



April 21, 2008

To: All Publishers, Producers and Developers

**WESTERN AND NORTHERN CANADIAN PROTOCOL (WNCP)  
Apprenticeship and Workplace Mathematics Grades 10, 11 and 12  
Call for Proposals (English and French) (CFP-0803)**

The jurisdictions participating in this WNCP project, i.e., Alberta, British Columbia, Manitoba, Northwest Territories, Nunavut, Saskatchewan and Yukon Territory, invite you to submit proposals for the development of breadth and depth mathematics resources, English and French, to support the Apprenticeship and Workplace Mathematics Grades 10, 11 and 12 courses found in *The Common Curriculum Framework for Grades 10–12 Mathematics, Western and Northern Canadian Protocol, January 2008*. Alberta Education is managing the Call for Proposals (CFP-0803) on behalf of the WNCP jurisdictions. Both the French and the English versions of the call are posted at <<http://www.wncp.ca>>.

Your proposal must include one complete chapter (in English) of the student resource with the corresponding section of the teacher resource for WNCP Apprenticeship and Workplace Mathematics Grade 10, and a detailed overview for the Final Products for Grade 10, Grade 11 and Grade 12 for this same pathway. In addition, the proposal must include a sample translation in French of twenty-five consecutive pages of this chapter and the corresponding pages of the teacher resource. The English language component and French language component for each proposal submission may be produced by a single publisher or collaboratively by two or more publishers.

**Only one proposal will be selected for development and authorization of English and French Grade 10, Grade 11 and Grade 12 breadth and depth resources<sup>1</sup> as a result of this Call for Proposals (CFP-0803). Resources developed outside of this process will not be reviewed or authorized as WNCP breadth and depth resources for a minimum of five years after the authorization date.**

**Timelines**

<b>Apprenticeship and Workplace Mathematics</b>	<b>Intent to Submit Form</b>	<b>Submission</b>	<b>Proposal Review English and French</b>	<b>Notification of the Final Outcome</b>
Grades 10, 11 and 12	June 5, 2008	August 8, 2008	August 2008	September 2008

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<sup>1</sup> Please refer to Component I for the definition of “breadth and depth resources.”

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**A proposal submitted in response to this Call for Proposals (CFP) does not constitute an offer to contract.** Alberta Education may reject any and all proposals submitted. All proposals, including attachments, become the property of Alberta Education. Proposal submissions will remain on file with Alberta Education and will be managed in accordance with Records Management policies and procedures.

A decision to select a proposal for resource development does not constitute a commitment to authorize the resource, unless all guidelines, evaluation criteria and commitments regarding the final product resources and the ensuing signed contract are met.

For further information, please contact:

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Learning and Teaching Resources Branch  
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*\* To call toll-free in Alberta, dial 310–0000.*

Your interest in submitting proposals for the development of high quality mathematics resources for students and teachers in western and northern Canada is greatly appreciated. We look forward to receiving your proposals.

Sincerely,

*[Original Signed]*

Joan Engel  
Director  
Learning and Teaching Resource Branch  
Program Development and Standards  
Alberta Education  
(Lead jurisdiction for WNCP Mathematics)

Gilbert Guimont  
Director  
French Language Services Branch  
Program Development and Standards  
Alberta Education  
(Lead jurisdiction for WNCP Mathematics)

**WESTERN AND NORTHERN CANADIAN PROTOCOL (WNCP)  
Apprenticeship and Workplace Mathematics Grades 10, 11 and 12  
Call for Proposals (English and French) (CFP-0803)**

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**WESTERN AND NORTHERN CANADIAN PROTOCOL (WNCP)  
Apprenticeship and Workplace Mathematics Grades 10, 11 and 12  
Call for Proposals (English and French) (CFP-0803)**

**DEFINITIONS**

**Definitions Related to This CFP**

<b>Alberta Education:</b>	The lead jurisdiction in the WNCP Mathematics Project, represented by the French Language Services Branch and the Learning and Teaching Resources Branch.
<b>Call for Proposals (CFP)</b>	An invitation to publishers, producers, developers and suppliers to submit proposals for the development of student and teacher resources, according to specific criteria, for a course sequence.
<b>Chapter Treatment:</b>	A section of the proposal submission that consists of: <ul style="list-style-type: none"> <li>• one complete chapter of the student resource for WNCP Apprenticeship and Workplace Mathematics Grade 10, including an overview for Grade 11 and Grade 12 resources for this same pathway. This chapter treatment must be submitted in full-colour laser format.</li> <li>• the corresponding pages of the related Teacher Resource, along with related material, such as BLM, assessment, etc.</li> </ul>
<b>Deliverables</b>	<p><b>First deliverable</b> The first half of the resource for each grade, including the following parts:</p> <ul style="list-style-type: none"> <li>• table of contents</li> <li>• minimum of half the chapters of the student resource</li> <li>• the corresponding chapters of the teacher resource along with related material, such as BLM, assessment, etc.</li> </ul> <p>The first deliverable must be submitted in final form.</p> <p><b>Second deliverable</b> The entire student resource and teacher resource for each grade, including the part of the resource that was previously reviewed. The second deliverable must be submitted in final form.</p>
<b>Exclusions List</b>	Types of resources that <b>will not</b> be accepted as part of the proposal, such as: <ul style="list-style-type: none"> <li>• trade books</li> <li>• workbooks</li> <li>• test banks, problem banks, question banks, solutions and databases</li> <li>• skill-and-drill materials in print or electronic form, such as consumable materials that focus on isolated skill development and reinforcement</li> <li>• student and professional reference handbooks, including dictionaries</li> <li>• ministry-produced resources</li> <li>• manipulatives</li> <li>• videocassettes or audiocassettes.</li> </ul>

<p><b>English Final Product:</b></p> <p><b>Note:</b> These resources must include print components and may include other non-print resource formats, including digital or online components, manipulatives, video or audio.</p>	<p>A completed and published English language Student Resource and the related Teacher Resource for a particular grade level, which meet WNCP criteria as stated in the call for proposals (CFP–0803).</p> <p>Under the terms of this CFP, the criteria for “Final Product” are as follows:</p> <p>The <i>Student Resource</i>:</p> <ul style="list-style-type: none"> <li>• is in full colour</li> <li>• has the same binding as that of the blank sample submitted for the CFP–0803</li> <li>• is durable for at least five years.</li> </ul> <p>The <i>Teacher Resource</i> is:</p> <ul style="list-style-type: none"> <li>• in black and white</li> <li>• reflective of the CFP–0803 submission</li> <li>• durable for at least five years.</li> </ul>
<p><b>French Final Product:</b></p> <p><b>Note:</b> These resources must include print components and may include other non-print resource formats, including digital or online components, manipulatives, video or audio.</p>	<p>A completed and published French language Student Resource and the related Teacher Resource for a particular grade level, which meet WNCP criteria as stated in the call for proposals (CFP–0803).</p> <p>Under the terms of this CFP, the criteria for “Final Product” are as follows:</p> <p>The <i>Student Resource</i>:</p> <ul style="list-style-type: none"> <li>• is in full colour</li> <li>• has identical pagination to the English Student Resource</li> <li>• has the same binding as that of the English Student Resource; dimensions may differ to accommodate French text</li> <li>• is durable for at least five years.</li> </ul> <p>The <i>Teacher Resource</i> is:</p> <ul style="list-style-type: none"> <li>• in black and white</li> <li>• reflective of the CFP–0803 submission</li> <li>• durable for at least five years.</li> </ul>
<p><b>First Nations, Métis, and Inuit (FNMI)</b></p>	<p>All people who are descended from the original inhabitants of North America. In 1982, the Canadian constitution recognized three groups of Aboriginal peoples: First Nations, Métis, and Inuit. Each of these groups has a unique history, set of languages and variants, and range of cultural practices.</p>
<p><b>Fidelity</b></p>	<p>The degree to which a resource addresses the general and specific outcomes, philosophy, mathematical processes and achievement indicators in the Apprenticeship and Workplace Mathematics Grades 10, 11 and 12 courses found in <i>The Common Curriculum Framework for Grades 10–12 Mathematics, Western and Northern Canadian Protocol, January 2008</i>.</p> <p>The treatment of each outcome will be deemed as suitable or not suitable based on the professional expertise of the review teams.</p>
<p><b>Final form</b> (for review purposes)</p>	<p>The minimum requirements for content and format of a resource that will be accepted for review purposes, as specified in this call for proposals.</p> <p>Under the terms of this call, the criteria for “final form” are as follows:</p> <p>The product submitted must be in a form that indicates final content and format and that facilitates the evaluation process.</p> <p>Content and/or components must not be added to a resource after the resource submission deadline for this call.</p>

