

## Carnegie, Lynn EDUC:EX

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**From:** Mary Roundy S22  
**Sent:** Thursday, December 20, 2012 8:57 AM  
**To:** Vandeweg, Theo EDUC:EX  
**Attachments:** Adaptations to response.doc

Hello Theo,

I have been talking to our consultant about the report I sent you last week. Please see adaptations made to MHS program.

Wishing you a happy and healthy holiday season to you and your family.

Thank you for your ongoing support.

Mary Roundy

Adaptations made: December 20, 2012

*Mormon Hills School Response: December 13, 2012.*

**EXTERNAL EVALUATION REPORT  
ON MORMONS HILLS SCHOOL SOCIETY, CRESTON, BC  
OCTOBER 24-25, 2012**

Schedules and information on student permanent record cards do not demonstrate Grade 9 students meeting the Ministry requirement for a Fine Arts credit. No overview is in place for Fine Arts 9.

*-Grade 9 students will take an applied skills course the first half of the year and will take fine arts the second half of the year. Course Overviews have been developed for this area.*

- Mormon Hills is not fulfilling the Graduation Program Order's requirement to offer both Fine Arts and Applied Skills courses each school year to students in Grade 10, 11 or 12.

*--Please see page 64 of the Handbook of Procedures for Graduation Program. 2004 Graduation Requirements states that grade 10 students must have "a fine arts and/or Applied Skills". The handbook clearly states that students may meet the requirements by taking one or the other of the two. There is no information to indicate that students must have both.*

*--MHS will implement a fine arts program in the grade 10 year. Students will take applied skills for 2 credits the first half of the year and will take fine arts for 2 credits the second half of the year. In this way, MHS graduation program meets all requirements for Dogwood graduation.*

## **Carnegie, Lynn EDUC:EX**

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**From:** Mary Roundy S22  
**Sent:** Friday, December 14, 2012 5:55 PM  
**To:** Vandeweg, Theo EDUC:EX  
**Subject:** Mormon Hills School  
**Attachments:** Grade 10 Schedule for 2011.docx

I missed one. This is email number 4. I hope they all get to you. If you have any questions, just ask. I'm sure I can clarify anything that seems confusing.

## Grade 10 Schedule for 2011 - 2012

Time	Monday	Tuesday	Wednesday	Thursday	Hrs Per Course
7:50 -8:30	Bible Studies 10  Alaire Oler	Bible Studies 10  Alaire Oler	Bibles Studies 10  Alaire Oler	Bible Studies 10  Alaire Oler	<ul style="list-style-type: none"> <li>➤ Bible Studies 10</li> <li>➤ English 10</li> <li>➤ Planning 10</li> <li>➤ Foundation &amp; Pre –Calculus 10</li> <li>➤ Textile 10</li> <li>➤ Science 10</li> <li>➤ Physical Education 10</li> </ul>
8:30 –9-30	English 10 EN 10 Mary Roundy	English 10 EN 10 Mary Roundy	English 10 EN 10 Mary Roundy	Planning 10 Plan 10 Mary Roundy	
9:30 – 10:30	Foundation & Pre- Calculus 10 FMP 10 Mary Roundy	Foundation & Pre- Calculus 10 FMP 10 Mary Roundy	Foundations & Pre- Calculus 10 FMP 10 Mary Roundy	Planning 10 PLAN 10 Mary Roundy	
10:30 – 11:30	Social Studies 9  Richard Blackmore	Social Studies 9  Richard Blackmore	Textiles 10 TXTF 10 Mary Roundy	Textile 10 TXTF 10 Mary Roundy	
11:30 – 12:00	Study Block	Study Block	Textiles 10 TXTF 10 Mary Roundy	Textiles 10 TXTF 10 Mary Roundy	
12:00- 12:30	<b>Lunch</b>				34 weeks @ 3 hrs per week = 102 hrs  ➤ Social Studies 10  Social Studies 10 is done on rotation, 34 weeks @ 3 hrs per week = 102 hrs, was met in 2010-2011 school year.
12:30 – 1:30	Science 10 Sc 10 Richard Blackmore	Science 10 Sc 10 Richard Blackmore	Planning 10 PLAN 10 Mary Roundy	Science 10 SC 10 Richard Blackmore	
1:30 – 3:00	Physical Education 10 PE 10 Richard Blackmore	Physical Education 10 Richard Blackmore	Study Block	Social Studies 9  Richard Blackmore	

## **Carnegie, Lynn EDUC:EX**

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**From:** Mary Roundy S22  
**Sent:** Friday, December 14, 2012 5:47 PM  
**To:** Vandeweg, Theo EDUC:EX  
**Subject:** Mormon Hills School Response  
**Attachments:** Attachments\_20121213.zip

Last page of attachments. In total there should be three emails.  
the two BAA course templates, the MHS response to the inspection report, and the student learning plans  
and time tables with number of courses, hours and weeks of instruction.

# Grade 10 Schedules for 2010-2011

Time	Monday	Tuesday	Wednesday	Thursday	Hrs Per Course
8:00-8:30	<b>Mormon Church 11</b> <i>Alaire Oler</i>	<b>Mormon Church 11</b> <i>Alaire Oler</i>	<b>Mormon Church 11</b> <i>Alaire Oler</i>	<b>Mormon Church 11</b> <i>Alaire Oler</i>	<div><div>➤ Mormon Church 11</div><div>➤ Science 10</div><div>➤ Foundation &amp; Pre- Calculus 10</div><div>➤ P.E. 10</div><div>➤ Textiles 10</div><div>➤ English 10</div><div>➤ Social Studies 10</div><div>➤ Planning 10</div></div> <div>34 weeks @ 3 hrs per week = 102 hrs</div>
8:30-9:30	<b>English 10</b> En 10 <i>Mary Roundy</i>	<b>English 10</b> En 10 <i>Mary Roundy</i>	<b>English 10</b> En 10 <i>Mary Roundy</i>	<b>Planning 10</b> Plan 10 <i>Mary Roundy</i>	
9:30-10:30	<b>Foundation &amp; Pre-Calculus 10</b> FMP 10 <i>Mary Roundy</i>	<b>Planning 10</b> Plan 10 <i>Mary Roundy</i>	<b>Foundation &amp; Pre-Calculus 10</b> FMP 10 <i>Mary Roundy</i>	<b>Foundation &amp; Pre-Calculus 10</b> FMP 10 <i>Mary Roundy</i>	
10:30-10:50	<b>Computer/ Study Block</b>	<b>Computer/ Study Block</b>	<b>Computer/ Study Block</b>	<b>Computer/ Study Block</b>	
10:50-12:00	<b>Social Studies 10</b> S.S.10 <i>Grady Hunt</i>	<b>Social Studies 10</b> S.S.10 <i>Grady Hunt</i>	<b>Social Studies 10</b> S.S.10 <i>Grady Hunt</i>	<b>Planning 10</b> Plan 10 <i>Grady Hunt</i>	
12:00-12:30	Lunch				
12:30-1:30	<b>Science 10</b> Sc 10 <i>Grady Hunt</i>	<b>Science 10</b> Sc 10 <i>Grady Hunt</i>	<b>Science 10</b> Sc 10 <i>Grady Hunt</i>	<b>Mormon Church 11</b> <i>Alaire Oler</i>	
1:30-3:00	<b>PE 10</b> PE 10 <i>Grady Hunt</i>	<b>Textiles 10</b> TXTF 10 <i>Samantha Quinton</i>	<b>PE 10</b> PE 10 <i>Grady Hunt</i>	<b>Textiles 10</b> TXTF 10 <i>Samantha Quinton</i>	
Welcome Back To School					

