



## Ian Bazalgette School

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MyCBE/PowerSchool Login: <https://sis.cbe.ab.ca/public/home.html>

## Weekly Message | April 20 - April 24

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#### Important Dates

##### School Dates

April 20-24  
West Coast SALTS Trip

April 24 Non-Instructional Day  
No Classes

##### School Council Dates

April 21, 2026  
May 19, 2026  
June 16, 2026

##### Notes from Administration

Please continue to monitor your health this fall. Do not come to school if you are ill.

##### Attendance

When reporting student attendance issues, including lates, absences and leave early, please call the **Attendance Line at 403-777-7360 and press** extension 1. Remember to spell the last name of the student and leave the reason for the absence, late or leave early.

## ADMINISTRATION & STUDENT SERVICES

At Ian Bazalgette school, we have many resources to ensure that your student is supported for best success.

Steven Pike, Principal  
[smpike@cbe.ab.ca](mailto:smpike@cbe.ab.ca)

Sarah Kornelson, Assistant Principal (Students A-L)  
[sfkornelson@cbe.ab.ca](mailto:sfkornelson@cbe.ab.ca)

Laura Kristiansen, Assistant Principal (Students M-Z)  
[lkristiansen@cbe.ab.ca](mailto:lkristiansen@cbe.ab.ca)

Tanya Miller, Student Services  
[talmiller@cbe.ab.ca](mailto:talmiller@cbe.ab.ca)

Kirsten Riebot, Indigenous Student Success Learning Leader  
[kiriebot@cbe.ab.ca](mailto:kiriebot@cbe.ab.ca)

## ATHLETIC SCHEDULE

### School Athletics

Football tryouts will begin when the snow has melted and the fields are dry.

#### Monday

Gr 9 Badminton Exhibition @ Ian Baz

#### Tuesday

#### Wednesday

#### Thursday

Gr 7 Badminton Exhibition @ Balmoral

## School Athletics Expectations

Spectator Expectations

## HOME GAMES

- Students must leave the school at the regular dismissal time of 2:30 pm (or 12:05 pm on a Friday) and not return until 20 minutes before the scheduled start of a game. Student athletes will be told by their coach when they are to enter the building prior to games, but it is typically 30-45 minutes prior to game start.
- Students are welcome to come to 4:30 pm games by themselves but they must have a parent or guardian present with them for games held 6:30 pm or later.
- Stay on the spectator side of the gymnasium or field of play. Do not go onto the court or field at anytime.
- Only assigned scorekeepers are allowed at the score table.
- When inside the school remain in the designated areas of the school and only use the designated washrooms.
- Leave immediately at the conclusion of the last game of the evening.
- Be aware that staff are required to remain on site until everyone has left the building or field of play.
- Administration has the right to remove any parties from a school for any reason deemed necessary to keep a Welcoming, Caring, Respectful and Safe Learning and Work Environment.

## AWAY GAMES

- Bazalgette students who wish to attend a game hosted by another school **MUST** be under the direct supervision of a parent or guardian.
- Remember that you are representing our Learning Community. Behave respectfully. Be supportive (use appropriate language, avoid trash talking opponents and/or referees, etc.) and clean up after yourself.
- Follow all directions provided by the host school.
- Leave immediately at the conclusion of the game.
- Host school staff are also required to remain on site until everyone has left the building.
- Administration has the right to remove any parties from a school for any reason deemed necessary to keep a Welcoming, Caring, Respectful and Safe Learning and Work Environment.

### Reminders from our student athletes:

- I am a kid
- It's just a game
- My coach is a teacher who has volunteered to coach or an outside volunteer from the community
- The officials are human
- Be a supportive fan, and not an unreasonable fanatic

## BUSING & TRANSPORTATION

### Fall Transportation News

Schools do not plan or run transportation. It is centralized through our main board office.

<https://www.cbe.ab.ca/schools/busing-and-transportation/Pages/default.aspx>

### Bus Route and Stops

School bus stops and the route are posted in [MyCBE](#) when your registration has been processed.