	<p><b>Print</b></p> <p><b><i>Student Resource:</i></b></p> <ul style="list-style-type: none"> <li>• The resource must be in full colour. <ul style="list-style-type: none"> <li>– Complete colour laser proofs with low resolution photo scans in position.</li> </ul> </li> <li>• The resource submitted must be bound in a form that facilitates review (book form or, minimally, coil or cerlox binding). <ul style="list-style-type: none"> <li>– Pages must be placed back to back, and final layouts clearly shown.</li> <li>– Loose pages will not be accepted.</li> </ul> </li> <li>• Extra blank space must be removed from the top, bottom and sides of the pages.</li> </ul> <p><b><i>Teacher Resource:</i></b></p> <p>The teacher resource must be complete in terms of content. The resource may be in black and white only.</p> <ul style="list-style-type: none"> <li>– Complete 600 dpi black-and-white laser proofs with photo scans in position</li> <li>• The resource submitted must be bound in a form that facilitates review (book form or, minimally, coil or cerlox binding). <ul style="list-style-type: none"> <li>– Pages must be placed back to back, and final layouts clearly shown.</li> <li>– Loose pages will not be accepted.</li> </ul> </li> <li>• Extra blank space must be removed from the top, bottom and sides of the pages.</li> </ul> <p><b>Note:</b> <i>Illustrations of student resource pages are not required.</i></p> <p><b>Software/Interactive Multimedia:</b></p> <ul style="list-style-type: none"> <li>• Sample, demonstration and beta versions will <b>not</b> be accepted.</li> </ul> <p>Resources that are not a core component of the student or teacher resource will not be reviewed.</p>
<b>Mandatory Requirement:</b>	A specific criterion or requirement that must be met in order for the Proposal to receive or continue to receive consideration. Any Mandatory Requirement that is not met will result in the rejection of the Proposal.
<b>Proposal:</b>	<p>The submission in response to this CFP, including:</p> <ul style="list-style-type: none"> <li>• a detailed overview of WNCP Apprenticeship and Workplace Mathematics Grades 10, 11 and 12</li> <li>• a chapter treatment for WNCP Apprenticeship and Workplace Mathematics Grade 10</li> <li>• a strategy description</li> <li>• a Resource Development Plan</li> <li>• a blank sample of the student resource with the exact binding, type of paper and dimensions of the Final Product must be included with the submission in order for the reviewers to see the technical characteristics of the Final Product</li> <li>• an estimated cost of the English resource</li> <li>• French translation/adaptation <ul style="list-style-type: none"> <li>– French components parallel to corresponding English components</li> <li>– sample translation/adaptation</li> <li>– cost for French language translation</li> </ul> </li> </ul> <p><b>Note:</b> <i>All of the components listed above are <u>Mandatory Requirements</u> and must be submitted in English except for the sample translation/adaptation.</i></p>
<b>Publisher:</b>	A publisher/producer/developer who submits, individually or collaboratively, a Proposal in response to this CFP.

<b>Resource Development:</b>	The process followed by selected Publishers to produce both the English and French versions of WNCP Apprenticeship and Workplace Mathematics Grades 10, 11 and 12 student resources approved as <i>WNCP Breadth and Depth Resources</i> with related Teacher Resources.
<b>Resource Review Team:</b>	A group of representatives selected from all WNCP jurisdictions to evaluate the proposals submitted in response to this CFP.  This group reviews proposals and resources using the criteria described in Component 5 of this CFP.
<b>Sample Translation/Adaptation</b>	A section of the proposal submission that provides a French translation/adaptation of: <ul style="list-style-type: none"> <li>• twenty-five consecutive pages taken from the English student resource submitted in response to this CFP. This sample of the French version must be submitted in full-color laser format.</li> <li>• the corresponding section of the English Teacher Resource submitted in response to this CFP.</li> </ul>
<b>Selected Publisher:</b>	A Publisher/producer/developer who is selected and signs a contract.

### Definitions of WNCP Resource Authorization Categories

<b>Breadth and Depth Resources:</b>	Comprehensive learning resources (student and teacher resources) that address a minimum of 95% of the outcomes in the Apprenticeship and Workplace Mathematics Grades 10, 11 and 12 courses found in <i>The Common Curriculum Framework for Grades 10–12 Mathematics, Western and Northern Canadian Protocol, January 2008</i> , and the scope indicated by the achievement indicators for this course.  <b>Note:</b> <i>The decision as to whether a resource meets a minimum of 95% of the curriculum outcomes will be at the discretion of the WNCP mathematics team based on the impact of omissions/deficits on student learning.</i>
<b>Student Resources:</b>	Materials that align with the activities contained within the teacher resource and are intended for use by students. They may include, but are not limited to, the following types of information: <ul style="list-style-type: none"> <li>• background information on mathematics topics</li> <li>• activities that address the outcomes for a particular grade of the CCF</li> <li>• purposeful practice for students to apply, clarify and reinforce their understanding of concepts</li> <li>• worked examples</li> <li>• real world connections</li> <li>• cross-curricular connections</li> <li>• assessment tasks</li> <li>• definitions of terms</li> <li>• answers to given questions</li> </ul> <b>Note:</b> <i>A corresponding teacher resource must accompany each student resource submitted in response to this call for proposals.</i>

<b>Teacher Resources:</b>	<p>Materials that support the teacher in the implementation of the Apprenticeship and Workplace Mathematics Grades 10, 11 and 12 courses found in <i>The Common Curriculum Framework for Grades 10–12 Mathematics, Western and Northern Canadian Protocol, January 2008</i> and the use of the student resource. They may include, but are not limited to, the following types of information:</p> <ul style="list-style-type: none"><li>• guidelines in using support materials (e.g., manipulatives, blackline masters, CD-ROM, assessment rubrics)</li><li>• instructional and assessment strategies and suggestions for adaptations</li><li>• lesson outlines that address the outcomes for a particular grade of the CCF</li><li>• a correlation chart with the CCF</li><li>• pedagogical approaches that are reflective of the mathematical processes and philosophy</li><li>• cross-curricular suggestions</li><li>• suggested yearly and/or unit plans.</li></ul> <p><b>Note:</b> <i>A corresponding teacher resource must accompany each student resource submitted in response to this call for proposals.</i></p>
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**WESTERN AND NORTHERN CANADIAN PROTOCOL (WNCN)  
Apprenticeship and Workplace Mathematics Grades 10, 11 and 12  
Call for Proposals (English and French) (CFP–0803)**

**PROPOSAL SUBMISSION GUIDELINES**

**GUIDELINES AND INSTRUCTIONS**

The primary purpose of this CFP is to request proposals for the development of breadth and depth mathematics resources, English and French, to support the Apprenticeship and Workplace Mathematics Grades 10, 11 and 12 found in *The Common Curriculum Framework for Grades 10–12 Mathematics, Western and Northern Canadian Protocol, January 2008*. Alberta Education is managing the Call for Proposals (CFP–0803) on behalf of the WNCN jurisdictions. Both the French and the English versions of the call are posted at <<http://www.wncn.ca>>.

Your proposal must include one complete chapter (in English) of the student resource with the corresponding section of the teacher resource for WNCN Apprenticeship and Workplace Mathematics Grades 10, and a detailed overview for the Final Products for Grade 10, Grade 11 and Grade 12 for this same pathway. In addition, the proposal must include a sample translation in French of twenty-five consecutive pages of this chapter and the corresponding pages of the teacher resource. The English language component and French language component for each proposal submission may be produced by a single publisher or collaboratively by two or more publishers.

**Only one proposal will be selected for development and authorization of English and French Grade 10, Grade 11 and Grade 12 breadth and depth resources<sup>1</sup> as a result of this Call for Proposals (CFP–0803). Resources developed outside of this process will not be reviewed or authorized as WNCN breadth and depth resources for a minimum of five years after the authorization date.**

Any amendments to this CFP will be posted on <<http://www.wncn.ca>> and publishers should check that website for any amendments prior to submitting their proposals. Only proposals which are compliant with this CFP’s requirements, including if amended, will be considered.

**PART 2.1: SUBMISSION OF PROPOSALS**

1. A Publisher submitting for CFP–0803, individually or in partnership, must submit **eight (8)** print copies of the Proposal package.
2. The proposals submitted in response to CFP–0803 for WNCN Apprenticeship and Workplace Mathematics Grades 10, 11 and 12 resources must include all sections (1–6) described on page 2 of this component. For the types of resources that **will not** be accepted as part of this proposal submission, please refer to the *Exclusions List* (Component 1, page 1).
3. Only proposals that have met the following requirements will be considered for evaluation:
  - All mandatory requirements specified in Part 2.2 of this component are met.
  - The proposals are mailed to Alberta Education, postmarked or date stamped before or by midnight, Alberta time, on the due date specified in Component 3, Part 3.3.

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<sup>1</sup> Please refer to Component 1 for the definition of “breadth and depth resources.”

**PART 2.2: PROPOSAL CONTENT**

See Component 5 for scoring and weighting details regarding the Proposal requirements listed in this component.

**Publishers are responsible for all quality control, development, copyright, validation, publishing and marketing costs.**

**Publishers must meet the Mandatory Requirements listed below in order to have their proposal submissions evaluated.**

**MANDATORY COMPONENTS: Eight (8) copies in English, except for the sample translation.**

Mandatory Requirements	Description
<b>1. Detailed Overview</b>	<p>This section of the proposal includes, for WNCN Apprenticeship and Workplace Mathematics Grades 10, 11 and 12:</p> <ul style="list-style-type: none"> <li>• a description of the chapter construction, including features in each chapter</li> <li>• the outline of all chapters detailing the outcomes addressed</li> <li>• a table of contents and approximate page count</li> <li>• the format(s) or type(s) of learning components that will be in the Final Product (e.g., print, resource kit, modular resource, print with digital components)</li> </ul>
<b>2. Chapter Treatment</b>	<p>This section of the proposal includes:</p> <ul style="list-style-type: none"> <li>• one complete chapter of the student resource for WNCN Apprenticeship and Workplace Mathematics Grade 10. This chapter treatment must be submitted in full-colour laser format.</li> <li>• the corresponding pages of the related Teacher Resource, along with related material, such as BLM, assessment, etc.</li> <li>• a blank sample of the student resource with the exact binding, type of paper and dimensions of the Final Product.</li> </ul> <p>The Chapter Treatment will address the criteria listed in Component 5, pages 2 to 5.</p>
<b>3. Strategies</b>	<p>This section of the proposal includes a description of:</p> <ul style="list-style-type: none"> <li>• how the resource meets the philosophy of the CCF (e.g. pedagogy, classroom assessment, etc.)</li> <li>• how the Mathematical processes are embedded within the resource</li> <li>• where and how western and northern Canadian content will be included</li> <li>• where and how First Nations, Métis and Inuit perspectives will be included.</li> </ul> <p>Evidence of these requirements is also to be demonstrated within the chapter treatment.</p>

Mandatory Requirements	Description
<b>4. Resource Development Plan</b>	<p>This section provides the following:</p> <ul style="list-style-type: none"> <li>• a plan that reflects the deliverables timelines for each grade, for both the English resource and the French translation as specified in Component 3.4</li> <li>• evidence that the English development team includes a high school mathematics specialist</li> <li>• proposed consultations with teachers and consultants regarding the resource, including First Nations, Métis and Inuit perspectives</li> <li>• evidence that the French publishing team includes high school mathematics specialists and has experience translating and editing mathematics resources.</li> </ul>
<b>5. Cost</b>	<p>Provide the estimated competitive cost of the English Final Product of the Student Resource and the related Teacher Resource for each grade.</p>
<b>6. French Translation/ Adaptation</b>	<p>This section provides the following:</p> <ul style="list-style-type: none"> <li>• a description (in English) that demonstrates the French Final Product and the English Final Product are parallel</li> <li>• sample translation/adaptation (in French) <ul style="list-style-type: none"> <li>– twenty-five consecutive pages taken from the student resource component of the English Chapter Treatment submitted in response to this CFP</li> <li>– the corresponding section of the teacher resource component of the English Chapter Treatment submitted in response to this CFP</li> </ul> </li> <li>• cost (in English) to produce the French language final product.</li> </ul>

**WESTERN AND NORTHERN CANADIAN PROTOCOL (WNCP)  
Apprenticeship and Workplace Mathematics Grades 10, 11 and 12  
Call for Proposals (English and French) (CFP-0803)**

**SUBMISSION INFORMATION AND TIMELINES**

**PART 3.1: INTENT TO SUBMIT FORM – INFORMATION**

In order to assist Alberta Education with planning for the Proposal review, please complete an *Intent to Submit Form* and fax it to Alberta Education by the date specified in *Part 3.3: Proposal Submission Timelines* of this component. (See Component 4 for the form.)

