ Festival, Rosewater Festival, etc. including information about activities, clothing, dance, decorations, food and music associated with each.</p> <p><b>Works of art:</b> Creative works in dance, drama, music, visual arts and handicrafts (e.g., مینیاتور، خاتم، مینا، منبت کاری، رقص های محلی، سازها و موسیقی) with considerations for the ethics of cultural appropriation and plagiarism.</p>
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Farsi (Dari/Farsi/Tajiki) – Grade 7	
Big Ideas	Elaborations
<ul style="list-style-type: none"> <li>Listening and viewing with intent helps us understand an increasing variety of messages.</li> <li><b>Reciprocal</b> interactions help us understand and acquire language.</li> <li><b>Stories</b> help us to acquire language and <b>understand the world</b> around us.</li> <li>We can explore identity and place through increased understanding of a new language.</li> </ul>	<p><b>Reciprocal:</b> involving back-and-forth participation</p> <p><b>Stories:</b> Stories are a narrative form of text that can be oral, written, or visual. Stories can be simple or complex and may be derived from real or imagined experiences. They can be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity. Examples are Indigenous oral histories, personal stories, skits, series of pictures, songs, and student-created stories.</p> <p><b>Understanding of the world:</b> by exploring, for example, thoughts, feelings, knowledge, culture, and identity</p>

- Knowing about diverse communities helps us develop cultural awareness.

Curricular Competencies	Elaborations	Content	Elaborations
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between letter names, sounds and pronunciation</li> </ul> <p>Use <b>intonation and tone</b> to convey meaning</p> <ul style="list-style-type: none"> <li>Comprehend <b>key information</b> and supporting details in slow, clear speech and other <b>texts</b></li> <li>Comprehend meaning in stories</li> <li>Use various <b>strategies</b> to increase understanding</li> </ul> <ul style="list-style-type: none"> <li><b>Seek clarification</b> of meaning using a variety of common statements and questions</li> <li><b>Exchange ideas and information</b>, both orally and in writing</li> <li>Respond to questions, simple commands, and instructions</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Examine personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge</li> <li>Identify, <b>share, and compare</b> linguistic and cultural information about iFarsi (Dari/Persian/Tajiki)-speaking communities</li> </ul>	<p><b>Letter patterns and pronunciation:</b> Begin to identify groupings of letters that make the same sound, rhyming words, and letter patterns that have consistent pronunciations, and silent letters.</p> <p><b>Intonation and tone:</b></p> <ul style="list-style-type: none"> <li>question and statement intonation patterns</li> <li>use of tone to express different emotions</li> </ul> <p><b>Key information:</b> answer questions such as who, what, where, when, how چه کسی؟، چه کجا؟، چه کی؟، چگونه؟</p> <p><b>Texts:</b> all forms of oral, written, visual and digital communications e.g., cartoons, charts, conversations, diagrams, films and videos, graphs, oral histories, instructions, invitations, letters, narratives, nursery rhymes, paintings, photographs, picture books, poems, songs, stories and text messages. Oral, written, and visual elements can also be combined (e.g., skits, picture books, films).</p> <p><b>Strategies:</b> e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates</p> <p><b>Seek clarification:</b> Request or provide repetition, word substitution, reformulation, or reiteration, using a variety of statements and questions e.g., I don't understand., Please repeat., How do you say...?, How do you spell...?, نمیفهمم، متوجه نمیشم، لطفاً تکرار کنید، چطوری (چگونه) میگوید...؟ چگونه مینویسید...؟</p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Farsi Alphabet, diacritics, Format and <b>phonemes</b></li> <li>Common, high frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> <li>months of the year</li> <li>telling time and date</li> <li>types of <b>questions</b></li> <li><b>descriptions</b> of people</li> <li>common <b>emotions</b> and states of physical health</li> <li><b>instructions</b></li> <li>simple <b>comparisons</b></li> </ul> </li> <li>First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li>Farsi-Speaking communities <b>around the world</b></li> <li>Cultural aspects of Farsi-Speaking communities around the world</li> <li><b>Creative works of art in Afghanistan, Iran and Tajikistan</b></li> <li>Ethics of <b>cultural appropriation</b></li> <li><b>Common elements of stories</b></li> </ul>	<p><b>Format:</b> Combining letters can change format depending on location (i.e. beginning, middle, end)</p> <p><b>Phonemes:</b></p> <ul style="list-style-type: none"> <li>individual speech sounds that distinguish one word from another using consonants and/or vowels</li> <li>distinguishing similar phonemes</li> </ul> <p><b>Format and Symbols:</b> Combining letters can change format depending on location (i.e., beginning, middle, end)</p> <p><b>Writing format vs casual conversation:</b> e.g.</p> <p><b>Questions:</b> e.g. چند؟ چندتا؟ چرا؟ کجا؟ چه؟ چه کسی؟ کی؟ آیا،</p> <p><b>Descriptions:</b> family members, friends, teachers, community members, main characters in texts, heroes (e.g., <i>My mother is a teacher. She has brown hair and is tall. She plays football very well.</i>)</p> <p><b>Emotions:</b> شاد، خوشحال، ناراحت، ناخوش</p> <p><b>Instructions and directions:</b> e.g., up, down, in front of, right, left, next to چپ، راست، کنار، بغل، بالا، پایین، روبرو</p> <p><b>Comparisons:</b> comparative (تر)، superlative (ترین)</p> <p><b>Oral histories:</b> e.g., conversations with an Elder about celebrations, traditions, and protocols</p> <p><b>Identity:</b> Identity is influenced by, for example, traditions, protocols, celebrations, and festivals</p> <p><b>Place:</b> Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First</p>