### 2025-26 Transportation Registration Ongoing

[Register for Transportation in MyCBE](#)

CBE Transportation continues to accept registration after the deadline; however, students are added to the closest existing stop with available space. Processing times could be up to four weeks at the beginning of the school year due to volume. Families are responsible for transportation until their registration is confirmed.

### Eligibility

#### General

General transportation (big yellow school bus) is available to students who:

- Attend their designated school, and
- Live beyond the school walk zone, and
- Are assigned to general transportation as their mode

All high school students and some Grade 6 to 9 students are designated to [Calgary Transit](#).

For the purpose of transportation, only the student's primary address in our student information system will be used to establish eligibility.

#### Specialized

Specialized transportation (small yellow school bus) is available to students who:

- Attend their designated school for their specialized program, system class, or unique setting, and
- Are assigned to specialized transportation as their mode; or
- Students with mobility challenges who have been assigned to specialized transportation

Many students from Grade 7 to 12 who are in specialized programs are designated to [Calgary Transit](#)

## PERSONAL MOBILE DEVICES & LOCKERS

### Personal Mobile Device & Social Media Use in Schools

Alberta Education requires all K-12 schools to limit personal mobile device use during instructional time and restrict social media access on school networks/devices. CBE cares about the mental health and well-being of students. Restricting access to personal mobile devices and social media is expected to improve student achievement and learning outcomes. CBE strongly recommends students simply leave their devices at home, because in most cases, personal mobile devices are not needed to support student learning.

For students in kindergarten to Grade 9, CBE will use 'away for the day' guidelines. Personal mobile devices brought to school including cell phones, tablets, gaming devices, laptops, smart watches, Bluetooth speakers/headphones or any personal electronic device that can be used to communicate with or access the internet must be powered off or set in silent mode and stored out of sight in student lockers or backpacks for the duration of the school day.

If a student is found to be using a personal mobile device in class without permission from the teacher, the CBE will work with the student to ensure the rules are understood. We rely on good communication and other existing processes to ensure students know what is expected. When necessary, schools will use a [progressive student discipline](#) approach in working with students.

These rules apply to all students, with exceptions for students using devices for health and medical needs, to support specialized learning needs and for educational purposes.

For students who require access to a personal mobile device for health and medical needs, it is advised that parents complete and submit a [Student Health Plan](#) as soon as possible or contact Mrs. Tanya Miller in student services.

For students who require access to a personal mobile device to support an identified educational need, families should contact the school to discuss this being included as an accommodation or support in the student's individual program plan (IPP).

For English as an Additional Language Learners who require access to a personal mobile device, a new PMD Exception form will be approved by School Administration in conversation with parents/guardians.

### Consequences for Inappropriate Use

Students are expected to follow Administrative Regulation 6005: Student Code of Conduct. Students who refuse may be subject to Administrative Regulation 6006: Progressive Student Discipline.

### **First Incident: Verbal Warning**

Student is reminded of the expectations regarding responsible use of Personal Mobile Devices and/or social media.

### **Second Incident: Confiscation and Parent/Guardian Informed**

Student will turn in the mobile device to the teacher, who will call an Assistant Principal to come and meet the student to discuss the matter and take then take the device to the office. It will be returned to the student at the end of the school day. Parent/guardian is informed by the teacher.

### **Third Incident: Confiscation and Parent/Guardian Involvement**

Student will turn in the mobile device directly to the office. Phone will only be available for pick-up by parent. An Administrator will contact the parents/guardians to inform them of the repeated infraction.

### **Fourth Incident: Loss of Privileges**

Student will not bring the mobile device to school or will turn it into the office at the beginning of day and retrieve it when they leave for the day.

### **Lockers**

Locker distribution is completed. If student does not have a locker they must approach their homeroom teacher.