Complete an *Intent to Submit Form* for each resource for which you will be submitting a Proposal.

Each form should indicate:

- the course and grade levels
- the type of resource for which a Proposal will be submitted
- the language of the Proposal
- general information related to Publishers and the resource title in both English and French.

**PART 3.2: CLOSING LOCATION INSTRUCTIONS FOR SUBMISSION OF PROPOSALS**

1. Proposals for WNCP Apprenticeship and Workplace Mathematics Grades 10, 11 and 12 must be mailed to Alberta Education, postmarked or date stamped before or by **midnight, Alberta time**, on the **due date specified**, as stated in Part 3.3 of this component. Publishers must maintain documentation that illustrates the time and date when the Proposals were sent, should the post or courier lose track of the packages prior to their arrival at Alberta Education.
2. Clearly mark on each Proposal and on the outside of the shipment the call reference number **(CFP-0803)**.
3. **All Proposals must be mailed, shipped by courier or hand delivered and must be addressed to:**

**Attention: YVONNE GUERTIN, Resource Monitor**  
**WNCP Apprenticeship and Workplace Mathematics Grades 10–12 (CFP-0803)**  
**Alberta Education**  
**Learning and Teaching Resources Branch**  
**7<sup>th</sup> Floor, Financial Building**  
**10621–100 Avenue**  
**Edmonton AB T5J 0B3**

**PART 3.3: PROPOSAL SUBMISSION TIMELINES**

Proposals must be mailed to Alberta Education, postmarked or date stamped before or by **midnight, Alberta time, on the due date specified below.**

<b>Apprenticeship and Workplace Mathematics</b>	<b>Intent to Submit Form</b>	<b>Submission</b>	<b>Proposal Review English and French</b>	<b>Notification of the Final Outcome</b>
Grades 10, 11 and 12	June 5, 2008	August 8, 2008	August 2008	September 2008

Upon notice of five business days, Publishers may be requested to make a formal presentation regarding their Proposal to the Resource Review Team. The Publishers will be expected to participate in a presentation. The presentation will be made at no cost to the WNCJ jurisdictions or the Minister.

**PART 3.4: RESOURCE DEVELOPMENT AND AUTHORIZATION TIMELINES**

The following table outlines the dates which must be adhered to by the selected publishers in developing the English language resource and the French translation.

<b>Date</b>	<b>Apprenticeship and Workplace Mathematics Grade 10</b>
October 31, 2008	Submission of changes made to Chapter 1 (after feedback)
March 9, 2009	Submission of First Deliverable
May 15, 2009	Electronic submission of changes made to First Deliverable (after feedback)
May 29, 2009	English content is finalized; first half of resource is approved for French translation.
October 5, 2009	Submission of Second Deliverable
November 27, 2009	Electronic submission of changes made to Second Deliverable (after feedback)
December 11, 2009	English content is finalized; second half of resource is approved for French translation.
April 15, 2010	Submission of English and French Final Products.
April 30, 2010	WNCJ authorization of English and French resources.

<b>Date</b>	<b>Apprenticeship and Workplace Mathematics Grade 11</b>
August 7, 2009	Submission of Chapter 1
October 2009	Submission of changes made to Chapter 1 (after feedback)
March 2010	Submission of First Deliverable
May 2010	Electronic submission of changes made to First Deliverable (after feedback)
May 2010	English content is finalized; first half of resource is approved for French translation.
October 2010	Submission of Second Deliverable
November 2010	Electronic submission of changes made to Second Deliverable (after feedback)
December 2010	English content is finalized; second half of resource is approved for French translation.
April 15, 2011	Submission of English and French Final Products.
April 29, 2011	WNCP authorization of English and French resources.

<b>Date</b>	<b>Apprenticeship and Workplace Mathematics Grade 12</b>
August 6, 2010	Submission of Chapter 1
October 2010	Submission of changes made to Chapter 1 (after feedback)
March 2011	Submission of First Deliverable
May 2011	Electronic submission of changes made to First Deliverable (after feedback)
May 2011	English content is finalized; first half of resource is approved for French translation.
October 2011	Submission of Second Deliverable
November 2011	Electronic submission of changes made to Second Deliverable (after feedback)
December 2011	English content is finalized; second half of resource is approved for French translation.
April 16, 2012	Submission of English and French Final Products.
April 30, 2012	WNCP authorization of English and French resources.

**WESTERN AND NORTHERN CANADIAN PROTOCOL (WNCP)  
Apprenticeship and Workplace Mathematics Grades 10, 11 and 12  
Call for Proposals (English and French) (CFP-0803)**

**INTENT TO SUBMIT FORM**  
(An electronic version of this form is available in Microsoft Word 2003 format  
in the Call for Proposals package (CFP-0803) posted at <<http://www.wncp.ca>>.)

**The Intent to Submit Form must be sent by Thursday, June 5, 2008  
Proposals must be submitted by Friday, August 8, 2008**

In order to assist Alberta Education with planning for the Proposal review, you are asked to complete and return a copy of the *Intent to Submit Form* for the Proposal to be submitted in response to WNCPP Apprenticeship and Workplace Mathematics Grades 10, 11 and 12 CFP-0803.

**If a Proposal is being submitted collaboratively by two or more Publishers, only one *Intent to Submit Form* is required.**

Please forward all *Intent to Submit Forms* to **Yvonne Guertin, Alberta Education, by fax at: 780-415-1377, by the due dates noted above.**

**Course and Grade Levels**

Apprenticeship and Workplace Mathematics Grades 10-12

**Type of Resource**

Student Resource and Corresponding Teacher Resource

**Language of the Proposal**

English (sample translation in French)

**General Information:**

Resource Title (English): \_\_\_\_\_

Publisher: \_\_\_\_\_

Resource Title (French): \_\_\_\_\_

Publisher: \_\_\_\_\_

**Publisher Contact Person for this Submission (English)**

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Telephone: \_\_\_\_\_

Toll-free number: \_\_\_\_\_

Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

Authorized Signature: \_\_\_\_\_

**Publisher Contact Person for this Submission (French)**

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Telephone: \_\_\_\_\_

Toll-free number: \_\_\_\_\_

Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

Authorized Signature: \_\_\_\_\_

**Name of the person who completed this form** (please print): \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**WESTERN AND NORTHERN CANADIAN PROTOCOL (WNCP)  
Apprenticeship and Workplace Mathematics Grades 10, 11 and 12  
Call for Proposals (English and French) (CFP-0803)**

**PROPOSAL EVALUATION PROCEDURE AND CRITERIA**

**PART 5.1: EVALUATION PROCEDURE**

**Only one proposal will be selected for development and authorization of English and French Grade 10, Grade 11 and Grade 12 breadth and depth resources<sup>1</sup> as a result of this Call for Proposals (CFP-0803). Resources developed outside of this process will not be reviewed or authorized as WNCP breadth and depth resources for a minimum of five years after the authorization date.**

In addition, only proposals that have met the following requirements will be considered for evaluation:

- All mandatory requirements specified in Component 2 are met.
- The proposals are received at Alberta Education, postmarked or date stamped before or by midnight, Alberta time, on the due date specified in Component 3, Part 3.3.

**The evaluation procedure consists of the following steps:**

- A. The English components of the proposal will be scored. All proposals receiving (A) or (M) in Social Considerations will be ranked by the total score received. Any proposals receiving (N) may be ranked next according to their total score received.
- B. The English proposals with the top two scores will move forward to the French review.
- C. The French component of the proposal will be scored.
- D. The results of the English and French review will be added together with the English score weighted at 80% and the French score at 20%. The proposal with the highest score will be selected. In the case of a tie, the French score alone would be used as a tie breaker.

**Proposal Evaluation**

Using criteria in Part 5.2 in this component, the Resource Review Team will score:

1. Detailed Overview
2. Chapter Treatment
3. Strategies
4. Resource Development Plan
5. Cost
6. French Translation

Items 1-3 will also be rated with respect to Social Considerations and receive an overall “Acceptable (A)/ Minor Changes Required (M)/Not Acceptable (N)” rating.

The final scores for each section are established by calculating the average team score as a result of a team meeting.

The overall final score for each proposal will be based on the following weightings:

- 80%, for sections 1-5
- 20% for section 6

The final scores received will be converted using the weightings above: (received points/total points) x weight.

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<sup>1</sup> Please refer to Component 1 for the definition of “breadth and depth resources.”