	<p><b>Exchange ideas and information:</b> with peers, teachers, and members of the wider community; can include virtual/online conversations</p> <p><b>Presentation format:</b> e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, props, and videos</p> <p><b>Cultural lens:</b> e.g., values, practices, traditions, perceptions</p> <p><b>ways of knowing:</b> “Ways of knowing” refers to the various beliefs about the nature of knowledge that people have. They can include, but are not limited to, First Peoples, gender-related, subject/discipline-specific, cultural, embodied, and intuitive beliefs about knowledge.</p> <p><b>Share and compare:</b> Using methods such as partner work, presentation, poster walks, comparing and contrasting</p>		<p>Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.</p> <p><b>Around the world:</b> Farsi (Dari/Persian/Tajiki)-speaking communities around the globe and their cultural evolution e.g., Nowruz in North America vs Tajikistan</p> <p><b>Works of Art:</b> Creative works in dance, drama, music, visual arts and handicrafts (e.g., میناتور، خاتم، مینا، منبت کاری، رقص های محلی، سازها و موسیقی) with considerations for the ethics of cultural appropriation and plagiarism.</p> <p><b>Common elements of stories:</b> place, characters, setting, plot, problem and resolution</p>
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Farsi (Dari/Persian/Tajiki) – Grade 8	
Big Ideas	Elaborations
<ul style="list-style-type: none"> <li>Listening and viewing with intent supports our acquisition and understanding of a new language.</li> <li>We can express ourselves and talk about the world around us in a new language.</li> <li>With increased fluency, we can participate actively in <b>reciprocal</b> interactions.</li> <li>We can share our experiences and perspectives through <b>stories</b>.</li> <li>Acquiring a new language and learning about another culture deepens our own language and culture.</li> </ul>	<p><b>Reciprocal:</b> involving back-and-forth participation</p> <p><b>Stories:</b> Stories are a narrative form of text that can be oral, written, or visual. Stories can be simple or complex and may be derived from real or imagined experiences. They can be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity. Examples are Indigenous oral histories, personal stories, skits, series of pictures, songs, and student-created stories.</p>

<ul style="list-style-type: none"> <li>Creative works are an <b>expression of language and culture</b>.</li> </ul>	<b>Expression of language and culture:</b> works of artistic expression representing the experience of the people from whose culture they are drawn (e.g. painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture).
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Curricular Competencies	Elaborations	Content	Elaborations
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between letter names, sounds and pronunciation</li> <li>Use <b>intonation and tone</b> to convey meaning</li> <li>Comprehend key information and supporting details in speech and other <b>texts</b></li> <li>Comprehend meaning in stories</li> <li><b>Narrate</b> stories, both orally and in writing</li> <li>Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li><b>Seek clarification and verify</b> meaning</li> <li><b>Exchange ideas and information</b>, both orally and in writing</li> <li>Follow instructions to complete a task and respond to questions</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Examine personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge</li> <li><b>Engage in experiences</b> with Farsi (Dari/Persian/Tajiki)-speaking people and communities</li> <li>Describe similarities and differences between their own cultural practices and traditions and those of Farsi (Dari/Persian/Tajiki)-speaking communities</li> </ul>	<p><b>letter patterns and pronunciation:</b> Identify, predict, and pronounce groupings of letters that make the same sound, rhyming words, letter patterns that have consistent pronunciations, and silent letters.</p> <p><b>intonation and tone:</b></p> <ul style="list-style-type: none"> <li>differentiate between a statement and a question</li> <li>recognize the emotion of the speaker and how it relates to his or her message</li> </ul> <p><b>Texts:</b> "Text" refers to all forms of oral, written, visual, and digital communication, including authentic or adapted texts (e.g., advertisements, articles, biographies, blogs, brochures, cartoons, charts, conversations, diagrams, emails, essays, films, forms, graphs, Indigenous oral histories, instructions, interviews, invitations, letters, narratives, news reports, novels, nursery rhymes, online profiles, paintings, photographs, picture books, poems, presentations, songs, speeches, stories, surveys, text messages). Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages).</p> <p><b>Narrate:</b> using common expressions of time to show logical progression</p> <p><b>strategies:</b> e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates</p>	<p><i>Students are taught the followings:</i></p> <ul style="list-style-type: none"> <li>Farsi Alphabet, diacritics, Format and <b>phonemes</b></li> <li>past, present, and future <b>verbs</b></li> <li>common, high-frequency vocabulary, sentence structures, and expressions, including:             <ul style="list-style-type: none"> <li>Colours, numbers, days of the week, months of the year</li> <li>Greetings and farewell</li> <li>modes of address</li> <li>interrogatives and <b>questions</b></li> <li><b>time and frequency (adverbs)</b></li> <li>descriptions of people, objects, locations and personal interests</li> <li>common <b>emotions</b> and states of physical health</li> <li><b>opinions</b> about familiar topics</li> </ul> </li> <li>First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li><b>Cultural aspects</b> of Farsi-Speaking communities around the world</li> <li><b>Creative works of art in Afghanistan, Iran, and Tajikistan</b></li> <li>Ethics of <b>cultural appropriation</b> and plagiarism</li> <li><b>Common elements of stories</b></li> <li>Connection between <b>Farsi Language and nature</b> via art, music, and poetry</li> <li>History and Origins of Dari, Persian and Tajiki</li> <li>Diversity of Dari, Persian, and Tajiki dialects</li> </ul>	<p><b>Format:</b> Combining letters can change format depending on location (i.e. beginning, middle, end)</p> <p><b>phonemes:</b></p> <ul style="list-style-type: none"> <li>individual speech sounds that distinguish one word from another using consonants and/or vowels</li> <li>distinguishing similar phonemes</li> </ul> <p><b>verbs:</b> past, present, and future time frames for common verbs e.g.          صرف فعل مضارع، ماضی و آینده بودن، رفتن، خوردن، دیدن و کردن          چرا؟، کجا؟چند؟، چه؟، چه کسی؟، کی؟، آیا؟</p> <p><b>interrogative pronouns:</b> آیا؟، کی؟، چه کسی؟، چه؟، کجا؟چند؟</p> <p><b>time and frequency (adverbs):</b> همیشه، فردا، هر روز، امروز، دیروز، فردا، هر روز، همیشه، گاهی، هرگز</p> <p><b>emotions:</b> e.g., <i>I'm happy. I'm fine.</i>          شادم. من خوشحال هستم          خوبم. من خوب هستم</p> <p><b>opinions:</b>          من فکر می‌کنم...، به عقیده من...، درست است!</p> <p><b>oral histories:</b> e.g., conversations with an Elder about celebrations, traditions, and protocols</p> <p><b>identity:</b> Identity is influenced by, for example, traditions, protocols, celebrations, and festivals</p> <p><b>place:</b> Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection</p>