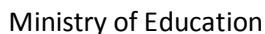
# Grade 11 Schedules for 2011-2012

Time	Monday	Tuesday	Wednesday	Thursday	Hrs Per Course
7:45-8:30	<b>Bible Studies 10</b> <i>Alaire Oler</i>	<b>Bible Studies 10</b> <i>Alaire Oler</i>	<b>Bible Studies 10</b> <i>Alaire Oler</i>	<b>Bible Studies 10</b> <i>Alaire Oler</i>	<ul style="list-style-type: none"><li>➤ Bible Studies 10</li><li>➤ Earth Science 11</li><li>➤ Foundation of Math 11</li><li>➤ P.E. 11</li><li>➤ Textiles 11</li></ul> 34 weeks @ 3 hrs per week = 102 hrs
8:30-9:30	<b>Earth Science 11</b> ESC 11 <i>Mary Roundy</i>	<b>Earth Science 11</b> ESC 11 <i>Mary Roundy</i>	<b>Earth Science 11</b> ESC 11 <i>Mary Roundy</i>	<b>ICT 12/S.S 11</b> ICTX 12/ SS11 <i>Mary Roundy</i>	
9:30-10:30	<b>Foundations of Math 11</b> FOM 11 <i>Richard Blackmore</i>	<b>Foundations of Math 11</b> FOM 11 <i>Richard Blackmore</i>	<b>Foundations of Math 11</b> FOM 11 <i>Richard Blackmore</i>	<b>ICT 12/S.S 11</b> ICTX 12/ SS11 <i>Mary Roundy</i>	
10:30-12:00	<b>English 11/12</b> EN 11/ EN 12 <i>Mary Roundy</i>	<b>English 11/12</b> EN 11/ EN 12 <i>Mary Roundy</i>	<b>English 11/12</b> EN 11/ EN 12 <i>Mary Roundy</i>	<b>English 11/12</b> EN 11/ EN 12 <i>Mary Roundy</i>	
12:00-12:30	Lunch				17 weeks @ 6 hrs per week = 102 hrs <b>English 11 &amp; ICT 12</b> Starts Sept 6, 2011 - Jan. 12, 2012. <b>English 12 &amp; S.S. 11</b> starts Jan 16- May 17, 2012.
12:30-1:30	<b>ICT 12/ S.S 11</b> ICTX 12/ SS11 <i>Mary Roundy</i>	<b>ICT 12/ S.S 11</b> ICTX 12/ SS11 <i>Mary Roundy</i>	<b>ICT 12/S.S 11</b> ICTX 12/ SS11 <i>Mary Roundy</i>	<b>ICT 12/ S.S11</b> ICTX 12/ SS11 <i>Mary Roundy</i>	
1:30-3:00	<b>PE 11</b> PE 11 <i>Richard Blackmore</i>	<b>PE 11</b> PE 11 <i>Richard Blackmore</i>	<b>Textiles 11</b> TXTF 11 <i>Mary Roundy</i>	<b>Textiles 11</b> TXTF 11 <i>Mary Roundy</i>	
Welcome Back To School					

## Grade 12 Time Table 2012-2013

Times	Monday	Tuesday	Wednesday	Thursday	Hrs Per Course
8:30-10:00	Textiles 12 TXTF 12 Elise Barlow	Textiles 12 TXTF 12 Elise Barlow	Textiles 12 TXTF 12 Elise Barlow	Textiles 12 TXTF 12 Elise Barlow	<p>➤ PE 12 PE 12 is an IDS course. Students will meet all learning outcomes through their independent learning plan which includes involvement in group activities with PE 11 and in mentoring younger groups of students to develop PE skills.</p> <p>➤ Textiles Textiles 12 students will have access to textiles work room all hours indicated. Students will document hours in attendance and will get a teachers signature for hours (110 hours), work completed, and outcomes met. (8 hours X 13 weeks)</p> <p>➤ Family Studies 12 Students will participate in accumulation of 110 hours of classroom activities, lessons, field trips, first aid course, etc to meet all learning outcomes for this course. (8 hours X 13 weeks)</p> <p>*Students have the option to add additional weeks to their program to meet learning outcomes and time requirements. See course overviews for details.</p>
10:00-11:00	Textiles 12 TXTF 12 Elise Barlow	Textiles 12 TXTF 12 Elise Barlow	Textiles 12 TXTF 12 Elise Barlow	Textiles 12 TXTF 12 Elise Barlow	
11:00- 12:20	Textiles 12 TXTF 12 Elise Barlow	Textiles 12 TXTF 12 Elise Barlow	Textiles 12 TXTF 12 Elise Barlow	Textiles 12 TXTF 12 Elise Barlow	
12:20-12:50	Lunch	Lunch	Lunch	Lunch	
12:50-2:30	Family Studies 12 FM 12  Mary Roundy	Family Studies 12 FM 12  Mary Roundy	PE 12 Mentoring Elise B. Family Studies 12 Mary Roundy	PE 12 Mentoring Elise B. Family Studies 12 Mary Roundy	
2:30-3:30	Family Studies 12 FM 12  Mary Roundy	Family Studies 12 FM 12  Mary Roundy	PE 12 Mentoring Elise B. Family Studies 12 Mary Roundy	PE 12 Mentoring Elise B. Family Studies 12 Mary Roundy	





123 456 789

Ministry of Education  
**PERMANENT STUDENT RECORD**

☐ MEDICAL ALERT

☐ LEGAL ALERT

<b>STUDENT INFORMATION</b>				<b>P.E.N.</b> 123 456 789	
LEGAL LAST NAME Click here to enter text.		LEGAL FIRST NAME Jane		LEGAL MIDDLE NAME(S) Click here to enter text.	
USUAL FAMILY NAME (if different) Click here to enter text.		USUAL FIRST NAME (if different) Click here to enter text.		USUAL MIDDLE NAME(S) (if different) Click here to enter text.	
GENDER <b>F</b>	BIRTHDATE 2005 06 05	BIRTH COUNTRY Canada		INITIAL ENTRY FORM Home	<input type="checkbox"/> VERIFIED

RECORD OF SCHOOLING							
MINISTRY SCHOOL CODE	DISTRICT NAME	NAME OF SCHOOL	GPL	ENTRY DATE YYYY/MM/DD	EXIT DATE YYYY/MM/DD	GPL	REASON FOR EXIT
Enter Code	School District 8	Bountiful Elementary School	2	2001/09/07	2003/03/01	2	Religious differences
00896726	School District 8	Mormon Hills School	3	2004/09/10			

ACHIEVEMENT / ATTENDANCE RECORD		
DATE YYYY/MM/DD	DESCRIPTION AND/OR DOCUMENTATION	EXPIRY DATE YYYY/MM/DD

ACHIEVEMENT / ATTENDANCE RECORD			
SCHOOL YEAR	GRADE	PROGRESS DESCRIPTION	DAYS ABSENT
2000-01	K	Jane likes to accomplish much. She is interested and alert. She works well by herself and in a group.	2
2001-02	1	Jane is a fluent independent reader. She is quick and neat. She helps others and is very sweet. She understands math facts very well. 92 %	3.5
2002-03	2	Satisfactorily completed Grade 2.	
2003-04	3	Promoted to Grade 4	

# Mormon Hills Student Learning Plan for Grads of 2012-2013

## Grade 10 2010-2011

- Mormon Church History 11
- English 10
- Foundation & Pre- Calculus 10
- Social Studies 10
- Science 10
- Physical Education 10
- Textiles 10
- Planning 10

### Grade 10 Schedules for 2010-2011

Time	Monday	Tuesday	Wednesday	Thursday	Hrs Per Course
8:00-8:30	Mormon Church 11 <i>Alaire Oler</i>	Mormon Church 11 <i>Alaire Oler</i>	Mormon Church 11 <i>Alaire Oler</i>	Mormon Church 11 <i>Alaire Oler</i>	➤ Mormon Church 11 ➤ Science 10 ➤ Foundation & Pre- Calculus 10 ➤ P.E. 10 ➤ Textiles 10 ➤ English 10 ➤ Social Studies 10 ➤ Planning 10
8:30-9:30	English 10 En 10 <i>Mary Roundy</i>	English 10 En 10 <i>Mary Roundy</i>	English 10 En 10 <i>Mary Roundy</i>	Planning 10 Plan 10 <i>Mary Roundy</i>	
9:30-10:30	Foundation & Pre- Calculus 10 FMP 10 <i>Mary Roundy</i>	Planning 10 Plan 10 <i>Mary Roundy</i>	Foundation & Pre- Calculus 10 FMP 10 <i>Mary Roundy</i>	Foundation & Pre- Calculus 10 FMP 10 <i>Mary Roundy</i>	
10:30-10:50	Computer/ Study Block	Computer/ Study Block	Computer/ Study Block	Computer/ Study Block	34 weeks @ 3 hrs per week = 102 hrs
10:50-12:00	Social Studies 10 S.S.10 <i>Grady Hunt</i>	Social Studies 10 S.S.10 <i>Grady Hunt</i>	Social Studies 10 S.S.10 <i>Grady Hunt</i>	Planning 10 Plan 10 <i>Grady Hunt</i>	
12:00-12:30	Lunch				
12:30-1:30	Science 10 Sc 10 <i>Grady Hunt</i>	Science 10 Sc 10 <i>Grady Hunt</i>	Science 10 Sc 10 <i>Grady Hunt</i>	Mormon Church 11 <i>Alaire Oler</i>	
1:30-3:00	PE 10 PE 10 <i>Grady Hunt</i>	Textiles 10 TXTF 10 <i>Samantha Quinton</i>	PE 10 PE 10 <i>Grady Hunt</i>	Textiles 10 TXTF 10 <i>Samantha Quinton</i>	
Welcome Back To School					

## Grade 11 2011-2012

- Bible Studies 10
- Earth Science 11
- Foundation of Math 11
- English 11
- Social Studies 11
- ICT 12
- Textiles 11
- Physical Education 11
- English 12