## PART 5.2: PROPOSAL EVALUATION CRITERIA

<b>Criteria</b>
<b>1. Detailed Overview – Acceptable (2) /Not Acceptable (0) – Two-point scale (0 or 2)</b>
<p>The Detailed Overview for WNCP Apprenticeship and Workplace Mathematics Grades 10, 11 and 12 provides a description of:</p> <ul style="list-style-type: none"> <li>• the chapter construction (features in each chapter) /2</li> <li>• the outline of all chapters detailing the outcomes addressed /2</li> <li>• the table of contents and the approximate page count, including /2 <ul style="list-style-type: none"> <li>○ a glossary</li> <li>○ answers to all exercises</li> </ul> </li> <li>• the format(s) or type(s) of learning components that will be in the Final Product (e.g., print, resource kit, modular resource, print with digital components) /2 <ul style="list-style-type: none"> <li>○ how xml and accessible pdf formats will be distributed.</li> </ul> </li> </ul> <p><b>Maximum point total: 8</b></p>
<b>2. Chapter Treatment – Four-point scale (0, 1, 2, and 3)</b>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• The Chapter Treatment is consistent with the rationale and philosophy of the WNCP Apprenticeship and Workplace Mathematics Grade 10 course by addressing: <ul style="list-style-type: none"> <li>○ the outcomes with the intended scope and depth as reflected in the Achievement Indicators /3</li> <li>○ the mathematical processes as stated in the outcomes. /3</li> </ul> </li> <li>• Content is current and accurate. /3</li> <li>• References and examples must be local, regional and reflective of western and northern Canada except in cases where a unique context is national or international. /3</li> <li>• Notation, terminology, and units of measure are consistent with the CCF. /3</li> </ul>
<p><b>Instructional Design</b></p> <ul style="list-style-type: none"> <li>• The Chapter Treatment supports active and engaged learning by: <ul style="list-style-type: none"> <li>○ promoting student interest (e.g., by providing relevant contexts for learning, by use of attractive design, and by providing engaging activities, examples and applications) /3</li> <li>○ promoting active knowledge and skill acquisition through opportunities to engage in inquiry, problem-solving, decision-making and research /3</li> <li>○ supporting reflection and higher level thinking (e.g., includes questions that stimulate critical thinking, creative thinking, and metacognition) /3</li> <li>○ providing opportunities for students to apply, extend and share their learning /3</li> <li>○ supporting continued growth in learning by activating student’s prior knowledge and by providing opportunities to process ideas, and consolidate learning /3</li> <li>○ providing opportunities for students to work independently and collaboratively. /3</li> </ul> </li> <li>• The Chapter Treatment accommodates varied student competencies, interests and learning styles by: <ul style="list-style-type: none"> <li>○ accommodating the developmental, reading and language levels of students within the target audience /3</li> <li>○ accommodating diverse learning styles (e.g., by providing multiple entry points, strategies and sequences for learning.) /3</li> <li>○ providing opportunities for students to demonstrate learning in multiple ways. /3</li> </ul> </li> </ul>

- The Chapter Treatment helps students become knowledgeable managers of their own learning by:
  - clearly stating the outcomes /3
  - informing students what the resource includes and how to find it /3
  - assisting students in self-assessing progress in learning /3
  - providing student choice relative to interest and learning preferences /3
  - providing opportunities for a variety of solution methods /3
  - providing opportunities for decision making and problem solving. /3
- The Chapter Treatment design facilitates effective instruction by:
  - scaffolding the learning experience /3
  - supporting learning in a variety of instructional settings, including distance learning, online learning, classroom instruction, independent learning and blended environments /3
  - guiding and supporting the learning experience through the use of probing questions, oral prompts, etc. /3
  - enabling students and teachers to use their time efficiently and effectively. /3

**Technical Design**

Technical qualities of the Chapter Treatment enhance its use.

- The Chapter Treatment provides print, visuals, graphics, illustrations and artwork that are clear, purposeful, attractive, well sized and well positioned (as appropriate to the medium of the resource) /3
- The blank bound sample is of sufficiently durable construction that it can last for five years under normal conditions. /3
- References to components not submitted for this call are independent from the content of the Chapter Treatment. /3

**Maximum point total: 81**

**3. Strategies – Acceptable (2) /Not Acceptable (0) – Two-point scale (0 or 2)**

The Strategies provide a description of:

- how the resource meets the philosophy of the CCF (e.g. pedagogy, classroom assessment, etc.) /2
- how the mathematical processes are embedded within the resource /2
- where and how western and northern Canadian content will be included /2
- where and how First Nations, Métis and Inuit perspectives will be included. /2

**Maximum point total: 8**

**4. Resource Development Plan – Acceptable (2) /Not Acceptable (0) – Two-point scale (0 or 2)**

- The plan for resource development of both the English resource and the French translation meets WNCP timelines. (The plan will be scored twice, once for English and once for French.) /4
- The English development team inclusive of editors and writers includes high school mathematics specialists. /2
- There is evidence of consultations, by the English publishers, with teachers and consultants regarding the resource, including First Nations, Métis and Inuit perspectives. /2
- The French publishing team of translators and editors: /2
  - includes high school mathematics specialists
  - has experience with translating and editing mathematics resources for French Immersion and Francophone students.

**Maximum point total: 10****5. Cost – 5 points based on ranking the proposals submitted**

- The estimated competitive cost of the English Final Product of the Student Resource and the related Teacher Resource is provided. /5

**Maximum point total: 5****Maximum point total for sections 1–5: 112****6. French Translation**

- The description (in English) demonstrates the French Final Product and the English Final Product are parallel. (Acceptable/Not Acceptable – 2 or 0 points)
  - All the breadth and depth resources (and their formats) submitted in the English language for this call will be available in the French language. /2
  - The retail cost for each component of the French Final Product will be identical to the cost of each corresponding component of the English Final Product. /2
  - The pagination of the French language student resource will be identical to the pagination in the English language student resource. /2
- The sample translation (in French):
  - The design and presentation of the French Sample Translation/Adaptation is equivalent to the design and presentation of the corresponding section of the English language Chapter Treatment. /4
  - The sample translation is as precise and concise as possible, while retaining the fidelity of the ideas and meanings contained in the corresponding section of the English language Chapter Treatment. /4
  - The sample translation is relevant to Francophone and French Immersion students and reflects their everyday life experiences, both inside and outside the classroom. /4
  - The sample translation is free of spelling, lexical and grammatical errors. /4
  - The sample translation uses WNCP vocabulary, terminology and subject-specific expressions. /4
  - The sample translation reflects the linguistic characteristics of the intended clientele in western and northern Canada. /4
- Cost to produce the French language Final Product (in English):
  - Funding requested, if any, to develop and produce the Final Product is reasonable and competitive. An itemized cost breakdown is provided. /5

**Maximum point total: 35**

**Social Considerations – Acceptable (A)/Minor Changes Required (M)/Not Acceptable (N)**

The Chapter Treatment, Detailed Overview and Strategies:

- represent and portray people of various ages in a positive manner
- represent males and females equally and in a variety of roles
- reflect ethnic and cultural diversity, including First Nations, Métis and Inuit and Francophone perspectives
- include visuals and text incorporating contexts that reflect western and northern Canada, including First Nations, Métis and Inuit and Francophone perspectives
- are free from religious and political stereotype or preferential treatment of groups and individuals
- include people with disabilities as participating in a variety of activities
- include visuals/text/contexts that reflect a variety of social and economic realities, if applicable
- are free of portrayals of/references to gratuitous violence
- reflect, in text and visuals, good safety practices, if applicable.

If the proposal includes references to controversial issues, these issues must be presented as open-ended, and such presentation must allow students to understand a variety of viewpoints.

If the proposal includes references to humour, this humour is used in a manner that is sensitive and that does not offend or denigrate individuals or groups.

**WESTERN AND NORTHERN CANADIAN PROTOCOL (WNCP)  
Apprenticeship and Workplace Mathematics Grades 10, 11 and 12  
Call for Proposals (English and French) (CFP–0803)**

**SPECIFIC DETAILS AND RESPONSIBILITIES**

**PART 6.1: STIPULATIONS**

**Conditions:**

- Late Proposals will not be accepted.
- Only Proposals that meet all Mandatory Requirements stated in Component 2 of this CFP will be considered.
- The Publisher shall pay all costs and expenses in preparing any Proposals.
- By submission of a clear and detailed written notice, the Publisher may withdraw or amend the Proposal prior to the closing date and time. Upon closing, all Proposals become irrevocable for a period of 180 days and cannot be amended, unless requested by Alberta Education for purposes of clarification.
- Alberta Education has the right to cancel this CFP at any time and reissue it, for any reason whatsoever, without incurring any liability, and no Publisher will have any claim against Alberta Education as a consequence.
- A Proposal submitted in response to this CFP does not constitute an offer to contract.
- Alberta Education reserves the right to request further information from Publishers regarding their Proposals for this CFP, as required, and at the Publisher's expense.
- Alberta Education may reject any and all Proposals submitted in response to this CFP.

**Liability for Errors:**

While all efforts have been made to ensure the information contained in this CFP and attached documents, and any other information provided, is accurate and complete, Alberta Education does not warrant or guarantee its accuracy and completeness. The onus is on the Publisher to make the necessary inquiries prior to the closing of this CFP, and ensure the sufficiency of the information the Publisher requires.

**Conflict of Interest:**

- The Publisher must fully disclose, in writing, on or before the closing date of this CFP, the circumstances of any possible conflict of interest if the Publisher were to become a Selected Publisher pursuant to this CFP.
- Alberta Education shall review any submissions under this provision and may reject any Proposals where, in the opinion of Alberta Education, the Publisher could be in a conflict of interest or could be perceived to be in a possible conflict.

**Acceptance of Terms and Conditions of CFP:**

- By submitting a Proposal, the Publisher agrees to all the terms and conditions in this CFP.
- Publishers must agree that, by submitting a Proposal in response to this CFP, they will provide their proposed services in accordance with, but not limited to, the terms and conditions of this CFP, and that they will work with Alberta Education to meet the resource review process requirements identified by Alberta Education in the Proposal Review Summary Report and discussed at the first meeting with the Selected Publisher following Proposal selection.
- Alberta Education reserves the right to make amendments to this CFP.