	<p><b>Seek clarification and verify:</b> e.g., request or provide repetition, word substitution, reformulation, or reiteration, using a variety of statements and questions (e.g., [<i>I don't understand</i>], [<i>Could you repeat please?</i>], [<i>What does... mean?</i>], [<i>How do you say ...?</i>], [<i>How do you spell ...?</i>]) چطوری (چگونه) میفهمم، متوجه نمیشم، لطفاً تکرار کنید. چگونه مینویسید...؟ (چگونه) میگوید...؟ چگونه مینویسید...؟</p> <p><b>Exchange ideas and information:</b> with peers, teachers, and members of the wider community; can include virtual/online conversations</p> <p><b>presentation format:</b> e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, props, and videos</p> <p><b>cultural lens:</b> e.g., values, practices, traditions, perceptions</p> <p><b>ways of knowing:</b> “Ways of knowing” refers to the various beliefs about the nature of knowledge that people have. They can include, but are not limited to, First Peoples, gender-related, subject/discipline-specific, cultural, embodied, and intuitive beliefs about knowledge.</p> <p><b>Engage in experiences:</b> e.g., blogs, classroom and school visits (including virtual/online visits), clubs, concerts, courses, exchanges, festivals, films, pen-pal letters, magazines, newspapers, plays, social media and other online resources, stores/restaurants with service in Farsi</p>		<p>between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.</p> <p><b>cultural aspects:</b> e.g., activities, celebrations, clothing, dance, festivals, food, history, land, music, protocols, rituals, traditions, population, location</p> <p><b>Works of Art:</b> Creative works in dance, drama, music, visual arts and handicrafts (e.g., مینیاتور، خاتم، مینا، منبت کاری، رقص های محلی، سازها و موسیقی) with considerations for the ethics of cultural appropriation and plagiarism.</p> <p><b>common elements of stories:</b> place, characters, setting, plot, problem and resolution</p>
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Farsi (Dari/Persian/Tajiki) – Grade 9	
Big Ideas	Elaborations
<ul style="list-style-type: none"> <li>Listening and viewing with intent supports our acquisition and understanding of a new language.</li> <li>Conversing about things we care about can motivate us to learn a new language.</li> <li>We can share our experiences and perspectives through <b>stories</b>.</li> </ul>	<p><b>Stories:</b> Stories are a narrative form of text that can be oral, written, or visual. Stories can be simple or complex and may be derived from real or imagined experiences. They can be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity. Examples are Indigenous oral histories, personal stories, skits, series of pictures, songs, and student-created stories.</p>

<ul style="list-style-type: none"> <li>Acquiring a new language allows us to explore our identity and culture from a new perspective.</li> <li><b>Creative works</b> allow us to experience culture and appreciate cultural diversity.</li> </ul>	<p><b>Creative works:</b> works of artistic expression representing the experience of the people from whose culture they are drawn (e.g. painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture).</p>
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Curricular Competencies	Elaborations	Content	Elaborations
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between letter names, sounds and pronunciation</li> <li>Use <b>intonation and tone</b> to convey meaning</li> <li>Comprehend key information and supporting details in speech and a variety of other <b>texts</b></li> <li>Comprehend meaning in stories</li> <li><b>Narrate</b> stories, both orally and in writing</li> <li>Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li><b>Seek clarification and verify</b> meaning</li> <li><b>Exchange ideas and information</b>, both orally and in writing <ul style="list-style-type: none"> <li>Follow instructions to complete a task and respond to questions</li> </ul> </li> <li>Engage in conversation about familiar topics <ul style="list-style-type: none"> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> </li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Examine personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge</li> <li><b>Engage in experiences</b> with Farsi (Dari/Persian/Tajiki)-speaking people and communities</li> <li>Describe similarities and differences between their own cultural practices and traditions and those of Farsi-Speaking communities</li> <li>Recognize the <b>importance of story</b> in personal, family and community identity</li> </ul>	<p><b>letter patterns and pronunciation:</b> Identify, predict, and pronounce groupings of letters that make the same sound, rhyming words, letter patterns that have consistent pronunciations, and silent letters.</p> <p><b>intonation and tone:</b></p> <ul style="list-style-type: none"> <li>differentiate between a statement and a question</li> <li>recognize the emotion of the speaker and how it relates to his or her message</li> </ul> <p><b>texts:</b> "Text" refers to all forms of oral, written, visual, and digital communication, including authentic or adapted texts (e.g., advertisements, articles, biographies, blogs, brochures, cartoons, charts, conversations, diagrams, emails, essays, films, forms, graphs, Indigenous oral histories, instructions, interviews, invitations, letters, narratives, news reports, novels, nursery rhymes, online profiles, paintings, photographs, picture books, poems, presentations, songs, speeches, stories, surveys, text messages). Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages).</p> <p><b>Narrate:</b> using past, present, and future time frames, and common expressions of time and transitional words to show logical progression</p> <p><b>strategies:</b> e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates</p> <p><b>Seek clarification and verify:</b> e.g., request or provide repetition, word substitution, reformulation, or reiteration, using a variety of statements and questions (e.g., <i>[I don't</i></p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Farsi Alphabet, diacritics, Format and <b>phonemes</b></li> <li>past, present, and future <b>verbs</b></li> <li>common vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> <li>interrogatives and <b>questions</b></li> <li>descriptions of people, objects, and locations</li> <li><b>sequence of events</b></li> <li>likes and dislikes</li> <li>common <b>emotions</b> and states of physical health</li> <li>personal interests, needs, and opinions</li> </ul> </li> <li>First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li><b>cultural practices</b> in various Farsi-Speaking communities</li> <li><b>Elements of various types of text</b></li> <li><b>Formulating paragraphs</b></li> </ul>	<p><b>Format:</b> Combining letters can change format depending on location (i.e. beginning, middle, end)</p> <p><b>phonemes:</b></p> <ul style="list-style-type: none"> <li>individual speech sounds that distinguish one word from another using consonants and/or vowels</li> <li>distinguishing similar phonemes</li> </ul> <p><b>verbs:</b> past, present, and future time frames for common verbs e.g.</p> <p>صرف فعل مضارع، ماضی و آینده خواستن، توانستن، فهمیدن، شنیدن، گوش کردن و پوشیدن</p> <p><b>questions:</b></p> <ul style="list-style-type: none"> <li>intonated questions</li> <li>questions using different interrogative words (e.g., چرا...؟، چگونه...؟، کجا...؟)</li> </ul> <p><b>sequence of events:</b> using words that indicate sequence (e.g., ابتدا، سپس، بعداً، نهایتاً)</p> <p>emotions: e.g., ناخوش هستم. ناراحتم.</p> <p>oral histories: e.g., conversations with an Elder about celebrations, traditions, and protocols</p> <p><b>identity:</b> Identity is influenced by, for example, traditions, protocols, celebrations, and festivals</p>