### Grade 11 Schedules for 2011-2012

Time	Monday	Tuesday	Wednesday	Thursday	Hrs Per Course
7:45-8:30	Bible Studies 10 <i>Alaire Oler</i>	Bible Studies 10 <i>Alaire Oler</i>	Bible Studies 10 <i>Alaire Oler</i>	Bible Studies 10 <i>Alaire Oler</i>	➤ Bible Studies 10 ➤ Earth Science 11 ➤ Foundation of Math 11 ➤ P.E. 11 ➤ Textiles 11
8:30-9:30	Earth Science 11 ESC 11 <i>Mary Roundy</i>	Earth Science 11 ESC 11 <i>Mary Roundy</i>	Earth Science 11 ESC 11 <i>Mary Roundy</i>	ICT 12/S.S. 11 ICTX 12/SS11 <i>Mary Roundy</i>	34 weeks @ 3 hrs per week = 102 hrs
9:30-10:30	Foundations of Math 11 FOM 11 <i>Richard Blackmore</i>	Foundations of Math 11 FOM 11 <i>Richard Blackmore</i>	Foundations of Math 11 FOM 11 <i>Richard Blackmore</i>	ICT 12/S.S. 11 ICTX 12/SS11 <i>Mary Roundy</i>	
10:30-12:00	English 11/12 EN 11/EN 12 <i>Mary Roundy</i>	English 11/12 EN 11/EN 12 <i>Mary Roundy</i>	English 11/12 EN 11/EN 12 <i>Mary Roundy</i>	English 11/12 EN 11/EN 12 <i>Mary Roundy</i>	➤ ICT 12 ➤ S.S. 11 ➤ English 11 ➤ English 12
12:00-12:30	Lunch				17 weeks @ 6 hrs per week = 102 hrs
12:30-1:30	ICT 12/ S.S. 11 ICTX 12/SS11 <i>Mary Roundy</i>	ICT 12/ S.S. 11 ICTX 12/SS11 <i>Mary Roundy</i>	ICT 12/ S.S. 11 ICTX 12/SS11 <i>Mary Roundy</i>	ICT 12/ S.S. 11 ICTX 12/SS11 <i>Mary Roundy</i>	English 11 & ICT 12 Starts Sept 6, 2011 - Ji 12, 2012. English 12 & S.S. 11 starts Jan 16- May 17, 2012.
1:30-3:00	PE 11 PE 11 <i>Richard Blackmore</i>	PE 11 PE 11 <i>Richard Blackmore</i>	Textiles 11 TXTF 11 <i>Mary Roundy</i>	Textiles 11 TXTF 11 <i>Mary Roundy</i>	
Welcome Back To School					

## Grade 12 2012-2013

- Textiles 12
- Family Studies 12
- Physical Education 12

### Grade 12 Time Table 2012-2013

Times	Monday	Tuesday	Wednesday	Thursday	Hrs Per Course
8:30-10:00	Textiles 12 TXTF 12 Elise Barlow	Textiles 12 TXTF 12 Elise Barlow	Textiles 12 TXTF 12 Elise Barlow	Textiles 12 TXTF 12 Elise Barlow	➤ PE 12 PE 12 is an IDS course. Students will meet all learning outcomes through their independent learning plan which includes involvement in group activities with PE 11 and in mentoring younger groups of students to develop PE skills.
10:00-11:00	Textiles 12 TXTF 12 Elise Barlow	Textiles 12 TXTF 12 Elise Barlow	Textiles 12 TXTF 12 Elise Barlow	Textiles 12 TXTF 12 Elise Barlow	➤ Textiles Textiles 12 students will have access to textiles work room all hours indicated. Students will document hours in attendance and will get a teachers signature for hours (110 hours), work completed, and outcomes met. (8 hours X 13 weeks)
11:00- 12:20	Textiles 12 TXTF 12 Elise Barlow	Textiles 12 TXTF 12 Elise Barlow	Textiles 12 TXTF 12 Elise Barlow	Textiles 12 TXTF 12 Elise Barlow	➤ Family Studies 12 Students will participate in accumulation of 110 hours of classroom activities, lessons, field trips, first aid course, etc to meet all learning outcomes for this course. (8 hours X 13 weeks)
12:20-12:50	Lunch	Lunch	Lunch	Lunch	
12:50-2:30	Family Studies 12 FM 12 <i>Mary Roundy</i>	Family Studies 12 FM 12 <i>Mary Roundy</i>	PE 12 Mentoring Elise B. Family Studies 12 <i>Mary Roundy</i>	PE 12 Mentoring Elise B. Family Studies 12 <i>Mary Roundy</i>	
2:30-3:30	Family Studies 12 FM 12 <i>Mary Roundy</i>	Family Studies 12 FM 12 <i>Mary Roundy</i>	PE 12 Mentoring Elise B. Family Studies 12 <i>Mary Roundy</i>	PE 12 Mentoring Elise B. Family Studies 12 <i>Mary Roundy</i>	*Students have the option to add additional weeks to their program to meet learning outcomes and time requirements. See course overviews for details.

# Time Table Grade 10 2012/2013

Time	Monday:1	Tuesday:2	Wednesday:3	Thursday:4	Hrs Per Course
8:30-9:00	<b>Mormon History 11</b> Alaire Oler	<b>Mormon History 11</b> Alaire Oler	<b>Mormon History 11</b> Alaire Oler	<b>Mormon History 11</b> Alaire Oler	<ul style="list-style-type: none"> <li>➤ English 10</li> <li>➤ Social Studies 10</li> <li>➤ Foundation &amp; Pre-Calculus 10</li> <li>➤ Planning 10</li> </ul> 35 weeks @ 3 hrs & 5 min per week = 107 hrs  ➤ Science 10 35 weeks @ 3 hrs & 10 min per week = 110 hrs  ➤ Textiles 10 ➤ Physical Education 10 35 weeks @ 3 hrs per week = 105 hrs  ➤ Mormon History 11 35 weeks @ 3 hrs & 10 min per week = 110 hrs
9:05- 10:10	<b>English 10</b> EN 10 Mary Roundy	<b>English 10</b> EN 10 Mary Roundy	<b>English 10</b> EN 10 Mary Roundy	<b>Planning 10</b> Plan 10 Mary Roundy	
10:10-11:15	<b>Social Studies 10</b> SS 10 Richard Blackmore	<b>Social Studies 10</b> SS 10 Richard Blackmore	<b>Social Studies 10</b> SS 10 Richard Blackmore	<b>Planning 10</b> Plan 10 Mary Roundy	
11:15-12:20	<b>Foundations &amp; Pre-Calculus 10</b> FMP 10 Richard Blackmore	<b>Foundations &amp; Pre-Calculus 10</b> FMP 10 Richard Blackmore	<b>Foundations &amp; Pre-Calculus 10</b> FMP 10 Richard Blackmore	<b>Planning 10</b> Plan 10 Mary Roundy	
12:20-12:50	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	
12:50-2:00	<b>Science 10</b> Sc10 Richard Blackmore	<b>Science 10</b> Sc10 Richard Blackmore	<b>Science 10</b> Sc10 Richard Blackmore	<b>Mormon History 11</b> Alaire Oler	
2:00-3:30	<b>Textiles 10</b> TXTF 10 Elise Barlow	<b>Textiles 10</b> TXTF 10 Elise Barlow	<b>Physical Education 11</b> PE 11 Richard Blackmore	<b>Physical Education 11</b> PE 11 Richard Blackmore	

# Time Table Grade 11 2012/2013

Time	Monday:1	Tuesday:2	Wednesday:3	Thursday:4	Hrs Per Course
8:30-9:00	<b>Mormon History 11</b> Alaire Oler	<b>Mormon History 11</b> Alaire Oler	<b>Mormon History 11</b> Alaire Oler	<b>Mormon History 11</b> Alaire Oler	➤ Apprenticeship Workplace Math 11 ➤ English 11 ➤ Earth Science 11 ➤ Textiles 11 35 weeks @ 3hr & 15 min per week = 113.7 hrs  ➤ Social Studies 11 35 weeks @ 3 hrs & 30 min per week = 122.5 hrs  ➤ Family Management 12 ➤ Physical Education 11 35 weeks @ 3 hrs per week = 105 hrs  ➤ Mormon Hills 11 35 weeks @ 3 hrs & 10 min per week = 110 hrs
9:05- 10:10	<b>Apprenticeship &amp; Workplace Math 11</b> AWM 11 Richard Blackmore	<b>Apprenticeship &amp; Workplace Math 11</b> AWM 11 Richard Blackmore	<b>Apprenticeship &amp; Workplace Math 11</b> AWM 11 Richard Blackmore	<b>Earth Science 11</b> ESC 11 Richard Blackmore	
10:10-11:15	<b>English 11</b> EN 11 Mary Roundy	<b>English 11</b> EN 11 Mary Roundy	<b>English 11</b> EN 11 Mary Roundy	<b>Earth Science 11</b> ESC 11 Richard Blackmore	
11:15-12:20	<b>Textiles 11</b> TXTF 11 Elise Barlow	<b>Textiles 11</b> TXTF 11 Elise Barlow	<b>Textiles 11</b> TXTF 11 Elise Barlow	<b>Earth Science 11</b> ESC 11 Richard Blackmore	
12:20-12:50	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	
12:50-2:00	<b>Social Studies 11</b> SS 11 Mary Roundy	<b>Social Studies 11</b> SS 11 Mary Roundy	<b>Social Studies 11</b> SS 11 Mary Roundy	<b>Mormon History 11</b> Alaire Oler	
2:00-3:30	<b>Family Studies 12</b> FM 12 Mary Roundy	<b>Family Studies 12</b> FM 12 Mary Roundy	<b>Physical Education 11</b> PE 11 Richard Blackmore	<b>Physical Education 11</b> PE 11 Richard Blackmore	

## **Carnegie, Lynn EDUC:EX**

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**From:** Mary Roundy S22  
**Sent:** Friday, December 14, 2012 5:44 PM  
**To:** Vandeweg, Theo EDUC:EX  
**Subject:** Mormon Hills School Response  
**Attachments:** Mormon Hills Schools Response.doc

Here are the other documents.