**PART 6.2: FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT (FOIP Act)**

The purpose of collecting the personal information requested in this CFP is to enable Alberta Education to ensure the accuracy and reliability of the Proposal, and to enable Alberta Education to evaluate the Publisher's response to this CFP. Authority for this collection is Section 33(c) of the FOIP Act.

An evaluation report will be compiled, and information pertaining to the Publisher's own Proposal(s) will be available upon request from:

- Christine Henzel, WNCP Mathematics, English Program representative, at 780-415-8958 (toll free in Alberta at 310-0000) or <[Christine.Henzel@gov.ab.ca](mailto:Christine.Henzel@gov.ab.ca)> or
- Helene Gendron, WNCP Mathematics, French Program representative, at 780-422-1901 (toll free in Alberta at 310-0000) or <[Helene.Gendron@gov.ab.ca](mailto:Helene.Gendron@gov.ab.ca)>.

Assessment criteria and allocation formulas for this CFP are public information. Individual assessment information concerning a Proposal will be provided, upon request, to the Publisher to whom it relates, and to others, only in accordance with the FOIP Act. Information regarding FOIP procedures is available at: <<http://foip.gov.ab.ca>>.

FOIP prevents Alberta Education from ensuring absolute confidentiality of documents submitted to it by Publishers in response to CFPs.

If there are any questions or concerns about the collection of information pursuant to this CFP or about FOIP, please contact Nausicaa Rogoz, Learning Resources Manager, Learning and Teaching Resources Branch, at 780-422-0016 (toll free in Alberta at 310-0000) or [Nausicaa.Rogoz@gov.ab.ca](mailto:Nausicaa.Rogoz@gov.ab.ca).

**WESTERN AND NORTHERN CANADIAN PROTOCOL (WNCP)  
Apprenticeship and Workplace Mathematics Grades 10, 11 and 12  
Call for Proposals (English and French) (CFP–0803)**

**CRITERIA FOR DEVELOPMENT AND AUTHORIZATION OF FINAL PRODUCTS**

**GENERAL CHARACTERISTICS**

The **Final Products**, including text and visuals:

- take into account the diverse backgrounds, interests and abilities of students
- promote respect for, and understanding of, others
- reflect western and northern Canadian perspectives and cultures, where applicable to the learning content
- are appropriate to the developmental and language levels of the intended audience
- promote mathematical language development
- support a variety of teaching and learning strategies
- include a variety of assessment strategies.

**PART 7.1: FIDELITY WITH THE COMMON CURRICULUM FRAMEWORK (CCF)**

The **Final Products** must support the philosophy of *The Common Curriculum Framework for Grades 10–12 Mathematics, Western and Northern Canadian Protocol, January 2008* based on the following concepts. **Resources in conflict with this philosophy are not suitable.**

1. **The treatment of topics** is consistent with the philosophy of *The Common Curriculum Framework for Grades 10–12 Mathematics, Western and Northern Canadian Protocol, January 2008*.  
The mathematical processes of communication, connections, mental mathematics and estimation, problem solving, reasoning, technology, and visualization are reflected in the teaching and learning activities. Problem solving is central to the teaching and learning of mathematics.
2. **The resource is fully illustrated**, with accurate graphics or diagrams being used as supporting evidence in the development of concepts and in the descriptions of applications and problems. Illustrations are sufficiently large and are labelled in a manner that is consistent with the notation of the resource. Major concepts and definitions are easily identifiable.
3. **Any resource submitted as a breadth and depth resource has fidelity<sup>1</sup> with the general and specific outcomes published for a course.** The treatment of outcomes reflects the scope outlined by the Achievement Indicators.
4. **The resource accommodates diverse learning styles.**
5. **The emphasis of the resource** relates to the student’s everyday life experiences, both inside and outside the classroom. Problems for solution, illustrative examples, and diagrams are dealt with in a manner that is relevant to the student. The contexts used for concept development and problem solving reflect Canada in the late 20<sup>th</sup> and early 21<sup>st</sup> centuries, and exploit links between mathematics and other school subjects.
6. **Vignettes of mathematical history and mathematics in society, as it relates to the content, are desirable in the resource.**

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<sup>1</sup> The terms “breadth and depth resources” and “fidelity” are defined in Component 3.

7. **The resource includes a variety of learning activities, including projects.**
8. **The units of measure used in the resource** conform to the units identified in the CCF.
9. **The resource encourages continued participation in mathematics by all students.**
10. **Worked examples** in the teacher resource or student resource reflect questions of a varying level of difficulty and questions allowing for multiple solutions and/or strategies. Answers to all the exercises are provided, and provision of detailed solutions is highly desirable. Both the worked examples and the examples for student solution include examples where the task is to explain, to illustrate, to reason or to connect.
11. **A systematic approach to language development** is necessary. This includes the provision of a glossary of terms, careful matching of new vocabulary to new concepts and the provision of worked examples and student problems that aim to develop correct use of mathematical language.
12. **Notation and terminology** are consistent with those found in the CCF.
13. **Assessment strategies** are consistent with the instructional strategies employed in the teacher package and integrate conceptual understanding, procedural knowledge and problem-solving. These strategies reflect the philosophy found in the WNCP document “Rethinking Classroom Assessment with Purpose in Mind” that is available on the WNCP Web site at <www.wncp.ca>. Assessment materials such as supplementary problems, rich assessment tasks, observation checklists, interview questions, rubrics, self-evaluations, probing questions and chapter assessments can complete the package.
14. **The teacher resource** includes:
  - sufficient activities to allow students to develop a conceptual understanding of a topic and apply the concept in routine and non-routine problem-solving contexts
  - a variety of instructional methodologies, assessment tools and strategies to support differentiated instruction, enrichment and remediation
  - sufficient examples to allow teachers and students to experience mathematical problems that have multiple solutions and multiple solution strategies
  - blackline masters for required materials, as appropriate.
15. **Any resource suitable for daily student use** is of sufficiently durable construction that it can last for five years under normal conditions.
16. **Unnecessary repetition of material is to be avoided.** To achieve this, any review or remedial material is included only on an if-needed basis and is presented either in a completely new context or, if that is not possible, as a review. In any event, review material must be clearly identified so that students who do not need the review can easily omit it. Material outside of the scope of the outcomes will be deemed extraneous and is not acceptable.

## **PART 7.2: INSTRUCTIONAL DESIGN**

In terms of instructional design, the resource:

- states the general and specific outcomes
- is well organized and user friendly
- includes learning activities that are clearly connected to the learning outcomes and
  - develop connections across topics and within topics
  - occur within contexts that are realistic and relevant to students
  - include good questioning techniques to encourage student reflections
- demonstrates a balanced approach in addressing a variety of teaching strategies and learning styles

- is suitable for use with a variety of students; e.g., struggling learners, gifted students, First Nations, Métis and Inuit learners, Francophone learners, ESL learners
- is suitable/appropriate in reading level and vocabulary for the intended audience
- provides assessment and evaluation strategies that are broad-based and curriculum-congruent.

### **PART 7.3: TECHNICAL DESIGN**

In terms of technical design, the Final Product:

- is visually interesting and appealing
- is laid out in a logical and consistent format
- uses visuals, graphics and print appropriate for the intended user.

### **PART 7.4: SOCIAL CONSIDERATIONS** (including First Nations, Métis and Inuit (FNMI) and Francophone Perspectives)

Resources must promote respect and understanding for all members of society as listed in the *Canadian Human Rights Act* (<http://laws.justice.gc.ca/en/ShowFullDoc/cs/H-6///en>) and in the *Canadian Charter of Rights and Freedoms* (<http://laws.justice.gc.ca/en/charter/index.html>). The resource:

- represents and portrays people of various ages in a positive manner
- represents males and females equally and in a variety of roles
- reflects ethnic and cultural diversity, including FNMI and Francophone perspectives
- includes visuals and text incorporating contexts that reflect western and northern Canada, including FNMI and Francophone perspectives
- is free from religious and political stereotype or preferential treatment of groups and individuals.
- includes people with disabilities as participating in a variety of activities
- includes visuals/text/contexts that reflect a variety of social and economic realities, if applicable
- is free of portrayals of/references to gratuitous violence
- reflects, in text and visuals, good safety practices, if applicable.

If the resource includes controversial issues, these issues must be presented as open-ended, and such presentation must allow students to understand a variety of viewpoints.

If the resource includes humour, this humour is used in a manner that is sensitive and that does not offend or denigrate individuals or groups.

### **PART 7.5: FRENCH TRANSLATION/ADAPTATION**

- The design and presentation of the French Final Product is equivalent to the design and presentation of the corresponding section of the English Final Product.
- The French Final Product is as precise and concise as possible, while retaining the fidelity of the ideas and meanings contained in the corresponding section of the English Final Product.
- The French Final Product is relevant to Francophone and French Immersion students and reflects their everyday life experiences, both inside and outside the classroom.
- The French Final Product is free of spelling, lexical and grammatical errors.
- The French Final Product uses WNCPC vocabulary, terminology and subject-specific expressions.
- The French Final Product reflects the linguistic characteristics of the intended clientele in western and northern Canada.
- All the breadth and depth resources (and their formats) submitted in the English language for this call for proposals are available in the French language.

- The retail cost for each component of the French Final Product is identical to the cost of each corresponding component of the English Final Product.
- The pagination of the French language student resource is identical to the pagination in the English language student resource.

### **PART 7.6: COMPONENTS**

The **final products will:**

- include both a student component and a related teacher component in appropriate formats.
  - ⇒ The student resource component will be available in print and digital (xml and accessible pdf) formats and may be supplemented by components that use a technology-based (digital) format (e.g., compact-disc format).
  - ⇒ The teacher resource component will be available in print and digital (xml and accessible pdf) formats.
- be in English and French.

### **PART 7.7: COST**

The publisher(s) must make the Final Products for the **Student Resource with related Teacher Resource** available at a competitive cost. This cost must **not** increase for a minimum of twelve (12) months following authorization. The French Final Products must be made available at the same cost as the English Final Products.