	<p><i>understand</i>], [<i>Could you repeat please?</i>], [<i>What does... mean?</i>], [<i>How do you say ...?</i>], [<i>How do you spell...?</i>], نمیفهمم، متوجه نمیشم، لطفا تکرار کنید.، چطوری (چگونه) میگوید...؟ چگونه مینویسید...؟</p> <p><b>Exchange ideas and information:</b> with peers, teachers, and members of the wider community; can include virtual/online conversations</p> <p><b>presentation format:</b> e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, props, and videos</p> <p><b>cultural lens:</b> e.g., values, practices, traditions, perceptions</p> <p><b>ways of knowing:</b> “Ways of knowing” refers to the various beliefs about the nature of knowledge that people have. They can include, but are not limited to, First Peoples, gender-related, subject/discipline-specific, cultural, embodied, and intuitive beliefs about knowledge.</p> <p><b>Engage in experiences:</b> e.g., blogs, classroom and school visits (including virtual/online visits), clubs, concerts, courses, exchanges, festivals, films, pen-pal letters, magazines, newspapers, plays, social media and other online resources, stores/restaurants with service in Farsi.</p> <p><b>importance of story:</b> Stories are an important way to seek and impart knowledge, beliefs, customs, perspectives, traditions, values, and worldviews. In doing so, they can share history and strengthen a sense of identity.</p>		<p><b>place:</b> Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.</p> <p><b>cultural practices:</b> activities, clothing, dance, festivals, food, history, land, music, protocols, rituals, traditions; relating to celebrations, holidays, and other events; and the idiomatic use of language</p> <p><b>Works of Art:</b> Creative works in dance, drama, music, visual arts and handicrafts (e.g., مینیاتور، خاتم، مینا، منبت کاری، رقص های محلی، سازها و موسیقی) with considerations for the ethics of cultural appropriation and plagiarism.</p> <p><b>cultural appropriation:</b> use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</p> <p><b>elements of various types of text:</b> format (e.g., letter versus email message), language, context, audience, register (e.g., formal versus informal), purpose</p> <p><b>common elements of stories:</b> place, characters, setting, plot, problem and resolution</p>
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**Farsi (Dari/Farsi/Tajiki) – Grade 10**

<b>Big Ideas</b>	<b>Elaborations</b>
<ul style="list-style-type: none"> <li>Listening and viewing with intent supports our acquisition and understanding of a new language.</li> <li>Expressing ourselves and engaging in conversation in a new language requires courage, risk taking, and perseverance.</li> <li><b>Stories</b> give us unique ways to understand and reflect on meaning.</li> </ul>	<p><b>Stories:</b> Stories are a narrative form of text that can be oral, written, or visual. Stories can be simple or complex and may be derived from real or imagined experiences. They can be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity. Examples are Indigenous oral histories, personal stories, skits, series of pictures, songs, and student-created stories.</p>

<ul style="list-style-type: none"> <li>Acquiring a new language provides a unique opportunity to access and interact with diverse communities.</li> <li><b>Cultural expression</b> can take many different forms.</li> </ul>	<p><b>Cultural expression:</b> Forms of cultural expression represent the experience of the people from whose culture they are drawn; for example, customs, folklore, language use, traditions, ways of celebrating, and creative works (e.g. architecture, dance, filmmaking, musical composition, painting, poetry and prose, sculpture, theatre).</p>
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Curricular Competencies	Elaborations	Content	Elaborations
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Derive meaning from speech and a variety of other <b>texts</b></li> <li>Derive meaning and viewpoints in stories</li> <li><b>Narrate</b> stories, both orally and in writing</li> <li>Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li>Recognize how choice of words affects meaning</li> <li><b>Seek clarification and verify meaning</b></li> <li><b>Exchange ideas and information</b>, both orally and in writing</li> <li>Follow instructions to complete a task and respond to questions</li> <li>Engage in conversation about familiar topics</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Analyze personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge</li> <li><b>Engage in experiences</b> with Farsi (Dari/Persian/Tajiki)-speaking people and communities</li> <li>Describe regional, cultural, and linguistic <b>variations</b> and practices in Farsi-Speaking communities and their role in shaping cultural identity</li> <li>Recognize the <b>importance of story</b> in personal, family, and community identity</li> </ul>	<p><b>texts:</b> "Text" refers to all forms of oral, written, visual, and digital communication, including authentic or adapted texts (e.g., advertisements, articles, biographies, blogs, brochures, cartoons, charts, conversations, diagrams, emails, essays, films, forms, graphs, Indigenous oral histories, instructions, interviews, invitations, letters, narratives, news reports, novels, nursery rhymes, online profiles, paintings, photographs, picture books, poems, presentations, songs, speeches, stories, surveys, text messages). Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages).</p> <p><b>Narrate:</b> using past, present, and future time frames, and common expressions of time and transitional words to show logical progression</p> <p><b>strategies:</b> e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior</p> <p><b>Seek clarification and verify:</b> e.g., request or provide repetition, word substitution, reformulation, or reiteration, using a variety of statements and questions (e.g., [<i>I don't understand</i>], [<i>Could you repeat please?</i>], [<i>What does... mean?</i>], [<i>How do you say ...?</i>], [<i>How do you spell...?</i>])، نمیفهمم، متوجه نمیشم، لطفاً تکرار کنید، چطوری (چگونه) میگوید...؟ چگونه مینویسید...؟</p> <p><b>Exchange ideas and information:</b> with peers, teachers, and members of the wider community; can include virtual/online conversations</p> <p><b>presentation format:</b> e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics,</p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Past, present, and future <b>verbs</b></li> <li>common vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> <li>interrogatives and <b>questions</b></li> <li><b>activities and situations</b></li> <li><b>sequence of events</b></li> <li>opinions about familiar topics</li> <li>comparisons and contrasts</li> <li>degrees of likes and dislikes</li> <li>common <b>emotions</b> and states of physical health</li> <li>personal interests, needs, and opinions</li> </ul> </li> <li>idiomatic expressions from Farsi-Speaking communities</li> <li>First Peoples perspectives connecting language and culture, including <b>oral histories</b>, <b>identity</b>, and <b>place</b></li> <li><b>cultural practices</b> in various Farsi-Speaking communities</li> <li><b>elements of various types of text</b></li> <li>contributions of Farsi (Dari/Persian/Tajiki)-speaking <b>Canadians</b> to society</li> <li>Experiences of Farsi-Speaking refugees &amp; immigrants in Canada.</li> </ul>	<p><b>verbs:</b> past, present, and future tenses of regular and irregular verbs in context</p> <p><b>questions:</b> including</p> <ul style="list-style-type: none"> <li>intonated questions</li> <li>questions using different interrogative words (e.g., چرا...؟، چگونه...؟، کجا...؟)</li> </ul> <p><b>activities and situations:</b> using appropriate tenses in both the affirmative and the negative to describe activities and situations</p> <p><b>sequence of events:</b> using words that indicate sequence (e.g. اولاً، دوماً، سپس، بعداً، بالاخره، در پایان)</p> <p><b>oral histories:</b> e.g., conversations with an Elder about celebrations, traditions, and protocols</p> <p><b>identity:</b> Identity is influenced by, for example, traditions, protocols, celebrations, and festivals</p> <p><b>place:</b> Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.</p> <p><b>cultural practices:</b> activities, clothing, dance, festivals, food, history, land, music, protocols, rituals, traditions; relating to celebrations, holidays, and other events; and the idiomatic use of language</p>