*Mormon Hills Schools Response: December 13, 2012.*  
**EXTERNAL EVALUATION REPORT**  
**ON MORMONS HILLS SCHOOL SOCIETY, CRESTON, BC**  
**OCTOBER 24-25, 2012**

**4.03 Student Records**

Individual Education Plans (IEP) and Case Management Plans (CMP)

-School has developed a policy and has employed a TRB certified teacher to meet learning assistance needs of the school and has made changes to ensure IEP records are attached to 1704.

Education support services, e.g., testing, adjudication requirements

-School has developed a policy to include these with annual 1704 reports.

Protocols for updating Permanent Student Records annually

-School has developed a policy for updating 1704 in an electronic format.

“Information will be transferred onto the 1704 annually in the first month of the year and uploaded to secure portable hard drive and will be checked again in May. 1704 must include course codes, medical alerts, IEP reports, and education support services documents attached”

**4.06 Utilization of Provincial Government Grants**

The school receives French Grant

-School principal and French teacher have taken steps to apply for French grant in 2013.

**4.07 Utilization of Provincial Conditional Grants**

The school has participated in the ‘Ready, Set, Learn’ program.

-School Learning Assistance teacher will apply for this grant in 2013.

**4.09 Communication**

Has this responsibility been assigned to a staff member?

-School has implemented an email list to communicate directly with parents on all school events and postings.

**4.12 Student Supervision**

The school has practices/policies relating to the supervision of students: in or around the school building (before, during and after school).

School has developed an afterschool supervision program. Teachers will each take a day to be on afterschool supervision for the 10 minutes after school release.

**4.13 Abuse Protocols**

The school has designated an Appointed School Official to fulfill the role described in the “Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse.”

Schools principal will fill the role of Appointed School Official as described in the protocol.

#### **4.15 Emergency Policies/Procedures**

The school has written policies and procedures in place to deal with accidents and medical alert situations and these policies and procedures have been communicated to staff and parents.

*-Emergency policies are in place and have been communicated to all staff and parents*

#### **5.03 Professional Development**

The school has written teacher and principal evaluation policies.

*-School has developed policy for teacher evaluations to be complete and in teacher files and will hire a professional educator from outside the school community to evaluate teachers and assessment practices. School will have evaluations in place by May 2013. \*New evaluation policy:*

*“Teacher evaluation happens the first and second year of the teachers’ employment and every two subsequent years.”*

#### **6.03 Primary Program - Kindergarten to Grade 3**

While requirements for Daily Physical Education are being met in Grades K-3 through daily PE, this is not reported to parents on term end reports.

*-Changes have been made to report card templates to ensure that teachers are reporting to parents of DPA requirements being met for each student.*

For multi-graded classrooms, the school provides clear indication how the Ministry prescribed learning outcomes and student assessment are addressed at different grade levels and over the required number of years (correlated to the number of grades in one class).

*-In all multi-graded classrooms, teachers have developed a clear plan of how they are implementing their rotations so all learning outcomes will be met for each grade level. (grade 2-3 will teach grade three Science and SS PLOs this year and will teach grade two Science and SS PLOs next year.*

**The school is required to develop course overviews for Health and Career Education (including the elements of time-line, course content, planning for assessment, achievement indicators, and ministry outcomes linkage) showing how all curriculum outcomes are addressed through the integration in other courses.**

*-MHS will implement professional development for teachers to collaborate on how HCE is being integrated across curriculum. Primary teachers’ course overviews appear to be complete in meeting ministry PLOs. Report card templates have been adapted to ensure DPA is being reported to parents.*

#### **6.04 Intermediate Program**

The EEC confirms that course overviews for Non-Core Courses 8-9

**The school is required to develop course overviews for Health and Career Education (including the elements of time-line, course content, planning for assessment, achievement indicators, and ministry outcomes linkage) showing how all curriculum outcomes are addressed through the integration in other courses. The school is further required to report on HCE separately in both report cards and on the 1704.**



*MHS will implement professional development for teachers to collaborate on how HCE is being integrated across curriculum. Intermediate teachers' course overviews appear to be complete in meeting ministry PLOs. Report card templates have been adapted to ensure DPA is being reported to parents and DPA is being reported on 1704 reports.*

Schedules and information on student permanent record cards do not demonstrate Grade 9 students meeting the Ministry requirement for a Fine Arts credit. No overview is in place for Fine Arts 9.

- Several course overviews at Mormon Hills are dated back to 2008-9/2009-10 and were written by previous staff members. Grade 8 and 9 Career and Personal Planning must be changed to Health and Career Education curriculum on both course overview documents and report cards.

*-Revisions have been made to the grade 8 Course Overviews for Health and Career Education.*

- Planning 10 is taught at both Grade 9 and 10 level.

*-A new TRB teacher has been employed to teach the Health and Career Education 9 class. A course overview has been made to meet all PLO.*

- PE 9 is being taught as a multi-graded class, along with Grades 10 and 11. The EEC did not see a differentiation in activity or assessment between the various grades reflected on the overview.

*-The grade 9 PE course overview has been revised to show how grade 9 students are meeting specific learning outcomes for the course.*

#### **6.05 Standardized Assessment Results (Foundation Skills Assessment – FSA)**

The school does not have a policy regarding participation in FSA testing. FSA results have not been reported to parents or filed with student files as required by Ministry policy. The office provides results to parents who request results from the FSA testing.

#### Assessment for Learning: MHS Policy 2012/2013

Policy on FSAs: MHS's policy is that all students will write Foundations Skills Assessments in grades four and seven. Results from these tests will be used to evaluate MHS's learning plans. Teachers will collaborate between grades, 3-5 and 6-8 to discuss assessment results and adaptations which will be implemented for future learning. These decisions will be documented in MHS's assessment for learning portfolio. FSA results must be reported to parents and put into student files.

#### **6.06 2004 Graduation Program (Grades 10 to 12)**

The EEC could not verify that students in the Grad Transitions Program are meeting the Ministry's required hours per course.

*-Please see attached student learning plans and time tables with weeks and total hours per course. All students have met requirements for graduation. Please see MHS policy for graduation transitions. Students have a file with a student learning plan, DPA, and all supporting documents for Graduation Transition. Files will be kept for the student between grades 10- 12.*

# Policy for Graduation Transitions MHS

Goal: Meet ministry prescribed learning outcomes students receive 4 credits towards graduation.

## PROCEDURE:

- Course overview meets all ministry PLO
  - Student handout divides GT into three sections, Career and Life, Personal Health, Community Connections.
  - Planning 10: Evidence for Graduation Transition starts in Planning 10.
  - Portfolio must be kept on each student to collect evidence for GT
  - DPA requirements of 150 minutes per week will be met through PE 10 and 11 and will be recorded each term in student portfolio: must be reported to parents.
  - DPA for grade 12 is recorded 150 minutes per week in students' physical activity log.
  - Student learning plan to track students' courses taken each year
  - Conference with teacher each term to ensure completion of requirements
  - Students log work experience and volunteer hours
  - CROSS CHECK: Cross check final record on TRAX with student report cards and Student Permanent Record to ensure consistent reporting and completion for Dogwood Graduation.
  - Students will present evidence for Graduation Transitions in their grade 12 year to finish requirements for Dogwood Graduation.
- For this year's current Grade 12 students the course totals recorded in the student records are difficult to match with received credit for completing 9 (4 credit) courses last school year when the school calendar does not support enough time for that many credit hours to have been completed.
- Please see time table and total hours for 2011/2012 school year. Students took several courses on a semester system and all hour requirements have been met for said courses.*
- The EEC could not verify that students are meeting the required instructional hours for PE 10 and 11, Textiles 10 and Textiles 11. Several other courses have instructional hours that fall slightly below what is reported in the current catalogue. The requirements of 4 credit courses are typically between 100-120 hours of annual instruction.
- Please see attached time table and total hours for the current year for grades ten and eleven. All time requirements have been met for all courses.*
- The school is not clear on the Fine Arts/Applied Skills requirements and report cards further reflect this lack of clarity. (Fine Arts credit for Sewing 10.)
- Please see page 64 of the Handbook of Procedures for Graduation Program. 2004 Graduation Requirements states that grade 10 students must have "a fine arts and/or Applied*

*Skills”. MHS students are meeting this requirement by taking applied skills, textiles 10 which has been developed to meet ministry prescribed learning outcomes.*

- Mormon Hills is not fulfilling the Graduation Program Order’s requirement to offer both Fine Arts and Applied Skills courses each school year to students in Grade 10, 11 or 12.