## **HONOURING INDIGENOUS WAYS OF KNOWING, BEING, & DOING**



### **Ian Bazalgette Staff acknowledges and supports the Truth and Reconciliation Commission (TRC) Calls to Action**

Our actions will include but are not limited to the following:

- We will offer a locally developed course for all students that focusses on understanding and learning about the cultures and ways of our Indigenous people. Details to come soon.

- We will continue to use authentic resources such as knowledge keepers, Indigenous artefacts and learning from the land to assist in understanding stories that are essential in moving the reconciliation process forward.
- We will continue to offer professional development for staff and involve them in the conversation as we know the work is not only that of teachers, but the entire learning community.
- We will continue to have student voice present in the school, and it will be visible where we can all appreciate the varied and enriching stories, we all bring to learning.
- We commit to making relatives, honouring Indigenous Knowledges, and deepening our connections to land and place through the spirit of the drum.

## On Smudging

Smudge is a traditional practice shared by Indigenous cultures across Na'a (Mother Earth in Blackfoot). Every nation has their own protocols and teachings regarding the practice of smudge. Smudge is a land-based ceremony rooted in the practice of acknowledging all relatives and reinforcing connection with Creator; it is a cleansing practice that sets the space for truth-telling (Alberta Recreation & Parks Association, 2020).

In Treaty 7 territory, smudge typically involves burning a small piece of dried medicine such as sage, sweetgrass or cedar inside a fire-proof container, such as a cast-iron dish or abalone shell. According to Dr. Elder Reg Crowshoe, smudge serves as a "call to order" (Alberta Recreation & Parks Association, 2020). In our learning context, smudge serves in a similar manner to the school bell that heralds classroom teaching. At Ian Bazalgette, smudge is offered every morning before school in the Indigenous Learning Space.

Participation in smudging is optional.

## Indigenous Junior Police Academy

### Program Objectives

1. **Positive police interactions:** Create positive interactions between police officers and Indigenous youth.
2. **Educate:** Educate Indigenous youth about the role of the police and the Calgary Police Service.
3. **Community building:** Foster a sense of community and collaboration between the police and the Indigenous Community.
4. **Diverse policing aspects:** Expose Indigenous youth to various aspects of policing.
5. **Encouraging further participation:** Motivate participants to engage in other youth mentorship programs, such as the Calgary Police Cadet Corps and PowerPlay.
6. **Reducing barriers:** Reduce barriers to accessing support and programming for Indigenous youth.



It is an opportunity to work alongside members of the Calgary Police Service and experience what it is like be a police officer.

### **Who can Join**

- This program is only open to individuals who are First Nations, Métis, or Inuit peoples of all genders.
- Applicants must be 12-to-16-years-of-age.
- Applicants must live in Treaty 7 Territory and surrounding area including the Siksika, Piikani, Amskaapiikani, and Kainai First Nations; the Îethka Nakoda Wîcastabi First Nations, comprised of the Chiniki, Bearspaw, and Goodstoney First Nations; and the Tsuut'ina First Nation, Nose Hill Métis District 5 or Elbow Métis District 6.

Please follow the link below for more information on how to join:

<https://www.calgary.ca/cps/youth-programs-and-resources/youth-mentorship/indigenous-junior-police-academy.html>

## **SCHOOL COUNCIL**

One of the most important ways you can make a meaningful difference in the lives of Ian Bazalgette School students is by participating in our school council. By connecting with our students, schools, and community, we can work together to support and enhance student learning. Meetings occur once a month on a Tuesday evening at 5:15 pm. Moreover, the meetings are most often in person with occasional online meetings if required. If you are interested in being a member of the school council, please email [smpike@cbe.ab.ca](mailto:smpike@cbe.ab.ca).

Please see School Council dates on front page of this newsletter.

## **STUDENT SREVICICES**

### **Calgary Police Service Junior Police Academy**

Youth registered in the Junior Police Academy will get an immersive experience into the world of a Calgary police officer, covering various aspects of law enforcement, including:

- HAWCS helicopters
- K9
- Mounted Unit
- Crime Scene Unit
- Tactical Team
- Traffic Unit



- and more.