	<p>illustrations, music, organizers, photographs, tables, props, and videos</p> <p><b>cultural lens:</b> e.g., values, practices, traditions, perceptions</p> <p><b>ways of knowing:</b> “Ways of knowing” refers to the various beliefs about the nature of knowledge that people have. They can include, but are not limited to, First Peoples, gender-related, subject/discipline-specific, cultural, embodied, and intuitive beliefs about knowledge.</p> <p><b>Engage in experiences:</b> e.g., blogs, classroom and school visits (including virtual/online visits), clubs, concerts, courses, exchanges, festivals, films, pen-pal letters, magazines, newspapers, plays, social media and other online resources, stores/restaurants with service in Farsi.</p> <p><b>variations:</b> e.g., accents, idiomatic expressions, slang, other vocabulary</p> <p><b>importance of story:</b> Stories are an important way to seek and impart knowledge, beliefs, customs, perspectives, traditions, values, and worldviews. In doing so, they can share history and strengthen a sense of identity.</p>		<p><b>Works of Art:</b> Creative works in dance, drama, music, visual arts and handicrafts (e.g., مینیاتور، خاتم، مینا، منبت کاری، رقص های محلی) with considerations for the ethics of cultural appropriation and plagiarism.</p> <p><b>elements of various types of text:</b> format (e.g., letter versus email message), language, context, audience, register (e.g., formal versus informal), purpose</p> <p><b>common elements of stories:</b> place, characters, setting, plot, problem and resolution</p> <p><b>Afghan, Iranian, and Tajik Canadians:</b> including First Nations, Métis, and Inuit people; immigrants to Canada; and Canadians of diverse backgrounds</p> <p><b>cultural appropriation:</b> use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</p>
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Farsi (Dari/Farsi/Tajiki) – 11	
Big Ideas	Elaborations
<ul style="list-style-type: none"> <li>Listening and viewing with intent supports our acquisition of a new language.</li> <li>The communicative context determines how we express ourselves.</li> <li>Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.</li> <li>Language and culture are interconnected and shape our perspective, identity, and voice.</li> </ul>	<p><b>forms of cultural expression:</b> represent the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, ways of celebrating, and creative works (e.g., architecture, dance, filmmaking, musical composition, painting, poetry and prose, sculpture, theatre).</p>

<ul style="list-style-type: none"> <li>Exploring diverse <b>forms of cultural expression</b> promotes greater understanding of our own cultural identity.</li> </ul>			
<b>Curricular Competencies</b>	<b>Elaborations</b>	<b>Content</b>	<b>Elaborations</b>

Students are expected to be able to do the following:

### Thinking and communicating

- Derive meaning in speech and a variety of other **texts** and contexts
- Analyze cultural points of view in texts
- **Narrate** stories, both orally and in writing
- Use various **strategies** to increase understanding and produce oral and written language
- Recognize how **choice of words** affects meaning
  
- **Exchange ideas and information**, both orally and in writing
  
- Express themselves with increasing fluency, both orally and in writing
- Engage in conversation about familiar topics
- Demonstrate degrees of formality in speech and writing to reflect different **purposes**
- Respond personally to a variety of texts  
Share information using the **presentation format** best suited to their own and others' diverse abilities

### Personal and social awareness

- Analyze personal, shared, and others' experiences, perspectives, and worldviews through a **cultural lens**
- Recognize First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge
- **Engage in experiences** with Farsi (Dari/Persian/Tajiki)-speaking people and communities
- Investigate regional and ethnic diversity of Farsi language and culture
- Identify and explore educational and personal/professional opportunities requiring proficiency in Farsi Language
  - Explore opportunities to continue language acquisition beyond graduation
  - Explore the **importance of story** in personal, family, and community identity

**texts:** "Text" refers to all forms of oral, written, visual, and digital communication, including authentic or adapted texts (e.g., advertisements, articles, biographies, blogs, brochures, cartoons, charts, conversations, diagrams, emails, essays, films, forms, graphs, Indigenous oral histories, instructions, interviews, invitations, letters, narratives, news reports, novels, nursery rhymes, online profiles, paintings, photographs, picture books, poems, presentations, songs, speeches, stories, surveys, text messages). Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages).