### **PART 7.8: TIMELINES AND AVAILABILITY OF FINAL PRODUCTS**

Publishers selected for resource development (English and French) must ensure that the Final Products for the WNCN Apprenticeship and Workplace Mathematics Grades 10, 11 and 12 courses are available according to the schedule outlined in Part 3.4 of Component 3. Publishers who cannot commit to meeting these timelines will not be considered.

The Final Products must remain in print and be available for purchase for a minimum of five (5) years following original publication.

### **PART 7.9: CONTRACT**

Alberta Education, on behalf of the WNCN jurisdictions and the selected publisher(s) will enter into a contract that outlines the particulars for Final Product development and that assures delivery by the established timelines noted in Part 7.8 above.

If, in the opinion of Alberta Education, on behalf of the WNCN jurisdictions, it appears that negotiations will not result in a contract with the selected publisher(s) within thirty (30) days from the date the selected publisher(s) is notified, negotiations with other publishers who have submitted responsive proposals may be undertaken by the Minister.

**WESTERN AND NORTHERN CANADIAN PROTOCOL (WNCP)  
Apprenticeship and Workplace Mathematics Grades 10, 11 and 12  
Call for Proposals (English and French) (CFP-0803)**

**RESOURCE SUBMISSION AND EVALUATION FORMS**

This component includes two sections:

**PART 8.1: WNCP Curriculum Correlation Forms and  
PART 8.2: WNCP Resource Evaluation Forms**

**PART 8.1: WNCP Curriculum Correlation Forms**

Publishers selected to develop resources in response to the CFP-0803 will be requested to complete a WNCP Curriculum Correlation Form for the targeted course at the time of their first and second deliverable submission.

Electronic versions of the WNCP Curriculum Correlation Forms for all Grades 10–12 Mathematics courses are available in Microsoft Word 2003 format in the Call for Proposals package posted at <<http://www.wncp.ca>>. **A WNCP Curriculum Correlation Form must be completed for each course for which the resource is submitted.**

To access the WNCP Curriculum Correlation Forms for Apprenticeship and Workplace Mathematics Grades 10, 11 and 12, click on the desired link below:

[WNCP Apprenticeship and Workplace Mathematics Grade 10](#)  
[WNCP Apprenticeship and Workplace Mathematics Grade 11](#)  
[WNCP Apprenticeship and Workplace Mathematics Grade 12](#)

**Resources should address a minimum of 95% of the outcomes in the Apprenticeship and Workplace Mathematics Grades 10, 11 and 12 courses found in *The Common Curriculum Framework for Grades 10–12 Mathematics, Western and Northern Canadian Protocol, January 2008.***

**PART 8.2: WNCP In-depth Evaluation Forms**

These forms are provided to you for information purposes only and include the **criteria** that will be used to assess the resource submissions.

The **in-depth evaluation** consists of a detailed review of the resource for:

- **PART A: Curriculum Fit/Content**  
[WNCP Apprenticeship and Workplace Mathematics Grade 10](#)  
[WNCP Apprenticeship and Workplace Mathematics Grade 11](#)  
[WNCP Apprenticeship and Workplace Mathematics Grade 12](#)
- **PART B: Instructional Design**
- **PART C: Technical Design**
- **PART D: Social Considerations**
- **PART E: Philosophy**

# WNCP CURRICULUM CORRELATION FORM

## Apprenticeship and Workplace Mathematics Grade 10

First Deliverable Second Deliverable 

**Note:** An electronic version of this form is available in Microsoft Word 2003 format in the Call for Proposals package posted at <<http://www.wncp.ca>>.

1. Publisher / Producer / Distributor Information						
<i>Contact Person for this Submission</i>						
Name: _____	Telephone: _____					
Position: _____	Toll-free Telephone: _____					
Company Name: _____	Fax: _____					
_____	E-mail: _____					
<b>Publisher</b> <input type="checkbox"/> / <b>Producer</b> <input type="checkbox"/>			<b>Distributor</b> <input type="checkbox"/>			
Name: _____			Name: _____			
Address: _____			Address: _____			
_____			_____			
City: _____ Province: _____			City: _____ Province: _____			
Postal Code: _____			Postal Code: _____			
Country: _____			Country: _____			
Web Site URL: _____			Web Site URL: _____			
2. Intended Use of Resource						
<b>Resource Type:</b>						
Student Resource and Corresponding Teacher Resource <input type="checkbox"/>						
<b>Suggested Course:</b> Apprenticeship and Workplace Mathematics Grade 10 <input type="checkbox"/>						
3. Resource Availability						
<i>The information below is required and must be completed in full.</i>						
1. Resource is also available in:	Braille <input type="checkbox"/>	Audio <input type="checkbox"/>	Large Print <input type="checkbox"/>	N/A <input type="checkbox"/>		
2. Permission will be granted to access the publisher's disk to adapt the resource into one or more of the above formats	Yes <input type="checkbox"/>	No <input type="checkbox"/>				
3. Resource is closed-captioned (where applicable)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>			
4. Each print component is accompanied by a digital version (xml and accessible pdf)	Yes <input type="checkbox"/>	No <input type="checkbox"/>				
5. Resource will be available for a <b>minimum of five years</b> upon listing as a "WNCP Breadth and Depth Resource"	Yes <input type="checkbox"/>	No <input type="checkbox"/>				
4. Resource or Resource Component(s) Information						<i>Attach an additional page, if required.</i>
<b>Note:</b> All components of the resource must be submitted for review.						
<b>Title:</b> _____						ISBN: _____
<b>Component</b>	<b>Print</b>	<b>CD-ROM</b>	<b>DVD</b>	<b>Other (Specify)</b>		
Student Resource						
Teacher Resource						
<b>Component Title</b>	<b>ISBN</b>	<b>Copyright Date</b>	<b>Publisher/ Producer</b>	<b>Date Available</b>	<b>No. of Copies</b>	<b>Catalogue Price</b>

**5. Digital Component(s) Information – SOFTWARE/MULTIMEDIA***Attach an additional page, if required.*

Submissions of digital form (software and/or multimedia) resources (not applications tools) **must include screen printouts**. The printouts are required to facilitate the review process, and they will be examined as part of the “First Cut” review stage. Please include the following screen printouts:

- **10% of the resource content – a maximum of 200 pages – to illustrate the range of the resource and the general outcomes covered** in the resource (i.e., one complete unit, lesson, topic or theme that represents the range and types of activities covered/included in your electronic resource).
- **If colour is essential** to the operation of the screen, then a **colour print should be provided**; if colour is for aesthetics only, then black-and-white prints are acceptable.

**Note:** Web-based only products are not eligible for review.

Component Title	ISBN/Order No./ Version No.	Copyright Date	Publisher/Producer	Date Available	Format	No. of Copies	Cat. Price or School Lic.

**Digital Form System Requirements***Attach all hardware/software technical specifications for all available formats, where applicable.***Hardware Requirements**

Listed below are the minimum recommended hardware specifications for digital resources.

<b>Windows</b>	<b>Processor</b>	Intel Pentium III 450 MHz or comparable AMD
	<b>Operating System(s)</b>	Windows 2000 or Windows XP
	<b>Memory</b>	512 MB RAM
	<b>Display Settings</b>	1024 X 768, 16 bit colour
	<b>Sound Card</b>	16 bit
	<b>CD-ROM (for CD-ROM versions only)</b>	8X
<b>Macintosh</b>	<b>Processor</b>	G4
	<b>Operating System(s)</b>	Mac OS X
	<b>Memory</b>	512 MB RAM
	<b>Display Settings</b>	1024 X 768, thousands of colours
	<b>Sound Card</b>	16 bit
	<b>CD-ROM (for CD-ROM versions only)</b>	8X

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Does the resource being provided operate as designed and envisioned on the hardware and software configurations provided?

Yes:  No:

Please identify any other hardware or software required to use this resource.



## WNCP Apprenticeship and Workplace Mathematics Grade 10

First Deliverable Second Deliverable 

The following are the general and specific outcomes for the Apprenticeship and Workplace Mathematics Grade 10 course found in *The Common Curriculum Framework for Grades 10–12 Mathematics, Western and Northern Canadian Protocol, January 2008*.

Please use the space following each outcome to indicate where the outcome has been addressed in your resource (e.g., the relevant unit, chapter, lesson, page references/indexing for digital resources) and to provide any comments you may have. **Resources should address a minimum of 95% of the outcomes in *The Common Curriculum Framework for Grades 10–12 Mathematics, Western and Northern Canadian Protocol, January 2008*.**

Topics, Outcomes and Mathematical Processes	Unit, chapter, lesson, page references/indexing for digital resources and comments
<b>Topic: Measurement</b>	
<b>General Outcome</b> <i>Develop spatial sense through direct and indirect measurement.</i>	
<b>Specific Outcomes</b>	
1. Demonstrate an understanding of the Système International (SI) by: <ul style="list-style-type: none"> <li>♦ describing the relationships of the units for length, area, volume, capacity, mass and temperature</li> <li>♦ applying strategies to convert SI units to imperial units.</li> </ul> [C, CN, ME, V]	
2. Demonstrate an understanding of the imperial system by: <ul style="list-style-type: none"> <li>♦ describing the relationships of the units for length, area, volume, capacity, mass and temperature</li> <li>♦ comparing the American and British imperial units for capacity</li> <li>♦ applying strategies to convert imperial units to SI units.</li> </ul> [C, CN, ME, V]	
3. Solve and verify problems that involve SI and imperial linear measurements, including decimal and fractional measurements. [CN, ME, PS, V]	
4. Solve problems that involve SI and imperial area measurements of regular, composite and irregular 2-D shapes and 3-D objects, including decimal and fractional measurements, and verify the solutions. [ME, PS, R, V]	