Youth will also participate in presentations from front line police officers, the Violent Crimes Suppression Team, and have the chance to learn about the history of the Calgary Police Service. The week concludes with participants marching on parade and receiving certificates. Note that there are no costs associated with this program.

For more information and to sign up please follow the link:

<https://www.calgary.ca/cps/youth-programs-and-resources/youth-mentorship/junior-police-academy.html>

### **Family Supports**

Calgary Urban Project Society (CUPS)

phone | 403-221-8780

email | [info@cupscalgary.com](mailto:info@cupscalgary.com)

website | <https://www.cupscalgary.com/programs-services/social-support/family-development-centre>

- Free Parenting Programs/Education for families (mainly with children 0-5 years). Family Resource Centre on premises that can provide resources and referrals.

Children's Link Society

phone | 403-230-9158

email | [info@childrenslink.ca](mailto:info@childrenslink.ca)

- Provides resources, childcare information, parent-to-parent connections and hope to families and professionals who care for and work with children and youth with special needs from birth to age 21.

Closer to Home

phone | 403-543-0550

email | [reception@closerhome.com](mailto:reception@closerhome.com)

- Programs available: Early Intervention and Prevention, In-Home Family Support, Indigenous Services, Foster Care, Group Care

Families Matter

phone | 403-205-5178

email | [info@familiesmatter.ca](mailto:info@familiesmatter.ca)

- Provides parenting education resulting in healthy child development and confident and competent parents who are connected within their

communities. Programs available: Family Mental Health, Parenting Programs, Professional Development and other services.

#### Family Resource Networks (FRN)

website | <https://www.alberta.ca/family-resource-networks>

- Website will assist locating the community location. FRN offers various types of parenting support, free of charge, can make referrals for Hull Services and Trellis parenting and family support programs.

#### Hull Services

website | <https://hullservices.ca/services/community-parenting-education-program/>

- Community Parent Education program for parents of children ages 5 to 12 to learn new parenting skills and strategies. Typical program runs for 8 to 10 weeks.

#### McMann Calgary

website | <https://mcmancalgary.ca/fdp/>

- Family Development Program individualizing in home support to families with up to the age of 18 to enhance parenting skills and improve family relationships

#### Navigate for Kids

<https://navigateforkids.com/>

This web application was created to help parents, guardians, educators, and professionals find support specific to the child's needs. Families must have an active FSCD (Family Support for Children with Disabilities) contract to access these resources as the programs presented work directly with FSCD using available funding.

### **Resources for Newcomers**

#### Calgary Bridge Foundation for Youth (CBFY)

website | <https://cbfy.ca/>

- Offers supports and programming for immigrant and refugee youth, settlement support and knowledge of cultural norms.



## CBFY - Supporting Immigrant and Refugee Students in Schools

Your donation helps CBFY provide services to immigrant or refugee children and youth. Through in-school placement and settlement programs, afterschool programs, and post-secondary preparations, CBFY makes the transition to life in Calgary easier. We focus on building a community, encouraging leadership and academic success and providing support to families adapting to their new life in

[cbfy.ca](http://cbfy.ca)

### Calgary Catholic Immigration Society (CCIS)

phone | 403-262-2006

email | [contact@ccisab.ca](mailto:contact@ccisab.ca)

- Programs available to immigrants and refugees: Business Employment & Training, Community Development and Integration Services, Family and Children Services, and Resettlement and Integration Services.

### Calgary Immigrant Women's Association (CIWA)

phone | 403-263-4414

reception@ciwa-online.com

- CIWA offers services for immigrant and refugee women, youth, children and families. Programs available: Career Services, Family Services, Language Training and Childcare, Settlement and Integration, Workplace Services

### Centre for Newcomers (CFN)

phone | 403-569-3325

email | [info@centrefornewcomers.ca](mailto:info@centrefornewcomers.ca)

- Programs Available: Settlement Services, Youth Programs, English Language Program, Jobs and Career Planning and Assistance, Multicultural Peer Mentorship for Professionals, Canadian Business Essentials for Accounts, Ethnicity Catering Training Program, Childcare, Volunteering Experiences and Opportunities.