*--Please see page 64 of the Handbook of Procedures for Graduation Program. 2004 Graduation Requirements states that grade 10 students must have “a fine arts and/or Applied Skills”. The handbook clearly states that students may meet the requirements by taking one or the other of the two. There is no information to indicate that students must have both.*

- Although Mormon Hills is requiring students to meet the 80 hours of activity requirement for Grad transitions, students are not being required to participate in 150 minutes of physical activity a week and the EEC did not find evidence of a tracking system for students to meet this DPA requirement.

*-All students in grades 10 and 11 are meeting DPA requirements through 2, 90 minute PE classes per week. Changes have been made to the report card template to report outcomes met to parents each term. DPA is also being reported for each student on 1704 records. Grade 12 students are now required to keep a record of 150 minutes of physical activity per week which will be included in their graduation file.*

- Mormon Hills is offering a combined PE 9/10/11 course. Course overviews do not include outcomes for all of those grades and do not show adequate linkage between outcomes and activities. They do not indicate evaluation strategies and therefore fail to differentiate between the three grade levels in this multi-graded course.

*-Course overviews have been revised to show specifically how all learning outcomes will be met for grade 9. Students will take PE 10 and PE 11 on alternating years. Course overviews have been revised to show specific evidence of how learning outcomes will be met for each grade level.*

- The course overviews for Apprenticeship and Workplace 11 Math and Earth Science 11 need to show greater detail and linkage between learning outcomes, teaching strategies and evaluations.

*-Course overviews for these courses are under revision and will be complete by January.*

- The course overviews for Religion 10A and B and Religion 11, and also for Textiles 11 and 12 that were reviewed by the EEC were identical. The EEC did not see Board Authorized Course forms for Religion 11 and 12.

*-Textiles 11 and 12 have been revised to show more distinction in the types and skills required and developed for each activity being taught. BAA courses will be taught on a two year rotation and will be titled Bible Studies 10 and Mormon Church History 11. Board authority forms are complete. See attachments.*

- The school does not have an accurate course overview in place for PE 12. The school is offering a course called “PE 12: Coaching.” The learning outcomes indicated on the overview are the outcomes listed on the PE 11 IRP. The school may want to consider the Ministry

*-MHS is offering PE 12 as an IDS course. Course overview has been revised to meet all the learning outcomes for PE 12. Students will keep daily log of skills developed, how it met a learning outcome, total time, and a signature from a supervisor. Students will report to supervising teacher each week and keep evidence for the course in their graduation file.*

### **6.07 Graduation Credits**

The school has policies and procedures in place for students to gain graduation course credits through:

- Equivalency
- Challenge
- External Credits

*-School follows procedures for Equivalency, challenge and external credits as set out in the Handbook of Procedures*

#### **Graduation Program completion:**

**The school does not offer a sufficient number and selection of courses enabling students to meet BC graduation requirements as specified in the Educational Standards Order**

*-Please see attached graduation program time tables, courses, and hours for the current school year. MHS graduation program from 2010-2013. MHS has offered adequate number of courses and hours per course for students to receive Dogwood Graduation.*

### **6.08 Student Progress Reporting for Grades 10 to 12**

Report Cards at Mormon Hills for students in Grades 4-12 do not meet the requirements of the Student Progress Reporting Order. Although letter grades are provided, written comments are inconsistent, often missing or failed to comment on student progress in relation to the learning outcomes. There is inconsistency on report cards – some courses have a hand-written percentage entered; while others do not.

*-Report card templates have been adapted to include DPA reporting to parents. MHS has developed policy for student reporting. See policy below.*

#### **MHS Policy for Student Report cards**

Student report cards: Must include course name, course code and final letter grade and percentages (4-12). They must include an achievement comment and a growth area comment for each subject area, can refer to ministry formal reports policy for guidance and examples. Each term, progress will be recorded that each student's 150 minutes weekly DPA requirements are met.

- Although teachers acknowledge that adaptations and modifications are being made for students in the instructional setting, these accommodations remain undocumented on report cards.

*-MHS has employed a TRB teacher to work with in class teacher and parents to develop IEPs for students and have all adaptations documented and in student files.*

- Some students at Mormon Hills are taking courses in the grade level above their current year.

*-Certain courses at MHS are offered on a two year rotation, students may be taking a course above their grade level for one year but then will take the other course the next year so they will have met all PLO for each level upon completion of their program.*

Student grades should be recorded at the time the student completes the course and entered on the student's 1704 accordingly – not written on a post-it note to be entered the following academic year. Some student progress entered on the 1704's is undated.

*-MHS has written policies and procedures to ensure that all 1704's are accurate and up to date in a timely manner. See below.*

#### MHS Policy for Reporting on 1704

Information will be transferred onto the 1704 in the first month of the year and uploaded to secure portable hard drive and will be checked again in May. 1704 must include date course was taken, course codes, medical alerts, IEP reports, and education support services documents attached. DPA must be reported annually on 1704 forms.

- In reporting for the Secondary grades, the Mormon Hills report card does not indicate course codes nor specify what course is taken to meet requirements in all areas. "Fine Arts" is indicated but not the specific course a student has taken.

*-Changes have been made to course templates to ensure course codes are recorded accurately.*

- In some cases, credit is being given to students for inappropriate course areas. One file the EEC reviewed indicated a student had received Fine Arts credit for a Sewing course taken.

*-This error has been corrected and great care has been taken to ensure all courses are reported accurately on report cards, 1704s, and TRAX. These three documents are checked against each other to ensure accuracy.*

- The EEC notes a significant discrepancy between the average school mark and the average exam mark in all Grade 10-11 and 12 exams. The school acknowledges that their classroom grading is not in line with student performance on standardized assessment.

*-MHS feels that going forward our provincial exam marks will improve as the teachers and students gain a better understanding of how to fit preparation and content into time schedules. Internally, MHS will review assessing strategies and develop rubrics for courses and will focus specifically on Provincially Examinable courses. MHS will also look to outside resources to compare assessment strategies with other schools. MHS will take immediate measures to address assessment concerns and feels it is realistic for our school to project to be within the reasonable variance within two years.*

- Ministry Echo reports have indicated that students are not meeting graduation requirements while the school assumed they would have graduated. This is an indication that planning for graduation and sufficient course offerings to meet graduation requirements is inadequate.

*-Errors on TRAX reporting and course codes have been identified and corrected. Students have met course requirements.*

#### **6.09 and 6.10 Special Education Programs and Diagnostic Referral Services**

There is no school wide learning support screening procedure to assess student needs. Classroom teachers do their own individual assessments and support students within the classroom with the help of educational assistants. Classroom adaptations for individual

students are not documented on IEPs or support plans nor reported on term reports. No formal structure of coordinated Learning Assistance exists for the school.

*-School has TRB certified teacher who will act as Learning Assistance coordinator for the school. She will work with in class teachers and parents to develop IEPs for students when needed and will assist teachers with assessment and implementation of learning assistance programs in the school.*

#### **6.11 English Language Learners (formerly English as a Second Language)**

The school offers English Language Learner (ELL) programs (formerly known as ESL programs)

*-MHS has no English Language learners currently enrolled.*

#### **6.14 Curriculum Implementation and Review**

Curriculum review and implementation occurs.

*-MHS teachers collaborate on ways to meet the educational needs of the students. Primary and intermediate students participate in a “Buddy Reading” program. Teachers meet for professional development and to discuss changes to curriculum and strategies to meet learning need for students.*

#### **POLICY ISSUES:**

The school has not yet completed the development of a student records policy based on the “Student Records: Requirements and Best Practice Guidelines – June 2012”, the school is required to verify with the Ministry by **June 1, 2013** , that this policy has been developed and adopted by their authority.

*School has applied “Student Records: Requirements and Best Practice Guidelines – June 2012”,*

- PR cards need to be updated. Course codes and titles need to be used accurately to report which courses are being taken and assessed.

*Recommendations have been taken and applied to student PR cards.*

- To strengthen planning for graduation, the school is required to develop Student Learning Plans for all students enrolled in the Graduation Program to ensure that students are on the correct pathway to graduation.

*See attached student learning plans. All recommendations have been implemented.*

*MHS is pleased to confirm that all recommendations have currently been met and implemented as of today’s date. With the exception of the ongoing changes to assessment practices, all other practices have been adapted to meet ministry guide lines.*

## Carnegie, Lynn EDUC:EX

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**From:** Mary Roundy S22  
**Sent:** Friday, December 14, 2012 5:43 PM  
**To:** Vandeweg, Theo EDUC:EX  
**Subject:** Mormon Hills School Response  
**Attachments:** baa\_framework\_template BIBLE STUDIES.doc; baa\_framework\_template Mormon Church History.doc

Hello Theo,

These last couple of weeks have been very busy here at MHS. I feel it has been a positive process for us. Having S22 here was insightful, but most of all it has forced us to take the time to look critically at our program and our mission for our own school. We decided as a team that being a Group 1 Dogwood certified school is what is the very best for our community and our youth. As you will see, we have taken this commitment seriously, and I believe we will move forward with renewed confidence in our program and our standard of education.