## WNCP Apprenticeship and Workplace Mathematics Grade 10 (continued)

Topics, Outcomes and Mathematical Processes	Unit, chapter, lesson, page references/indexing for digital resources and comments
<b>Topic: Geometry</b>	
<b>General Outcome</b>	
<i>Develop spatial sense.</i>	
<b>Specific Outcomes</b>	
1. Analyze puzzles and games that involve spatial reasoning, using problem-solving strategies. [C, CN, PS, R]	
2. Demonstrate an understanding of the Pythagorean theorem by: <ul style="list-style-type: none"> <li>• identifying situations that involve right triangles</li> <li>• verifying the formula</li> <li>• applying the formula</li> <li>• solving problems.</li> </ul> [C, CN, PS, V]	
3. Demonstrate an understanding of similarity of convex polygons, including regular and irregular polygons. [C, CN, PS, V]	
4. Demonstrate an understanding of primary trigonometric ratios (sine, cosine, tangent) by: <ul style="list-style-type: none"> <li>• applying similarity to right triangles</li> <li>• generalizing patterns from similar right triangles</li> <li>• applying the primary trigonometric ratios</li> <li>• solving problems.</li> </ul> [CN, PS, R, T, V]	
5. Solve problems that involve parallel, perpendicular and transversal lines, and pairs of angles formed between them. [C, CN, PS, V]	
6. Demonstrate an understanding of angles, including acute, right, obtuse, straight and reflex, by: <ul style="list-style-type: none"> <li>• drawing</li> <li>• replicating and constructing</li> <li>• bisecting</li> <li>• solving problems.</li> </ul> [C, ME, PS, T, V]	
<b>Topic: Number</b>	
<b>General Outcome</b>	
<i>Develop number sense and critical thinking skills.</i>	
<b>Specific Outcomes</b>	
1. Solve problems that involve unit pricing and currency exchange, using proportional reasoning. [CN, ME, PS, R]	

## WNCP Apprenticeship and Workplace Mathematics Grade 10 (continued)

Topics, Outcomes and Mathematical Processes	Unit, chapter, lesson, page references/indexing for digital resources and comments
2. Demonstrate an understanding of income, including: <ul style="list-style-type: none"> <li>• wages</li> <li>• salary</li> <li>• contracts</li> <li>• commissions</li> <li>• piecework</li> </ul> to calculate gross pay and net pay. [C, CN, R, T]	
<b>Topic: Algebra</b>	
<b>General Outcome</b> <i>Develop algebraic reasoning.</i>	
<b>Specific Outcomes</b>	
1. Solve problems that require the manipulation and application of formulas related to: <ul style="list-style-type: none"> <li>• perimeter</li> <li>• area</li> <li>• the Pythagorean theorem</li> <li>• primary trigonometric ratios</li> <li>• income.</li> </ul> [C, CN, ME, PS, R]	

# WNCP CURRICULUM CORRELATION FORM

## Apprenticeship and Workplace Mathematics Grade 11

First Deliverable Second Deliverable 

**Note:** An electronic version of this form is available in Microsoft Word 2003 format in the Call for Proposals package posted at <http://www.wncp.ca>.

<b>1. Publisher / Producer / Distributor Information</b>						
<i>Contact Person for this Submission</i>						
Name: _____	Telephone: _____					
Position: _____	Toll-free Telephone: _____					
Company Name: _____	Fax: _____					
_____	E-mail: _____					
<b>Publisher</b> <input type="checkbox"/> / <b>Producer</b> <input type="checkbox"/>			<b>Distributor</b> <input type="checkbox"/>			
Name: _____			Name: _____			
Address: _____			Address: _____			
_____			_____			
City: _____ Province: _____			City: _____ Province: _____			
Postal Code: _____			Postal Code: _____			
Country: _____			Country: _____			
Web Site URL: _____			Web Site URL: _____			
<b>2. Intended Use of Resource</b>						
<b>Resource Type:</b>						
Student Resource and Corresponding Teacher Resource <input type="checkbox"/>						
<b>Suggested Course:</b> Apprenticeship and Workplace Mathematics Grade 11 <input type="checkbox"/>						
<b>3. Resource Availability</b>						
<i>The information below is required and must be completed in full.</i>						
1. Resource is also available in:	Braille <input type="checkbox"/>	Audio <input type="checkbox"/>	Large Print <input type="checkbox"/>	N/A <input type="checkbox"/>		
2. Permission will be granted to access the publisher's disk to adapt the resource into one or more of the above formats	Yes <input type="checkbox"/>	No <input type="checkbox"/>				
3. Resource is closed-captioned (where applicable)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>			
4. Each print component is accompanied by a digital version (xml and accessible pdf)	Yes <input type="checkbox"/>	No <input type="checkbox"/>				
5. Resource will be available for a <b>minimum of five years</b> upon listing as a "WNCP Breadth and Depth Resource"	Yes <input type="checkbox"/>	No <input type="checkbox"/>				
<b>4. Resource or Resource Component(s) Information</b>						<i>Attach an additional page, if required.</i>
<b>Note:</b> All components of the resource must be submitted for review.						
<b>Title:</b> _____						ISBN: _____
<b>Component</b>	<b>Print</b>	<b>CD-ROM</b>	<b>DVD</b>	<b>Other (Specify)</b>		
Student Resource						
Teacher Resource						
<b>Component Title</b>	<b>ISBN</b>	<b>Copyright Date</b>	<b>Publisher/ Producer</b>	<b>Date Available</b>	<b>No. of Copies</b>	<b>Catalogue Price</b>

**5. Digital Component(s) Information – SOFTWARE/MULTIMEDIA***Attach an additional page, if required.*

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	<b>Memory</b>	512 MB RAM
	<b>Display Settings</b>	1024 X 768, 16 bit colour
	<b>Sound Card</b>	16 bit
	<b>CD-ROM (for CD-ROM versions only)</b>	8X
<b>Macintosh</b>	<b>Processor</b>	G4
	<b>Operating System(s)</b>	Mac OS X
	<b>Memory</b>	512 MB RAM
	<b>Display Settings</b>	1024 X 768, thousands of colours
	<b>Sound Card</b>	16 bit
	<b>CD-ROM (for CD-ROM versions only)</b>	8X

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Does the resource being provided operate as designed and envisioned on the hardware and software configurations provided?

Yes:  No:

Please identify any other hardware or software required to use this resource.



## WNCP Apprenticeship and Workplace Mathematics Grade 11

First Deliverable Second Deliverable 

The following are the general and specific outcomes for the Apprenticeship and Workplace Mathematics Grade 11 course found in *The Common Curriculum Framework for Grades 10–12 Mathematics, Western and Northern Canadian Protocol, January 2008*.

Please use the space following each outcome to indicate where the outcome has been addressed in your resource (e.g., the relevant unit, chapter, lesson, page references/indexing for digital resources) and to provide any comments you may have. **Resources should address a minimum of 95% of the outcomes in *The Common Curriculum Framework for Grades 10–12 Mathematics, Western and Northern Canadian Protocol, January 2008*.**

Topics, Outcomes and Mathematical Processes	Unit, chapter, lesson, page references/indexing for digital resources and comments
<b>Topic: Measurement</b>	
<b>General Outcome</b> <i>Develop spatial sense through direct and indirect measurement.</i>	
<b>Specific Outcomes</b>	
1. Solve problems that involve SI and imperial units in surface area measurements and verify the solutions. [C, CN, ME, PS, V]	
2. Solve problems that involve SI and imperial units in volume and capacity measurements. [C, CN, ME, PS, V]	
<b>Topic: Geometry</b>	
<b>General Outcome</b> <i>Develop spatial sense.</i>	
<b>Specific Outcomes</b>	
1. Solve problems that involve two and three right triangles. [CN, PS, T, V]	
2. Solve problems that involve scale. [PS, R, T, V]	
3. Model and draw 3-D objects and their views. [CN, R, V]	
4. Draw and describe exploded views, component parts and scale diagrams of simple 3-D objects. [CN, V]	

## WNCP Apprenticeship and Workplace Mathematics Grade 11 (continued)

Topics, Outcomes and Mathematical Processes	Unit, chapter, lesson, page references/indexing for digital resources and comments
<b>Topic: Number</b>	
<b>General Outcome</b> <i>Develop number sense and critical thinking skills.</i>	
<b>Specific Outcomes</b>	
1. Analyze puzzles and games that involve numerical reasoning, using problem-solving strategies. [C, CN, PS, R]	
2. Solve problems that involve personal budgets. [CN, PS, R, T]	
3. Demonstrate an understanding of compound interest. [CN, ME, PS, T]	
4. Demonstrate an understanding of financial institution services used to access and manage finances. [C, CN, R, T]	
5. Demonstrate an understanding of credit options, including: <ul style="list-style-type: none"> <li>• credit cards</li> <li>• loans</li> </ul> [CN, ME, PS, R]	
<b>Topic: Algebra</b>	
<b>General Outcome</b> <i>Develop algebraic reasoning.</i>	
<b>Specific Outcomes</b>	
1. Solve problems that require the manipulation and application of formulas related to: <ul style="list-style-type: none"> <li>• volume and capacity</li> <li>• surface area</li> <li>• slope and rate of change</li> <li>• simple interest</li> <li>• finance charges.</li> </ul> [CN, PS, R]	
2. Demonstrate an understanding of slope: <ul style="list-style-type: none"> <li>• as rise over run</li> <li>• as rate of change</li> <li>• by solving problems.</li> </ul> [C, CN, PS, V]	
3. Solve problems by applying proportional reasoning and unit analysis. [C, CN, PS, R]	

## WNCP Apprenticeship and Workplace Mathematics Grade 11 (continued)

Topics, Outcomes and Mathematical Processes	Unit, chapter, lesson, page references/indexing for digital resources and comments
<b>Topic: Statistics</b>	
<b>General Outcome</b> <i>Develop statistical reasoning.</i>	
<b>Specific Outcomes</b>	
1. Solve problems that involve creating and interpreting graphs, including: <ul style="list-style-type: none"> <li>• bar graphs</li> <li>• histograms</li> <li>• line graphs</li> <li>• circle graphs.</li> </ul> [C, CN, PS, R, T, V]	

# WNCP CURRICULUM CORRELATION FORM

## Apprenticeship and Workplace Mathematics Grade 12

First Deliverable Second Deliverable 

**Note:** An electronic version of this form is available in Microsoft Word 2003 format in the Call for Proposals package posted at <<http://www.wncp.ca>>.