### Immigrant Services Calgary

phone | 403-265-1120

email | [info@immigrantservicescalgary.ca](mailto:info@immigrantservicescalgary.ca)

- Programs Available: Settlement and Integration, English Testing/Education, Translation and Interpretation Services, Employment Support, Children/Adult and Senior Programs, Family Support and Counselling

## VAPING

Smoking, including the use of vape and its paraphernalia is strictly prohibited on public grounds. Any student found to be smoking or vaping on school grounds may be suspended and may potentially receive a bylaw ticket from Calgary Police Services.

## VOLUNTEER POLICE CLEARANCE

To maintain the integrity of the CBE volunteer database and prevent it from becoming overpopulated, applicants are to process their PIC within a 60-day timeframe. Volunteers must apply either online with the Calgary Police Service or in person with a police agency within 60 days of the date of the CBE issued volunteer school letter. Volunteers who do not apply within 60 days will be deleted from the CBE Volunteer Security Clearance Process database and the volunteer will be required to reapply.

### Volunteers

All volunteers require valid CPS Clearance. Once cleared, volunteers are good for 5 years.

The process is as follows:

- Submit a completed Annual Volunteer Registration Form to the school.
- The information is then entered into the CBE Volunteer Security Clearance Process database by the school.
- A ePIC CBE issued volunteer school letter\*is generated.
- The volunteer then takes this ePIC CBE issued volunteer school letter and goes online to the CPS Electronic Service's Electronic Police Information Check and completes the online application, making sure to share their clearance with the CBE as part of the process. You have a 60-day timeframe.
- The volunteer will receive an email notice of receipt of their application for clearance from the CPS.
- Several weeks will pass, and the CPS will send a confirmation letter on CPS Letterhead that a Vulnerable Sector Search has been completed and there is no further information to disclose.

We want to make sure to educate our parents about his process. Many of our new parents are still in various stages of "being processed", having one or more of the steps 3-7 not being attended to or completed. Until your status indicates "cleared" in the CBE Volunteer Security database, you cannot volunteer at the school.

For your current school to check the CBE volunteer database to see if you have valid police clearance, or to add you to the school's list of volunteers, we require their **full legal name & birthdate, including year born**.

\*Note: the CBE issued volunteer school letter is not your clearance letter.

## WHAT'S HAPPENING IN... ?

Research on best adolescent learning has shown importance must be given to creating curricular learning tasks that bring independent ideas and facts together under larger unified concepts - showing how what we learn applies to the world. This year, like last year, we will be using *Niitsitapi* values (Blackfoot Nation; Piikani, Kainai, Siksika) as guiding thoughts. These big ideas include being aware of the environment through observation, that our universe often contains balance, and that we should aim to transfer what we know to others. Our concept this year is

*Pommotsiisinni* | To **transfer** something to others

## ENGLISH LANGUAGE ARTS

### Grade 7

#### Writing

A few grade seven classes will continue with a film studies project designed to strengthen analytical and creative writing skills. Students will explore narrative structure, visual techniques, and thematic elements, using film as a medium for developing critical thinking and written expression.

#### Reading

Science classes will continue with a *book cafe* this week. Other grade seven classes will continue their study of *The Hunger Games* by Suzanne Collins, focusing on comprehension, theme analysis, and personal response.

### Grade 8

#### Reading

Classes will begin a study of the novel *Mascot* by Charles Waters and Traci Sorell. Through this text, students will explore themes of identity, belonging, and perspective while continuing to strengthen comprehension and critical reading skills. Other grade eight classes will also continue vocabulary word study activities.