We will look forward to having you visit our school, and I think you will be pleased with what you will find.

Best of wishes to you and yours this beautiful holiday season.

Thanks for your support,

Mary Roundy





## Board/Authority Authorised Course Framework Template

School District/Independent School Authority Name	Mormon Hills School Society
School District/Independent School Authority Number	00896726SSW
Developed by	Winston Blackmore
Date Developed	December 2012
School Name	Mormon Hills School
Principal's Name	Alaire Oler
Superintendent Approval Date (for School Districts only)	
Superintendent Signature (for School Districts only)	
Board/Authority Approval Date	
Board/Authority Chair Signature	
Course Name	Bible Study
Grade Level of Course	10
Number of Course Credits	4
Number of Hours of Instruction	102 hours
Prerequisite(s)	None
Special Training, Facilities or Equipment Required	none
Course Synopsis	This course was designed to show our students the basis on what we believe- the coming of Jesus Christ and his ministry here on earth. This is center of all our beliefs and fundamental to our children's learning.





Adapt the following categories according to the structure of the course. For example, the course may be organized into topics rather than units, or the learning outcomes may be grouped under suborganizers, with suborganizers grouped under curriculum organizers. This section of the template serves as a guide to ensure the course contains all required components.

## Rationale

Organizational Structure: (units, topics, modules):

Unit/Topic	Title	Time
Term 1 Old Testament	The Creation and the Garden of Eden The Story of Enoch Noah and the Flood The Life of Abraham Jacob and Esau Joseph sold into Egypt Moses and the Plagues Conclusion of Moses' Life; The Ten Commandments The Passover; The Sabbath; Scapegoat The Story of Gideon	33 hours
Term2	Story of Samson and Delilah Story of Ruth Story of Samuel Story of David Story of Joab and Abner The Death of David; Reign of Solomon Story of Esther Story of Job Jonah and the Whale; Daniel and the Lion's Den Stories of Solomon, Ahab, and the Prophet Elijah	33 hours



	The Prophet Elijah in Chariot of Fire; Prophet Elisha and Moab	
Term 3 New Testament	Gospel of Matthew Gospel of Mark Gospel of Luke Gospel of John Acts of the apostles. Paul to the Romans Paul to the Corinthians Paul to Timothy Epistle of James Peter and John	36 hours
	Total Hours	102 hours

## Unit/Topic/Module Descriptions

*(A short description and the curriculum organizers and learning outcomes of each unit/topic/module.)*

### Curriculum Organizers and Learning Outcomes

#### THE OLD TESTAMENT

##### 1. The Creation and the Garden of Eden

- Read the story of the Creation and Adam and Eve- Book of Genesis 1-3
- Listen to Bible Story: The Bishop Bible Stories Tape 1
- Song: All Creatures of Our God and King
- Build on Individual Note Taking

##### 2. The Story of Enoch

- Read the story of Enoch- Book of Genesis 5,
- Relate it to stories of in Pearl of Great Price-Moses Chapter 7



- Begin Open book time-line of the geneology from Adam to Abraham
- Build on Individual Note Taking
- 3. Noah and the Flood**
  - Read the story of Noah- Book of Genesis 6-10
  - Listen to story- The Bishop's Bible Story Tapes 1-2
  - Song-Come Ye Children of the Lord
  - Build on Individual note taking
- 4. The Life of Abraham**
  - Read stories of Abraham- Genesis 12-24
  - Refer to stories in Pearl of Great Price-Book of Abraham
  - Memorize a passage of scripture
  - Build on Individual note taking
- 5. Jacob and Esau**
  - Read about the birth of Jacob and Esau and the giving up of the birthright- Book of Genesis, Pearl of Great Price, Book of Jasher
  - Listen to story in Bishops Bible Story Tapes 4
  - Song: Hope of Israel
  - Build on individual note taking
  - Midterm Quiz
- 6. Joseph sold into Egypt**
  - Read story of Joseph and the events leading up to Egypt- Book of Exodus
  - Listen to story in Bishops Bible Story Tapes 4-5
  - Build on individual note taking
- 7. Moses and the Plagues**
  - Read story of Moses in Book of Exodus
  - Listen to story in Bishop's Bible Story Tapes 6
  - Song: Guide Us Oh Thou Great Jehovah
  - Build on individual note taking
- 8. Conclusion of Moses' Life; The Ten Commandments**
  - Read conclusion of rest of Moses- Book of Exodus
  - Listen to story in Bishop's Bible Story Tape 7
  - Memorize the Ten Commandments
  - Build on Note Taking Skills
- 9. The Passover; The Sabbath; Scapegoat**
  - Read story in Book of Leviticus
  - Listen to story from Bishop's Bible Stories Tape 8



- Song: You Can Make The Pathway Bright
- Build on Individual Note Taking Skills

#### **10. The Story of Gideon**

- Read story in Book of Judges
- Listen to story in The Bishop's Bible Stories tape 3
- Review Materials covered
- Evaluation of Students notes

#### **11. Review of Term One (Quiz)**

#### **12. Story of Samson and Delilah**

- Read story of Samson and Delilah in Book of Judges Chapters 13-16
- Listen to stories in Bishop's Bible Stories tape 3
- Song- Shall the Youth of Zion Falter?
- Build on note taking skills

#### **13. Story of Ruth**

- Read story of Ruth in The Book of Ruth
- Listen to Story in Bishop's Bible Stories tape 3
- Discussion on loyalty
- Build on note taking skills

#### **14. Story of Samuel**

- Read story in The Book of Samuel
- Listen to Story in Bishop's Bible Stories tape 13
- Song: Angry Words
- Build on note taking skills

#### **15. Story of David**

- Read story in First Book of Samuel Chapter 16
- Listen to story in Bishop's Bible Stories Tape 13
- Build on individual note taking skills
- Using the internet, research King David and discover the year BC (before Christ) of his birth, reign, and death. Write an essay giving details of his parents, life and ministry

#### **16. Story of Joab and Abner**

- Read story of Joab and Abner in 2<sup>nd</sup> Book of Samuel, Chapter 3,
- Listen to story in Bishop's Bible Stories tape 14
- Song: We'll Sing All Hail
- Build on individual note taking skills

#### **17. The Death of David; Reign of Solomon**

- Read story of David's death in First Book of Kings



- Listen to story in Bishop's Bible Stories tape 15
- Build on individual note taking skills
- Evaluation of students notes
- Review of materials covered this term

#### **18. Story of Esther**

- Read story of Esther
- Listen to the story in Bishop's Bible Stories tape 10
- Song: The Lord is My Light
- Midterm Quiz

#### **19. Story of Job**

- Read story of Job and his trials- Book of Job
- Listen to the Story in Bishop's Bible Stories tape 18
- Build on individual note taking
- Memorize a passage of scripture

#### **20. Jonah and the Whale; Daniel and the Lion's Den**

- Read story of Jonah and his tests – Book of Jonah
- Read Daniel in the Lions Den
- Listen to the stories in Bishop's Bible Story Tape 19
- Song: We Are All Enlisted
- Build on individual note taking

#### **21. Stories of Solomon, Ahab, and the Prophet Elijah**

- Read stories in First Book of Kings
- Listen to these stories in Bishop's Bible Story Tape 15
- Compare in group discussions these three Kings
- Build on individual note taking

#### **22. The Prophet Elijah in Chariot of Fire; Prophet Elisha and Moab**

- Read about these Prophets in Book of Kings
- Listen to stories in Bishop's Bible Stories tapes 16-17
- Brainstorm list of teaching from these Prophets
- Memorize scripture
- Song: Welcome, Welcome Sabbath Morning
- Build on individual note taking

### **THE NEW TESTAMENT**

#### **23. Gospel of Matthew**

- Read Jesus's Birth experience according to Mathew



- Read about the experiences of Christ's ministry in Gospel of Matthew
  - Build on Individual note taking
  - Song: Each Cooing Dove
  - Memorize a scripture of Jesus
24. Gospel of Mark
- Read about Christ's ministry according to Mark
  - Build on individual note taking
  -
25. Gospel of Luke
- Read about Christ's ministry according to Luke
  - Song: A Poor Wayfaring Man
  - Write an essay comparing the Sermon on the Mount in the Bible to the one in the Book of Mormon
  - Build on individual note taking
- 26. Gospel of John**
- Read about Christ's ministry according to John
  - Build on Note Taking Skills
  - Inquiry and Discussion on similarities and differences about in Matthew, Mark, Luke and John
- 27. Acts of the apostles.**
- Go over the acts of the apostles in a class read a round
  - Discuss what happened to the apostles after Christ's death
  - Song: Dear To The Heart of the Shepherd
  - Build on individual note taking
- 28. Paul to the Romans**
- Read the Epistle of Paul to the Romans
  - Listen to story in Bishop's Bible Stories Tape 24
  - Build on individual note taking
  - PROJECT- As a class, select one of the parables told by Christ and convert it into a play.
  - Research the costuming of the era, select class performers and put on play for school and parents
- 29. Paul to the Corinthians**
- Read First Epistle of Paul to the Corinthians
  - Song: Come Unto Jesus
  - Review of notes and midterm
  - Continue with play on parable of Jesus
30. Paul to Timothy