**Narrate:** using past, present, and future time frames, and common expressions of time and transitional words to show logical progression

**strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates

**choice of words:** words with close but not identical meanings

**Exchange ideas and information:** with peers, teachers, and members of the wider community; can include virtual/online conversations

**purposes:** e.g., to convince, inform, entertain

**presentation format:** e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, props, and videos

**cultural lens:** e.g., values, practices, traditions, perceptions

**ways of knowing:** "Ways of knowing" refers to the various beliefs about the nature of knowledge that people have. They can include, but are not limited to, First Peoples, gender-related, subject/discipline-specific, cultural, embodied, and intuitive beliefs about knowledge.

- past, present, and future **time frames**
- increasingly complex vocabulary, sentence structures, and expressions, including:
  - **questions**
  - **sequence of events** in stories
  - points of view
- language **etiquette**, register, and formality
- First Peoples perspectives connecting language and culture, including **oral histories, identity, and place**
- idiomatic expressions from Afghan, Iranian or Tajik communities
- features of major Farsi regional dialects
- contributions of Farsi-Speaking **Canadians** to society
- ethics of **cultural appropriation** and plagiarism
- Experiences of Farsi (Dari/Persian/Tajiki) speaking refugees & immigrants in Canada

**verbs:** past, present, and future tenses of regular and irregular verbs in context

**questions:** including open-ended questions to elicit a deeper level of response

**sequence of events:** using appropriate verb tense and expressions of time (e.g., *اولا، دوما، سپس، بعدا، نهایتاً، در خاتمه*)

**etiquette:**

- elements of formal versus informal speech and writing
- etiquette, such as addressing people they have not met as [Mr./Ms.]+ surname/title and using the formal address

**oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols

**identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals

**place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.

**Works of Art:** Creative works in dance, drama, music, visual arts and handicrafts (e.g., *مینیاتور، خاتم، مینا، منبت کاری، رقص های محلی، سازها و موسیقی*) with considerations for the ethics of cultural appropriation and plagiarism.

**Afghan, Iranian and Tajik Canadians:** including First Nations, Métis, and Inuit people; immigrants to Canada; and Canadians of diverse backgrounds

**cultural appropriation:** use of a cultural motif, theme, "voice," image, knowledge, story, song, or drama, shared without permission or without appropriate context or in way that may misrepresent the real experience of the people from whose culture it is drawn

	<p><b>Engage in experiences:</b> e.g., blogs, classroom and school visits (including virtual/online visits), clubs, concerts, courses, exchanges, festivals, films, pen-pal letters, magazines, newspapers, plays, social media and other online resources, stores/restaurants with service in Farsi.</p> <p><b>importance of story:</b> Stories are an important way to seek and impart knowledge, beliefs, customs, perspectives, traditions, values, and worldviews. In doing so, they can share history and strengthen a sense of identity.</p>		
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**Farsi (Dari/Farsi/Tajiki) – Introductory 11**

<b>Big Ideas</b>	<b>Elaborations</b>
<ul style="list-style-type: none"> <li>Listening and viewing with intent supports our acquisition and understanding of a new language.</li> <li>Expressing ourselves in a new language requires courage, risk taking, and perseverance.</li> <li><b>Stories</b> help us to acquire language and <b>understand the world</b> around us.</li> <li>Acquiring a new language provides a unique opportunity to access and interact with diverse communities.</li> <li>Exploring diverse <b>forms of cultural expression</b> allows us to experience and appreciate cultural diversity.</li> </ul>	<p><b>Stories:</b> Stories are a narrative form of text that can be oral, written, or visual. Stories can be simple or complex and may be derived from real or imagined experiences. They can be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity. Examples are Indigenous oral histories, personal stories, skits, series of pictures, songs, and student-created stories.</p> <p><b>understand the world:</b> by exploring, for example, thoughts, feelings, knowledge, culture, and identity</p> <p><b>forms of cultural expression:</b> represent the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, ways of celebrating, and creative works (e.g., architecture, dance, filmmaking, musical composition, painting, poetry and prose, sculpture, theatre).</p>

<b>Curricular Competencies</b>	<b>Elaborations</b>	<b>Content</b>	<b>Elaborations</b>
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between letter names, sounds and pronunciation</li> <li>Recognize and use <b>intonation and tone</b> to convey meaning</li> <li>Interpret non-verbal cues to increase comprehension</li> <li>Derive meaning from speech and a variety of other <b>texts</b></li> </ul>	<p><b>letter patterns and pronunciation:</b> Identify, predict, and pronounce groupings of letters that make the same sound, rhyming words, letter patterns that have consistent pronunciations, and silent letters.</p> <p><b>intonation and tone:</b></p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Farsi Alphabet, diacritics, Format and <b>phonemes</b></li> <li>past, present, and future <b>verbs</b></li> <li>common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> <li>Colours, numbers, days of the week, months of the year</li> <li>Greetings and farewell</li> </ul> </li> </ul>	<p><b>Format:</b> Combining letters can change format depending on location (i.e. beginning, middle, end)</p> <p><b>phonemes:</b></p> <ul style="list-style-type: none"> <li>individual speech sounds that distinguish one word from another using consonants and/or vowels</li> <li>distinguishing similar phonemes</li> </ul>