### Grade 9

Grade nine students will continue working on the narrative writing unit this week, with a focus on the key elements of effective narrative writing. Students will explore engaging (magnetic) leads, proper dialogue conventions, and the use of transitions to enhance clarity and flow. Throughout the week, students will participate in peer conferencing during



class time to generate ideas and organize information using graphic organizers, which are two key strategies that support students in the writing process. Through collaboration, peer editing, teacher modelling, and the use of mentor texts, students will strengthen their ability to create cohesive narratives with clear themes. Each student will then write an original narrative applying the elements and skills practiced in class.

## MATHEMATICS

### Math 7

Last week, students worked on their city map projects, using different land shapes to calculate area and perimeter. They also completed their final assessment on triangles and parallelograms. This week, we will begin our unit on fractions.

### Math 8

Last week, students practiced multiplying and dividing fractions, working with mixed numbers, and applying the order of operations. This week, they will begin working on word problems.

### Math 9

Last week, students completed their surface area unit and began exploring the properties of perfect squares and their relationship to square roots. They also reviewed the Pythagorean Theorem and practiced estimating non-perfect squares. This week, they will review the properties of square roots and apply them to fractions and decimals.

**Tutorials are available every Tuesday and Thursday at lunch in Room 202. All grades are welcome.**

## SCIENCE

### Science 7

Students explored the importance of plants in ecosystems, for fibre, in construction, and within medicine. This week, students will investigate the structural components of plants as well as different adaptations that allow for specific plants to survive in various conditions.

### Science 8

Students will be introduced to various types of mirrors and how they affect the reflection of light and the images produced. They will also learn about the concept of refraction and explore how different lenses bend light.

## **Science 9**

Students will be discussing asexual reproductive methods including budding, and binary fission with some real-life examples from nature. They will also be digging into comparing and contrasting mitosis with meiosis and will gain a preliminary understanding of dominant vs. recessive genes and phenotype / genotype frequencies.

**Did you know that lunchtime science help is available? Please visit room 110 Tuesdays and Thursdays at lunch if you need some extra assistance with science (open to all grades).**

## **SOCIAL STUDIES**

### **Grade 7**

A few grade seven classes continue to study prominent figures during the Seven Years War and Battle of the Plains of Abraham. Students will also work on creating a book cover for one of the notable historical figures of the times; these include Pontiac, Minweweh, or Vaudreuil. They will include a summary highlighting that figure's historical significance and legacy. The science classes will complete a source analysis of the Royal Proclamation of 1763 and the Quebec Act of 1774 and examine the importance of these foundational documents in the building of Canada as a nation.

### **Grade 8**

Students will continue their exploration of Feudal Japan, with a focus on the Sakoku period, a time of isolation that profoundly shaped Japanese society. Through their studies, students will examine how art, traditions, and cultural practices flourished during this era, while also analyzing the gradual decline of the Shogun's authority. The science classes will be studying for their test on Japan which will take place on Wednesday.

### **Grade 9**

Grade nine students will continue to work on developing key source analysis skills. They will critically examine a variety of sources which include graphs, political cartoons, and statistical data to interpret meaning, assess reliability and identify multiple perspectives on issues. The main assignment for the week will be students choosing a current event that has personal and societal relevance and analyze differing viewpoints connected to that issue. They will then apply their understanding by creating an original editorial cartoon that communicates a clear position. Students will be expected to incorporate symbolism, visual conventions, and persuasive

techniques to convey deeper meaning and effectively engage an intended audience.

## COMPLEMENTARY COURSES

### **What's happening in Art?**

The art room continued to be transformed into a 3D art studio with Monday/Wednesday students working on speculative biology sculpting and Tuesday/Thursday students creating ceramic vessels. Scoring, slipping and building wire armatures is the focus of the upcoming weeks art room learning.

### **What's happening in Construction?**

Grade 7s continued earning cutting on the scroll saws by making a Bombers logo magnet, a 3-D animal, and a key hanger.