- Read Epistle of Paul to Timothy
  - Build on Note Taking
  - Practice of Play
31. Epistle of James
- Read Epistle of James
  - Song: Christ the Lord is Risen
  - Memorize passage of Scripture
  - Build on Note Taking
  - Practice Play
32. Peter and John
- Read over and discuss Peter and John
  - Compare the two men
  - Review of Term stories and discussions
33. Term Quiz
34. Class Parable Play
- Community Performance

## **Instructional Component**

- Teacher led instruction
- Group discussions
- Timelines
- Work sheets
- Memorization Work
- essays and research projects
- Drama- play of bible times
- Quizzes

## **Assessment Component**

- 30% of the final grade will be based on attendance, punctuality, participation.
- 30% will be based on worksheets, in class assignments, and memorization assignments.
- 40% Term projects and Quizzes

## **Learning Resources**

- King James Version of the Bible



- Book of Mormon
- "The Bishop's Bible Stories"
- Book of Jasher
- The Pearl of Great Price
- The Internet
- LDS Hymn Book

### **Additional Information**





# Board/Authority Authorised Course Framework Template

School District/Independent School Authority Name	Mormon Hills School Society
School District/Independent School Authority Number	00896726SSW
Developed by	Winston Blackmore
Date Developed	December 2012
School Name	Mormon Hills School
Principal's Name	Alaire Oler
Superintendent Approval Date (for School Districts only)	
Superintendent Signature (for School Districts only)	
Board/Authority Approval Date	
Board/Authority Chair Signature	
Course Name	MHS History and Religion 11
Grade Level of Course	Grade 11
Number of Course Credits	4
Number of Hours of Instruction	103 hours
Prerequisite(s)	None
Special Training, Facilities or Equipment Required	None
Course Synopsis	This course was developed to give our students an understanding of our values and a history of the Mormon religion. It focuses on a time line of church and world events.



Adapt the following categories according to the structure of the course. For example, the course may be organized into topics rather than units, or the learning outcomes may be grouped under sub organizers, with sub organizers grouped under curriculum organizers. This section of the template serves as a guide to ensure the course contains all required components.

### Rationale:

This course is designed to present background information and history of our church to give students an awareness of the foundation of our church. It is important to know where our beliefs and values originated. Students will gain an understanding of what our forefathers went through to preserve our heritage. The family unit is a very integral part of our culture therefore throughout the course students will learn the value of family. Students will learn why our group is not tied in the LDS church.

Organizational Structure: (units, topics, modules):

Unit/Topic	Title	Time
Term 1	Chapter 1: The First Vision	33 hrs
Beginnings	Song: Oh, How Lovely Was the Morning	
	Chapter 2: Visitation of Moroni	
	Chapter 3: The Nephite Record Delivered to Joseph-The Work of Translation-Loss of 116 Pages of Manuscript	
	Song: I Know That My Redeemer Lives	
	Chapter 4: Oliver Cowdery Becomes Scribe	
	Chapter 5: Priesthood Restored-First Baptisms	
	Song: The Iron Rod	
	Chapter 6: The Witnesses	



<p>Organization of Church – Persecutions Begin</p>	<p>Chapter 7: Revelation on Church Government-The Sacrament</p> <p>Song: The Time is Far Spent</p> <p>Chapter 8: Book of Mormon Published-The Church Organized</p> <p>Chapter 9: Public Ministry of the Church Commences-Mobbings and Arrests</p> <p>Song: God of Our Fathers, Known of Old</p> <p>Chapter 10: Revelations/The Book of Moses</p>	
<p>Term 2</p> <p>Two Church Centers - (Kirtland Ohio and Far West Missouri)</p>	<p>Chapter 13: Joseph Smith Moves From New York to Ohio-Doctrinal Development</p> <p>Song: I Heard the Bells on Christmas Day</p> <p>Chapters 15 and 16: The Land of Zion, The Founding of Zion</p> <p>Chapters 19 and 20: Joseph Smith Tarred and Feathered-Mobbings-"The Evening and Morning Star"</p> <p>Song: With Wondering Awe</p> <p>Chapter 24: Regulation of Church Affairs in Missouri-World News</p> <p>Chapter 25: Preparing for the First Mormon Temple</p> <p>Chapter 28: Mob Violence in the Land of Zion</p> <p>Song: Up, Awake, Ye Defenders of Zion</p>	<p>36 hrs</p>



<p>Building of Nauvoo- Teachings of Joseph Smith</p>	<p>Chapter 30 and 31: The Prophet's Mission to Canada- Expulsion of the Saints From Jackson County</p> <p>Chapter 5, 6, and 7: Zion's Camp</p> <p>Song: God Be With You</p> <p>Chapter 25 and 26: Commerce (Nauvoo), Illinois; Temple and Endowments</p> <p>Chapter 31: The Wentworth Letter (articles of faith)</p> <p>Chapter 26: Plural Marriage</p> <p>Chapter 14: King Follett Discourse</p> <p>Song: Sing the Wondrous Story</p>	
<p>Term 3</p> <p>Ending of Joseph Smith's life</p> <p>New Leadership and Westward Trek</p>	<p>Chapter 33: Martyrdom of the Prophet Joseph Smith</p> <p>Song: Praise to the Man</p> <p>Chapter 20: Brigham Young heads the Church; Completion of the Nauvoo Temple</p> <p>Chapter 40: Westward to the Salt Lake Valley</p> <p>Handcart Companies</p> <p>Song: Come, Come, Ye Saints</p> <p>Building of Utah Territory</p> <p>Church Property under Foreclosure</p>	<p>36 hrs</p>



John Taylor and Church Events	<p>Song: Have I Done Any Good?</p> <p>1886 Revelation to John Taylor; Organization of a Special Priesthood Council</p> <p>Song: What Shall the Harvest Be?</p>	
Polygamy-denouncement by the LDS church	<p>1890 Manifesto of Wilford Woodruff; Mormon Polygamists Depart for Canada</p> <p>LDS Polygamy and the United Order Survive in Canada</p> <p>Song: Give Me a Home in the Heart of the Mountains</p>	
Modern Day polygamy and persecutions of polygamy	<p>Persecution of Canadian Polygamists</p>	
	Total Hours	105 hrs

## Unit/Topic/Module Descriptions

*(A short description and the curriculum organizers and learning outcomes of each unit/topic/module.)*

### Overall Learning Outcomes:

1. Students will have a working knowledge of the Mormon Church's history, moral values, and doctrinal foundation.
2. As a project, students will prepare, and publish a monthly newsletter.
3. Students will participate in public speaking and public singing.
4. Using the internet, students will research articles on Bountiful and compare them to actual life in Bountiful.

### Learning Outcomes:

#### The Beginnings (Chapter 1- Chapter 6)

- Joseph's First Vision, Song: Oh, How Lovely Was the Morning
  - Read story of Joseph Smith First Vision- "History of the Church" Vol. 1 page 1-8
  - Develop a understanding of the requirements throughout this course



- Build on individual note taking
  - Study in Bible, the first chapter of James
  - Memorization James 1: 5
  - Learn and sing song- “Oh How Lovely Was The Morning”
  - Discussion on the truth versus what people want to hear (experiences of Joseph talking to ministers of local churches after his vision)
- The Visitation of Moroni
  - Read story of the visitation of the Angel Moroni- “History of the Church” vol. 1, page 9-17
  - Memorize D & C Sec. 4
  - Continuation of singing “Oh How Lovely Was The Morning”
  - Build on individual note taking
- Chapter 3: The Nephite Record Delivered to Joseph-The Work of Translation-Loss of 116 Pages of Manuscript
  - Read the story of Joseph receiving the gold plates and the beginning of translation- “History of the Church” vol. 1, page 18-31
  - Learn and sing song: I Know That My Redeemer Lives
  - Group discussion on the feeling going through Joseph and through Martin Harris at the time the 116 pages of the manuscript were lost. Examine key points leading up to the disappearance- why did it happen?
  - Build on Individual Note Taking
- Chapter 4: Oliver Cowdery Becomes Scribe
  - Read story of Oliver Cowdery leaving his teaching job to become a scribe for Joseph.- “History of the Church” vol. 1, pages 32-38.
  - Continuation of singing “I Know that my Redeemer Lives”
  - Build on Individual Note Taking
- Chapter 5: Priesthood Restored-First Baptisms
  - Read and discuss story of Joseph and Oliver being baptised and having the priesthood restored on the earth- “History of the Church” vol. 1, 39-51
  - Learn and sing song: The Iron Rod
  - Memorize D & C Section 13
  - Build on Individual Note Taking
  - Recall and Examine key facts taught up to this point- Midterm Quiz
- Chapter 6: The Witnesses
  - Read the story of the three witnesses “History of the Church” vol. 1, pages 52-59
  - Build on individual note taking
  - Continue learning the song- The Iron Rod