<ul style="list-style-type: none"> <li>Comprehend and <b>narrate</b> stories, both orally and in writing</li> <li>Follow instructions to complete a task and respond to questions</li> <li><b>Seek clarification and verify</b> meaning</li> <li>Use various <b>strategies</b> to increase understanding</li> <li><b>Exchange ideas and information</b>, both orally and in writing</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> <li>Engage in conversations about familiar topics</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Consider personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge</li> <li><b>Engage in experiences</b> withFarsi (Dari/Persian/Tajiki)-speaking people and communities</li> <li>Explore the <b>importance of story</b> in personal, family, and community identity</li> </ul>	<ul style="list-style-type: none"> <li>differentiate between a statement and a question</li> <li>recognize the emotion of the speaker and how it relates to his or her message</li> </ul> <p><b>texts:</b> "Text" refers to all forms of oral, written, visual, and digital communication, including authentic or adapted texts (e.g., advertisements, articles, biographies, blogs, brochures, cartoons, charts, conversations, diagrams, emails, essays, films, forms, graphs, Indigenous oral histories, instructions, interviews, invitations, letters, narratives, news reports, novels, nursery rhymes, online profiles, paintings, photographs, picture books, poems, presentations, songs, speeches, stories, surveys, text messages). Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages).</p> <p><b>Narrate:</b> using common expressions of time to show logical progression</p> <p><b>Seek clarification and verify:</b> e.g., request or provide repetition, word substitution, reformulation, or reiteration, using a variety of statements and questions (e.g., [<i>I don't understand</i>], [<i>Could you repeat please?</i>], [<i>What does... mean?</i>], [<i>How do you say ...?</i>], [<i>How do you spell...?</i>])، نیمفهم، متوجه نمیشم، لطفا تکرار کنید، چطوری (چگونه) میگوید...؟ چگونه مینویسید...؟</p> <p><b>strategies:</b> e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates</p> <p><b>Exchange ideas and information:</b> with peers, teachers, and members of the wider community; can include virtual/online conversations</p> <p><b>presentation format:</b> e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, props, and videos</p> <p><b>cultural lens:</b> e.g., values, practices, traditions, perceptions</p>	<ul style="list-style-type: none"> <li>modes of address</li> <li>interrogatives and <b>questions</b></li> <li><b>time and frequency (adverbs)</b></li> <li>descriptions of people, objects, locations and personal interests</li> <li>common <b>emotions</b> and states of physical health</li> <li><b>opinions</b> about familiar topics</li> <li>needs, interests, preferences, beliefs, and <b>opinions</b></li> <li>idiomatic expressions from Farsi-speaking communities</li> <li>First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li>Traditions and <b>cultural practices</b> in various Farsi speaking communities</li> <li><b>creative works of art in Afghanistan, Iran, and Tajikistan</b></li> <li>ethics of <b>cultural appropriation</b> and plagiarism</li> <li><b>common elements of stories</b></li> <li>Introduction of Nowroz and other holidays celebrated by Afghan, Iranian and Tajik communities</li> </ul>	<p><b>verbs:</b> past, present, and future time frames for common verbs in context (e.g., به گردش میروم. به گردش رفتم. به گردش خواهیم رفت).</p> <p><b>questions:</b> e.g., چرا...؟، چگونه...؟، کجا...؟</p> <p><b>descriptions:</b> describing, for example, family, pets, friends, community members; objects in the classroom or in their backpack, desk, locker, home</p> <p><b>comparisons (comparative &amp; superlative adjectives):</b> e.g., سبب را بیشتر از موز دوست دارم. در این لیوان بیشتر آبست تا شراب.</p> <p><b>emotions and states of physical health:</b> e.g., شادم. خوشحالم. غمگینم.</p> <p><b>opinions:</b> e.g., من فکر می‌کنم...، به عقیده من...، درسته!</p> <p><b>oral histories:</b> e.g., conversations with an Elder about celebrations, traditions, and protocols</p> <p><b>identity:</b> Identity is influenced by, for example, traditions, protocols, celebrations, and festivals</p> <p><b>place:</b> Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.</p> <p><b>cultural practices:</b> activities, clothing, dance, festivals, food, history, land, music, protocols, rituals, traditions; relating to celebrations, holidays, and other events; and the idiomatic use of language</p> <p><b>creative works:</b> e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture</p> <p><b>cultural appropriation:</b> use of a cultural motif, theme, "voice," image, knowledge, story, song, or drama, shared</p>
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	<p><b>ways of knowing:</b> “Ways of knowing” refers to the various beliefs about the nature of knowledge that people have. They can include, but are not limited to, First Peoples, gender-related, subject/discipline-specific, cultural, embodied, and intuitive beliefs about knowledge.</p> <p><b>Engage in experiences:</b> e.g., blogs, classroom and school visits (including virtual/online visits), clubs, concerts, courses, exchanges, festivals, films, pen-pal letters, magazines, newspapers, plays, social media and other online resources, stores/restaurants with service in Farsi.</p> <p><b>importance of story:</b> Stories are an important way to seek and impart knowledge, beliefs, customs, perspectives, traditions, values, and worldviews. In doing so, they can share history and strengthen a sense of identity.</p>		<p>without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</p> <p><b>common elements of stories:</b> place, characters, setting, plot, problem and resolution</p>
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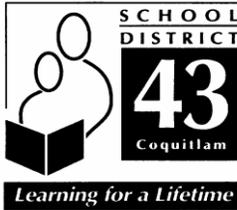
**Farsi (Dari/Persian/Tajiki) – Grade 12**

<b>Big Ideas</b>	<b>Elaborations</b>
<ul style="list-style-type: none"> <li>• With increased language proficiency, we can discuss and justify opinions with nuance and clarity.</li> <li>• Becoming more proficient in a new language enables us to explore global issues.</li> <li>• Language learning is a lifelong process.</li> <li>• Sharing our feelings, opinions, and beliefs in a new language contributes to our identity.</li> <li>• Exploring diverse <b>forms of cultural expression</b> promotes greater understanding and appreciation of cultures worldwide.</li> </ul>	<p><b>forms of cultural expression:</b> represent the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, ways of celebrating, and creative works (e.g., architecture, dance, filmmaking, musical composition, painting, poetry and prose, sculpture, theatre).</p>

<b>Curricular Competencies</b>	<b>Elaborations</b>	<b>Content</b>	<b>Elaborations</b>
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>• Derive and negotiate meaning and perspectives in a wide variety of contexts</li> <li>• Locate, explore and interpret a variety of authentic <b>texts</b> in Farsi</li> </ul>	<p><b>texts:</b> “Text” refers to all forms of oral, written, visual, and digital communication, including authentic or adapted texts (e.g., advertisements, articles, biographies, blogs, brochures, cartoons, charts, conversations, diagrams, emails, essays,</p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• past, present, and future <b>verbs</b> (including multiple forms, where applicable)</li> <li>• increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> <li>○ <b>questions and opinions</b></li> </ul> </li> </ul>	<p><b>verbs:</b> past, present, and future tenses of regular and irregular verbs in context</p> <p><b>questions:</b> including open-ended questions to elicit a deeper level of response</p>