Grade 8s continued to work on designing and creating their own projects

Grade 9s continued with the logos for their charcuterie board projects. After the logos have been cut out, we will be pouring colored epoxy into the carvings.

### **What's happening in Communication Tech?**

Students continued to explore how to use a digital single lens reflex (DSLR) camera. Over the next few weeks, students will explore photography concepts in planning and capturing their photographs. Students will learn about horizontal and vertical orientation, framing, point of view, depth of field, and composition. Through this, they will continuously reflect on their artistic choices and how photography is used in a variety of career pathways.

### **What's happening in Computer Science?**

*Question: What did the zombie say to the villager? Answer: Nice to eat you!*

Another Minecraft joke. A zombie needs a clear line of sight to attack. Obstructions like walls or glass can prevent the zombie from seeing the villager. If any type of zombie kills a villager, there is a chance for the villager to transform into a zombie villager.

Students continued their Adobe Animation projects this week. Learning basic movements in animation in addition to creating their own animations. Students have finished designing and creating their Minecraft animation theme builds. They also have begun uploading their Animation projects into



their e-Portfolio's in their Iris CBE accounts so that parents can have a look at their child's project. Students begin each class coding in either Java or Python followed by independent work in the following four areas: 3D printing, Coding, Designing and Robotics.

Students are learning how to use Adobe animate and After Effects. Students will experience guided design projects based off of the processes that real-world professionals go through every day.

### **What's happening in Foods?**

This week in Foods, students were set up on the theory day on how to bloom yeast and how to knead dough. Then, they used this information to make their own homemade pizza dough on lab day. Students were required to rewrite the recipe with a template to participate in the cooking day. This week's cooking lab was an individual effort. I communicated with my students that should they ever work in a restaurant in the future, or should they take food in high school, that there are certain universal skills in the culinary world that are required and assessed.

Here are the criteria that I observed with each student:

#### 1. Food Handling

-Did you practice personal hygiene? (Hair tied, hands washed frequently, apron worn at all times -without reminders)

#### 2. Recipe Standards -Did you follow the standardized recipe? -Did you write, read and follow the procedure with accuracy? 3. Sanitation

-Did you practice proper cleaning procedures? (As in using hot water with soap, rinsing, drying & storage)

This individual assessment allowed me to observe skills. Some students did very well, and some need a lot more individual practice. I will be repeating this skills assessment day or "Independence Day" in the very near future.

### **What's happening in Leadership?**

Students will continue working with school buddies from Valley View School.

### **What's happening in Music?**

Students continue practicing a song of our choice on an instrument of their choice.

### **What's happening in NIIHIYIYAT?**

Pronunciation: nee-hee-yee-yah

'Niihiyiyat' derives from the Tsuut'ina language and translates to 'Guide Us' in English. The Tsuu'tina language is a district variation of the Dene language family.

Students will be guided by land-based literacies, experiential learning, teacher instruction, online exploration and community partners (Elders, Knowledge Keepers, mentors and other experts in related fields).

Through holistic, student-centered, multimodal and strength-based instruction, students will be invited to demonstrate their learning in a variety of ways, such as storytelling, songs, oral presentations, visual presentations, performance, writing or digital representations, and cultural and expressive arts.

Learning through the Niihiyyat course will be enriched when the four seasonal quarters are applied to explore and engage in learning.

### **What's happening in Tourism?**

Students continued their Amazing Race Canada assignment, and looking at international travel and how to book, organize flights and plan for extra gas costs.

## **PHYSICAL EDUCATION & INTRAMURALS**

### **P.E.**

We will continue engaging in their health curriculum.

### **Intramurals**

#### **Morning Gym: 7:20 am daily**

#### **Monday:**

Grade 7 Open Gym

#### **Tuesday:**

Grade 8 Open Gym

#### **Wednesday:**

Women's Wednesday

#### **Thursday:**

Grade 9 Open Gym

