



## Locally Developed Courses

# Social Literacy

For the 2024-2025 School Year

# Introduction to the Social Literacy Course Sequence

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*Subject: Personal Development - Discipline: Other Personal Development*

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Social Literacy extends topics in the Alberta Curriculum and provides opportunity for focused learning opportunities to strengthen the development of healthy social-communication skills. Students will explore and demonstrate understanding of appropriate verbal, non-verbal, and electronic communication strategies in a variety of social and pre-employment situations; develop socially appropriate strategies to build and maintain relationships in a variety of contexts; and demonstrate understanding of the social problem-solving process and implement adaptive strategies.

## Student Need

Suitable students may or may not have a diagnosis related to Autism Spectrum Disorder, Social Communication Disorder, Social Anxiety Disorder, Attention Deficit/Hyperactivity Disorder, Learning Disorder or Fetal Alcohol Syndrome. Socially literate individuals experience an increased sense of emotional and physical wellbeing, perform better in school, and are more likely to pursue post-secondary and employment opportunities. Communities with socially literate members experience increased connection, engagement, and economic benefits.

Furthermore, this Social Literacy sequence supports Alberta Education Student Values related to

- Democracy and Citizenship, by treating others ethically, with fairness and equity; by demonstrating social justice when taking action; by contributing to the common good; by building cross-cultural awareness and celebrating diversity in our pluralistic society; and by contributing to local and global communities;
- Belonging and Identity, by exploring identity and developing a sense of self and belonging; by confidently interacting and engaging with others; by embracing opportunities to learn through interaction with others;
- Integrity and Respect, by demonstrating concern for self and others; by building and nurturing healthy relationships; by demonstrating empathy and compassion; by affirming truth; and by acting honourably and ethically; and
- Perseverance and Excellence, by demonstrating optimism, confidence, courage and resiliency when confronted with challenges or pursuing new ideas; by setting goals and being accountable for results; by striving for well-being of self and others; and by making responsible choices and adapting to change.

## Courses in the Social Literacy Course Sequence

### Social Literacy 15 (LDC1023)

The purpose of this course is for students to discover, develop and apply social competencies in school, work, and the community. Having a repertoire of appropriate and effective social skills lays a foundation for personal, professional, and community success. Students will learn to identify their unique strengths and areas of growth thereby enabling them to effectively select, rehearse and generalize evidence-based strategies proven effective with neuro-diverse learners.

| none

Prerequisites: None

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2024-2025	2027-2028

### Social Literacy 25 (LDC2023)

Social Literacy 25 further supports students to discover, develop and apply social competencies in school, work, and the community. Having a repertoire of appropriate and effective social skills lays a foundation for personal, professional, and community success.

Skills are broken down through a process of task-analysis, where each discrete step is mastered before introducing the next skill level, which allows students to develop and strengthen their proficiencies in relation to their unique abilities. Areas of focus include verbal and non-verbal communication, digital communication, perspective taking, self-awareness, problem solving and cognitive flexibility

| none

Prerequisites:

- All of the following:
  - Social Literacy 15 (LDC1023)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2024-2025	2027-2028

# Curriculum Outline

Curriculum Elements		Social Literacy 15-3	Social Literacy 25-3
1	<b>Topic</b> Verbal; Non-verbal, and electronic communication strategies	✓	✓
1.1	<b>General Outcome</b> In what ways can students safely explore and demonstrate understanding of appropriate verbal, non-verbal and electronic	✓	✓
1.1.1	<b>Specific Outcome</b> Employ a variety of strategies to initiate, sustain and exit conversations via verbal and digital modes in a school setting.	✓	
1.1.2	<b>Specific Outcome</b> Employ a variety of strategies to initiate, sustain and exit conversations via verbal and digital modes suitable to a community workplace or volunteer setting.		✓
1.1.3	<b>Specific Outcome</b> Identify and participate appropriately in face to face communications in a school setting.	✓	
1.1.4	<b>Specific Outcome</b> Identify and participate appropriately in face to face and digital communications suitable to a community workplace or volunteer setting		✓
1.1.5	<b>Specific Outcome</b> Interpret different perspectives in verbal conversations in a school setting	✓	
1.1.6	<b>Specific Outcome</b> Interpret different perspectives in verbal and on-line conversations suitable to a community workplace or volunteer setting.		✓
1.1.7	<b>Specific Outcome</b> Identify the implications of body language and use body language appropriately for communication purposes.	✓	
1.1.8	<b>Specific Outcome</b> Demonstrate digital citizenship.		✓
1.1.9	<b>Specific Outcome</b> Interpret and respond to information received in various settings.		✓
1.1.10	<b>Specific Outcome</b> Reflect upon and evaluate use of communication strategies in a school setting.	✓	
1.1.11	<b>Specific Outcome</b> Reflect upon and evaluate use of communication strategies in a community workplace or volunteer setting.		✓