### **The Organization of the Church-Persecution Begins (chapters 7-9)**

- Chapter 7: Revelation on Church Government-The Sacrament
  - Read the revelation on church government “History of the Church” vol. 1 pages 60-70
  - Refer and examine section in D & C- 20:77-79 and D&C 21
  - Learn and sing song: The Time is Far Spent
  - Memorize the Sacrament Prayers D&C
  - Build on Individual Note Taking
- Chapter 8: Book of Mormon Published-The Church Organized
  - Read how the Church of Jesus Christ of Latter Day Saints was organized- “History of the Church” vol. 1 pages 71-80
  - Compare Missionary work then and now
  - Groups of 2 to attend church and give public testimony
  - Continuation of song- The Time is Far Spent
  - Builds on individual note taking
- Chapter 9: Public Ministry of the Church Commences-Mobbing and Arrests
  - Read and discuss story of the mob persecutions “History of the Church” vol. 1, pages 81-96
  - Learn and sing Song: God of Our Fathers, Known of Old
  - Religious Debate- 2 groups and moderator
  - Build on individual note taking
- Chapter 10: Revelations/The Book of Moses
  - Read and discuss the revelation and Pearl of Great Price—“History of the Church” vol. 1 pages 97-105 and Pearl of Great Price Chapter 1
  - Essay on religious denominations comparison of baptism and laying on of hands
  - Evaluation of note taking
  - Continuation of song- God of Our Fathers- Known of Old

### **Two Church Centers- Kirtland Ohio and Far West Missouri (chapters 13-28)**

- Chapter 13: Joseph Smith Moves From New York to Ohio-Doctrinal Development
  - Read and discuss story of Joseph Smith moving to Kirtland- “History of the Church” vol. 1, pages 139-157
  - Song: I Heard the Bells on Christmas Day
  - Build on individual note taking
  - Memorize D&C 42: 18-30



- Chapters 15 and 16: The Land of Zion, The Founding of Zion
  - Read and Discuss the making of Zion- “The History of the Church” vol. 1, pages 175-214
  - Discuss what it would take to build up a pure city
  - Continuation of song- I heard the bells on Christmas Day
  - Build on individual note taking
- Chapters 19 and 20: Joseph Smith Tarred and Feathered-Mobbings-"The Evening and Morning Star"
  - Read story of the tarring and feathering of Joseph Smith- “History of the Church” vol. 1
  - Song: With Wondering Awe
  - Research and explain how the making of their own newspaper was important
  - Using the internet, research a media story on Bountiful and compare it to life as you know it in Bountiful. Write a rebuttal article correcting any inaccuracies on life in Bountiful.
  - Build on individual note taking
- Chapter 24: Regulation of Church Affairs in Missouri-World News
  - Read the church affairs in Missouri- “History of the Church” vol.1 pages 334-348
  - Continue song: With Wondering Awe
  - Build on individual note taking
  - Examine and compare the church activities to what was going on the world at that time.
- Chapter 25: Preparing for the First Mormon Temple
  - Read and discuss Kirtland and the First Temple- “History of the Church” vol. 1 pages 349-362
  - Build on individual note taking
  - Research the plans of the Kirtland Temple- Talk about the sacrifices the people made to complete the temple.
  - Midterm Quiz
- Chapter 28: Mob Violence in the Land of Zion
  - Read and discuss the mob activity and persecution- “History of the Church” vol. 1, pages 390-406
  - Song: Up, Awake, Ye Defenders of Zion
  - Build on individual note taking





- Chapter 30 and 31: The Prophet's Mission to Canada- Expulsion of the Saints From Jackson County
  - Read and discuss the Prophets Canadian missionary work- ``History of the Church`` vol. 1, pages 416-440
  - Continue song- Up Awake Ye Defenders of Zion
  - Build on individual note taking
  - Draw on your own emotions how the saints felt when the mob attacked their homes
- Chapter 5, 6, and 7: Zion's Camp
  - Read and discuss Zion Camp and why it was founded- ``History of the Church`` vol. 2, pages 61-111
  - Compare and contrast the illnesses and diseases then and now
  - Song: God Be With You

#### **Building of Nauvoo and Joseph Smith's teachings: (chapter 25-26)**

- Chapter 25 and 26: Commerce (Nauvoo), Illinois; Temple and Endowments
  - Read and discuss the building of Nauvoo- ``History of the Church`` vol. 3, pages 375-392
  - Build on individual note taking
  - Research paper on religions that build temples- compare and contrast to Mormon Temples
  - Continuation of song- God Be With You
- Chapter 31: The Wentworth Letter (articles of faith)
  - Read over the Wentworth letter- ``History of the Church`` vol. 4, pages 535-541
  - Review of Articles of Faith – go over each one in depth
  - Memorization of Articles of Faith
  - Build on individual note taking
- Chapter 26: Plural Marriage
  - Read over the revelation to the Prophet Joseph on Plural Marriage- ``History of the Church`` vol. 5, pages 501-507.
  - Understand that this is where our beliefs stem from
  - Discussion on the hardships
  - Evaluation of notes
- Chapter 14: King Follett Discourse
  - Read over Joseph Smith's teaching in King Follett Discourse- ``History of the Church`` vol. 6, pages 302-317
  - Go over lessons of the God head throughout the discourse
  - Song: Sing the Wondrous Story



- Build on individual note taking

### **Ending of Joseph Smith's Life (Chapter 33)**

- Chapter 33: Martyrdom of the Prophet Joseph Smith
  - Read the events leading up to Carthage and the martyrdom of Joseph Smith- ``History of the Church`` vol. 6, pages 602-631.
  - Song: Praise to the Man
  - Build on individual note taking
  - Start time line of LDS movements from the beginning to Joseph Smith's death

### **New Leadership and Westward Trek**

- Chapter 20: Brigham Young heads the Church; Completion of the Nauvoo Temple
  - Read about Brigham Young becoming the new leader and working to finish the temple- ``The History of the Church`` vol. 7, pages 247-267
  - Discuss problems that can develop when a leader dies and why the mob thought that if they killed Joseph Smith, they could end Mormonism.
  - Continuation of song- Praise to the Man
  - Build on individual note taking
- Chapter 40: Westward to the Salt Lake Valley
  - Read about the Mormon Pioneers traveling across the plains to Salt Lake- ``History of the Church`` vol. 7 page 604-630
  - Song- Come Come Ye Saints
  - Build on individual note taking
  - Midterm Quiz
- Handcart Companies
  - Read stories of experiences of the handcart pioneers- ``Handcarts to Zion``
  - Research handcart construction
  - Group projects- construct a handcart
  - Song: Come, Come, Ye Saints
  - Build on individual note taking

### **New Start**

- Building of Utah Territory
  - Read about the building up of communities and cities in Utah- ``Life of Brigham Young``
  - Go over Journals of Discourses



- Compare and contrast hardships of the saints in Nauvoo and in Utah
- Build on individual note taking
- Church Property under Foreclosure
  - Read and discuss problems in the church leading up to property foreclosure- ``Life of Brigham Young``
  - Go over Journals of Discourses
  - Song: Have I Done Any Good?
  - Build on individual note taking

#### **President John Taylor and church events**

- 1886 Revelation to John Taylor; Organization of a Special Priesthood Council
  - Read and explain the revelation given to John Taylor- ``Life of John Taylor`` Journal of Discourses
  - Song: What Shall the Harvest Be?
  - Build on individual note taking
  - Talk about why the priesthood went into hiding

#### **Denouncing of Polygamy by the LDS church and**

- 1890 Manifesto of Wilford Woodruff; Mormon Polygamists Depart for Canada
  - Read the manifesto and compare it with Mormon teachings- D&C, manuscript- ``The Life of Winston Blackmore.
  - Write an essay comparing the manifesto to D&C 132
  - Build on individual note taking
- LDS Polygamy and the United Order Survive in Canada
  - Discussion on why we live polygamy today
  - Events leading up to building of Bountiful
  - Song: Give Me a Home in the Heart of the Mountains
  - Build on individual note taking
  - Complete Church Time Line from Prophet Josephs death to now.
- Persecution of Canadian Polygamists
  - Student and group discussion on personal experiences with the media
  - Go over Charter of rights
  - Research on the internet new clippings of Bountiful
  - Debate Canadian Charter of Rights with B. C. Government charges against polygamy



## **Instructional Component**

- Teacher led instruction
- Group discussions
- Group/ partner debates
- Work sheets
- Memorization Work
- Comparison essays
- Research projects
- Quizzes

## **Assessment Component**

- 30% of the final grade will be based on attendance, punctuality, participation.
- 30% will be based on worksheets, in class assignments, and memorization assignments.
- 40% Term projects and Quizzes

## **Learning Resource**

- Volumes 1 -7 of the Mormon Church History -
- LDS standard works: Bible, Book of Mormon, Doctrine and Covenants (D & C), and Pearl of Great Price
- LDS Hymn Book
- Life of Brigham Young
- Life of John Taylor
- The Internet
- Journals of Discourses
- Manuscript copy of "The Life of Winston Blackmore"
- Canadian Charter of Rights and Freedoms

## **Additional Information**