<ul style="list-style-type: none"> <li>•Analyze and compare elements of creative works from diverse Afghan, Iranian or Tajik communities</li> <li>•Recognize different <b>purposes</b>, degrees of formality, and cultural perspectives in a variety of texts</li> <li>•<b>Narrate</b> stories, both orally and in writing</li> <li>•Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li>•Recognize how <b>choice of words</b> affects meaning</li> <li>•<b>Exchange ideas and information</b>, both orally and in writing</li> <li>•Express themselves effectively, with fluency and accuracy, both orally and in writing</li> <li>•Engage in meaningful conversations about a variety of topics of interest <ul style="list-style-type: none"> <li>• Respond personally to a variety of texts</li> <li>• Share information using the <b>presentation format</b> best suited to their own and others’ diverse abilities</li> </ul> </li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>•Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>•Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge</li> <li>•<b>Engage in experiences</b> with Farsi (Dari/Persian/Tajiki)-speaking people and communities <ul style="list-style-type: none"> <li>• Identify and explore personal, educational and professional opportunities with the <b>use of proficiency</b> in Farsi</li> <li>• Identify and explore opportunities to continue language acquisition beyond graduation</li> <li>• Recognize the regional and ethnic diversity of Farsi Language and culture</li> <li>• Explore the <b>importance of story</b> in personal, family, and community identity</li> </ul> </li> </ul>	<p>films, forms, graphs, Indigenous oral histories, instructions, interviews, invitations, letters, narratives, news reports, novels, nursery rhymes, online profiles, paintings, photographs, picture books, poems, presentations, songs, speeches, stories, surveys, text messages). Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages).</p> <p><b>purposes:</b> e.g., to convince, inform, entertain</p> <p><b>Narrate:</b> using past, present, and future time frames, and common expressions of time and transitional words to show logical progression</p> <p><b>strategies:</b> e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates</p> <p><b>choice of words:</b> words with close but not identical meanings</p> <p><b>Exchange ideas and information:</b> with peers, teachers, and members of the wider community; can include virtual/online conversations</p> <p><b>presentation format:</b> e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, props, and videos</p> <p><b>cultural lens:</b> e.g., values, practices, traditions, perceptions</p> <p><b>ways of knowing:</b> “Ways of knowing” refers to the various beliefs about the nature of knowledge that people have. They can include, but are not limited to, First Peoples, gender-related, subject/discipline-specific, cultural, embodied, and intuitive beliefs about knowledge.</p> <p><b>Engage in experiences:</b> e.g., blogs, classroom and school visits (including virtual/online visits), clubs, concerts, courses, exchanges, festivals, films, pen-pal letters, magazines, newspapers, plays, social media and other online resources, stores/restaurants with service in Farsi.</p>	<ul style="list-style-type: none"> <li>○ <b>sequence of events</b> in stories</li> <li>○ explanation of needs and emotions</li> <li>○ explanation and justification of opinions</li> </ul> <ul style="list-style-type: none"> <li>● language <b>etiquette</b> and formality</li> <li>● First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li>● <b>creative works of art in Afghanistan, Iran, and Tajikistan</b></li> <li>● idiomatic expressions from Farsi-Speaking communities. Highlighting differences amongst different communities</li> <li>● features of major regional dialects in Afghanistan, Iran and Tajikistan</li> <li>● contributions of <b>Farsi-Speaking Canadians</b> to society</li> <li>● ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>	<p><b>opinions:</b> e.g.,</p> <p style="text-align: right;">8</p> <p><b>sequence of events:</b> using appropriate verb tense and expressions of time (e.g., اولا، دوما، سپس، بعدا، بالاخره، در پایان</p> <p><b>etiquette:</b></p> <ul style="list-style-type: none"> <li>● elements of formal versus informal speech and writing</li> <li>● etiquette, such as addressing people they have not met as [Mr./Ms.]+ surname/title and using the formal address</li> </ul> <p><b>oral histories:</b> e.g., conversations with an Elder about celebrations, traditions, and protocols</p> <p><b>identity:</b> Identity is influenced by, for example, traditions, protocols, celebrations, and festivals</p> <p><b>place:</b> Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.</p> <p><b>creative works:</b> e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture</p> <p><b>Iranian, Afghan and Tajik Canadians:</b> including First Nations, Métis, and Inuit people; immigrants to Canada; and Canadians of diverse backgrounds</p> <p><b>cultural appropriation:</b> use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</p>
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	<p><b>use of proficiency:</b></p> <ul style="list-style-type: none"><li>• fluency in oral and written comprehension and production</li><li>• opportunities that require a level of mastery in the target language (e.g., government jobs, situations requiring proficiency in being able to understand and be understood in more challenging situations, such as on the phone, where non-verbal cues cannot be seen)</li></ul> <p><b>importance of story:</b> Stories are an important way to seek and impart knowledge, beliefs, customs, perspectives, traditions, values, and worldviews. In doing so, they can share history and strengthen a sense of identity.</p>		
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## SCHOOL DISTRICT NO. 43 (COQUITLAM)

### Office of the Secretary-Treasurer

#### MEMORANDUM

**TO:** Board of Education

**FROM:** Mohammed Azim, Secretary-Treasurer/CFO

**DATE:** May 10, 2022

**SUBJECT:** Trustee Election Bylaw No. 2022

**COPIED TO:** P. Gartland, Superintendent

**Recommended Action:** That the Board of Education hold all three readings and approve the Trustee Election Bylaw No. 2022.

**Background:** As in past elections, SD43 is working with our municipal partners to administer the Board of Education elections that are upcoming on October 15, 2022. The proposed bylaw has been reviewed by the municipalities and BCSTA. Election processes are going to proceed as they have in previous years, unless there is a change to provincial health guidelines in Fall 2022.