<b>Curriculum Elements</b>		<b>Social Literacy 15-3</b>	<b>Social Literacy 25-3</b>
2	<b>Topic</b> Socially appropriate Strategies for positive relationships	✓	✓
2.1	<b>General Outcome</b> Can students identify socially appropriate strategies to build and maintain relationships in a variety of contexts?	✓	✓
2.1.1	<b>Specific Outcome</b> Discern appropriate topics to take up in a social settings.	✓	
2.1.2	<b>Specific Outcome</b> Discern appropriate topics to take up in a professional settings.		✓
2.1.3	<b>Specific Outcome</b> Demonstrate understanding of the appropriate use of humour and sarcasm in a school setting.	✓	
2.1.4	<b>Specific Outcome</b> Demonstrate understanding of the appropriate use of humour and sarcasm in a community workplace or volunteering setting.		✓
2.1.5	<b>Specific Outcome</b> Interpret humour cues and feedback and their relationship to peer rejection and acceptance.	✓	✓
2.1.6	<b>Specific Outcome</b> Identify and respond appropriately to rumours, gossip and embarrassing feedback.	✓	
2.1.7	<b>Specific Outcome</b> Identify and respond appropriately to professional feedback.		✓
2.1.8	<b>Specific Outcome</b> Develop strategies to respond to physical, emotional and cyber bullying.	✓	✓
2.1.9	<b>Specific Outcome</b> Explore how reputations are made and identify steps to positively change personal reputations in a school setting.	✓	
2.1.10	<b>Specific Outcome</b> Explore how reputations are made and identify steps to positively change personal reputations in a community workplace or volunteering setting.		✓
2.1.11	<b>Specific Outcome</b> Demonstrate understanding of the function of social groups and the long-term benefits in relation to emotional and physical wellbeing.	✓	✓
2.1.12	<b>Specific Outcome</b> Identify positive sources to making new and appropriate friends.	✓	

Curriculum Elements		Social Literacy 15-3	Social Literacy 25-3
2.1.13	<b>Specific Outcome</b> Identify positive sources to making new workplace relationships		✓
2.1.14	<b>Specific Outcome</b> Explore the characteristics of healthy and unhealthy relationships in a school setting.	✓	✓
2.1.15	<b>Specific Outcome</b> Explore the characteristics of healthy and unhealthy relationships in a community workplace or volunteering setting.		✓
2.1.16	<b>Specific Outcome</b> Express interests and emotions in appropriate ways.	✓	✓
2.1.17	<b>Specific Outcome</b> Demonstrate understanding that relationships and intimacy exist on a continuum.	✓	✓
3	<b>Topic</b> Implementing and adapting social strategies for effective relationships	✓	✓
3.1	<b>General Outcome</b> In what ways can students demonstrate understanding of the social problem-solving process and implement effective and adaptive strategies?	✓	✓
3.1.1	<b>Specific Outcome</b> Understand antecedents to conflict in personal relationships.	✓	
3.1.2	<b>Specific Outcome</b> Understand antecedents to conflict in professional relationships.		✓
3.1.3	<b>Specific Outcome</b> Identify personal triggers and positive strategies to respond to conflict in personal relationships.	✓	
3.1.4	<b>Specific Outcome</b> Identify personal triggers and positive strategies to respond to conflict in professional relationships.		✓
3.1.5	<b>Specific Outcome</b> Explore the various perspectives of persons in conflict.	✓	✓
3.1.6	<b>Specific Outcome</b> Identify healthy and unhealthy responses to conflict.	✓	✓
3.1.7	<b>Specific Outcome</b> Identify and use strategies to resolve conflict based on student generated timeline analysis.	✓	✓
3.1.8	<b>Specific Outcome</b> Explore when and how to give constructive feedback to peers.	✓	

<b>Curriculum Elements</b>		<b>Social Literacy 15-3</b>	<b>Social Literacy 25-3</b>
3.1.9	<b>Specific Outcome</b> Explore when and how to give constructive feedback to co-workers.		✓
3.1.10	<b>Specific Outcome</b> Receive and respond to constructive feedback from peers.	✓	
3.1.11	<b>Specific Outcome</b> Receive and respond to constructive feedback from those in a suitable supervisory role within a school setting, community workplace or volunteering.		✓

## Statement of Overlap with Existing Programs

<b>Similar / Overlapping Courses</b>	<b>Description of Similarity / Overlap - Rationale</b>
English Language Arts 10-1	Language skills, social-communication skills, social problem-solving skills, citizenship and pre-employment skills are introduced in ELA and CALM
	Social Literacy 15-25 extends on concepts introduced in other provincial and local courses however, it provides more specialized and focused instruction to support the personalization of learning for students living in diverse and complex social environments. Additionally, Social Literacy helps students develop personally relevant skills that will enable them to more successfully thrive in day-to-day life including personal and family relationships, community, school and the workplace.