1. Publisher / Producer / Distributor Information						
<i>Contact Person for this Submission</i>						
Name: _____	Telephone: _____					
Position: _____	Toll-free Telephone: _____					
Company Name: _____	Fax: _____					
_____	E-mail: _____					
<b>Publisher</b> <input type="checkbox"/> / <b>Producer</b> <input type="checkbox"/>			<b>Distributor</b> <input type="checkbox"/>			
Name: _____			Name: _____			
Address: _____			Address: _____			
_____			_____			
City: _____ Province: _____			City: _____ Province: _____			
Postal Code: _____			Postal Code: _____			
Country: _____			Country: _____			
Web Site URL: _____			Web Site URL: _____			
2. Intended Use of Resource						
<b>Resource Type:</b>						
Student Resource and Corresponding Teacher Resource <input type="checkbox"/>						
<b>Suggested Course:</b> Apprenticeship and Workplace Mathematics Grade 12 <input type="checkbox"/>						
3. Resource Availability						
<i>The information below is required and must be completed in full.</i>						
1. Resource is also available in:	Braille <input type="checkbox"/>	Audio <input type="checkbox"/>	Large Print <input type="checkbox"/>	N/A <input type="checkbox"/>		
2. Permission will be granted to access the publisher's disk to adapt the resource into one or more of the above formats	Yes <input type="checkbox"/>	No <input type="checkbox"/>				
3. Resource is closed-captioned (where applicable)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>			
4. Each print component is accompanied by a digital version (xml and accessible pdf)	Yes <input type="checkbox"/>	No <input type="checkbox"/>				
5. Resource will be available for a <b>minimum of five years</b> upon listing as a "WNCP Breadth and Depth Resource"	Yes <input type="checkbox"/>	No <input type="checkbox"/>				
4. Resource or Resource Component(s) Information						<i>Attach an additional page, if required.</i>
<b>Note:</b> All components of the resource must be submitted for review.						
<b>Title:</b> _____						ISBN: _____
<b>Component</b>	<b>Print</b>	<b>CD-ROM</b>	<b>DVD</b>	<b>Other (Specify)</b>		
Student Resource						
Teacher Resource						
<b>Component Title</b>	<b>ISBN</b>	<b>Copyright Date</b>	<b>Publisher/ Producer</b>	<b>Date Available</b>	<b>No. of Copies</b>	<b>Catalogue Price</b>

**5. Digital Component(s) Information – SOFTWARE/MULTIMEDIA***Attach an additional page, if required.*

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	<b>Display Settings</b>	1024 X 768, 16 bit colour
	<b>Sound Card</b>	16 bit
	<b>CD-ROM (for CD-ROM versions only)</b>	8X
<b>Macintosh</b>	<b>Processor</b>	G4
	<b>Operating System(s)</b>	Mac OS X
	<b>Memory</b>	512 MB RAM
	<b>Display Settings</b>	1024 X 768, thousands of colours
	<b>Sound Card</b>	16 bit
	<b>CD-ROM (for CD-ROM versions only)</b>	8X

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It is recommended that the submitted resource(s) function properly on computers configured as indicated below. Any hardware or software requirements in addition to the ones listed below should be identified.

Please attach all hardware (minimum and recommended) and software specifications for each digital resource being submitted.

Does the resource being provided operate as designed and envisioned on the hardware and software configurations provided?

Yes:  No:

Please identify any other hardware or software required to use this resource.

Digital Form System Requirements (continued)

**Current Operating System and Software Configurations**

Category or Product		
<b>Windows Operating Systems</b>	<b>Windows XP</b>	<b>Windows 2000</b>
Browser – Internet Explorer	Internet Explorer 6 SP2	Internet Explorer 6
Browser – Netscape	Firefox 2	Firefox 2
Macromedia Flash	9	8
Apple Quicktime	7	6.5
Adobe Reader	8	7
Macromedia Shockwave	10	9
Windows Media Player	10	9
Java	1.5	1.4
Authorware	Authorware 2004	Authorware 7.0
<b>Mac Operating Systems</b>	<b>OS X 10.4</b>	<b>OS X 10.3</b>
Browser – Safari	Safari 2.0	Safari 1.3
Adobe Flash	9	8
Apple Quicktime	7	6.5
Adobe Reader	8	7
Macromedia Shockwave	10	8.5
Windows Media Player	9	N/A
Java for Mac OS X and IE	1.3	N/A
Java for Mac OS X and Safari	1.5	1.4
Authorware for Mac OS X	None Available	None Available

**6. Resource Description/Annotation**

*Provide a brief description of the content covered in the resource. Attach a catalogue description if available.*

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Name of the person who completed this form (please print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## WNCP Apprenticeship and Workplace Mathematics Grade 12

First Deliverable Second Deliverable 

The following are the general and specific outcomes for the Apprenticeship and Workplace Mathematics Grade 12 course found in *The Common Curriculum Framework for Grades 10–12 Mathematics, Western and Northern Canadian Protocol, January 2008*.

Please use the space following each outcome to indicate where the outcome has been addressed in your resource (e.g., the relevant unit, chapter, lesson, page references/indexing for digital resources) and to provide any comments you may have. **Resources should address a minimum of 95% of the outcomes in *The Common Curriculum Framework for Grades 10–12 Mathematics, Western and Northern Canadian Protocol, January 2008*.**

Topics, Outcomes and Mathematical Processes	Unit, chapter, lesson, page references/indexing for digital resources and comments
<b>Topic: Measurement</b>	
<b>General Outcome</b> <i>Develop spatial sense through direct and indirect measurement.</i>	
<b>Specific Outcomes</b>	
1. Demonstrate an understanding of the limitations of measuring instruments, including: <ul style="list-style-type: none"> <li>• precision</li> <li>• accuracy</li> <li>• uncertainty</li> <li>• tolerance</li> </ul> and solve problems. [C, PS, R, T, V]	
<b>Topic: Geometry</b>	
<b>General Outcome</b> <i>Develop spatial sense.</i>	
<b>Specific Outcomes</b>	
1. Solve problems by using the sine law and cosine law, excluding the ambiguous case. [CN, PS, V]	
2. Solve problems that involve: <ul style="list-style-type: none"> <li>• triangles</li> <li>• quadrilaterals</li> <li>• regular polygons.</li> </ul> [C, CN, PS, V]	

## WNCP Apprenticeship and Workplace Mathematics Grade 12 (continued)

Topics, Outcomes and Mathematical Processes	Unit, chapter, lesson, page references/indexing for digital resources and comments
3. Demonstrate an understanding of transformations on a 2-D shape or a 3-D object, including: <ul style="list-style-type: none"> <li>• translations</li> <li>• rotations</li> <li>• reflections</li> <li>• dilations.</li> </ul> [C, CN, R, T, V]	
<b>Topic: Number</b>	
<b>General Outcome</b> <i>Develop number sense and critical thinking skills.</i>	
<b>Specific Outcomes</b>	
1. Analyze puzzles and games that involve logical reasoning, using problem-solving strategies. [C, CN, PS, R]	
2. Solve problems that involve the acquisition of a vehicle by: <ul style="list-style-type: none"> <li>• buying</li> <li>• leasing</li> <li>• leasing to buy.</li> </ul> [C, CN, PS, R, T]	
3. Critique the viability of small business options by considering: <ul style="list-style-type: none"> <li>• expenses</li> <li>• sales</li> <li>• profit or loss.</li> </ul> [C, CN, R]	
<b>Topic: Algebra</b>	
<b>General Outcome</b> <i>Develop algebraic reasoning.</i>	
<b>Specific Outcomes</b>	
1. Demonstrate an understanding of linear relations by: <ul style="list-style-type: none"> <li>• recognizing patterns and trends</li> <li>• graphing</li> <li>• creating tables of values</li> <li>• writing equations</li> <li>• interpolating and extrapolating</li> <li>• solving problems.</li> </ul> [CN, PS, R, T, V]	

## WNCP Apprenticeship and Workplace Mathematics Grade 12 (continued)

Topics, Outcomes and Mathematical Processes	Unit, chapter, lesson, page references/indexing for digital resources and comments
<b>Topic: Statistics</b>	
<b>General Outcome</b> <i>Develop statistical reasoning.</i>	
<b>Specific Outcomes</b>	
1. Solve problems that involve measures of central tendency, including: <ul style="list-style-type: none"> <li>• mean</li> <li>• median</li> <li>• mode</li> <li>• weighted mean</li> <li>• trimmed mean.</li> </ul> [C, CN, PS, R]	
2. Analyze and describe percentiles. [C, CN, PS, R]	
<b>Topic: Probability</b>	
<b>General Outcome</b> <i>Develop critical thinking skills related to uncertainty.</i>	
<b>Specific Outcomes</b>	
1. Analyze and interpret problems that involve probability. [C, CN, PS, R]	

**PART B: Instructional Design**

Resource Number: \_\_\_\_\_

1. For each of the criteria below, consider the choices: “S” for Suitable, “NS” for Not Suitable and “N/A” for Not Addressed, and check the appropriate column.
2. Use the space following each criterion for comments that support your analysis. Please include page numbers or indexing for digital resources when writing comments. General comments can be added at the end of Part B.
3. Be sure to indicate your evaluation decision and supporting evidence on the *In-depth Summary Form*. (This form is not included in this package.)

**S – Suitable    NS – Not Suitable    N/A – Not Addressed**

Criteria	S	NS	N/A	Comments (including page numbers/indexing for digital resources)
I-1. Instructional goals and learner outcomes are clearly stated.				
I-2. The scope and the sequence of the material in the resource are pedagogically sound.				
I-3. The resource addresses diverse learning styles.				
I-4. The teacher resource includes a variety of instructional methodologies, assessment tools and strategies to support differentiated instruction, enrichment and remediation.				
I-5. Learning activities, including projects, are varied in context, purpose and approach.				
I-6. Worked examples are included in the resource and reflect questions of a varying level of difficulty and questions allowing for multiple solutions and/or strategies.				
I-7. Solutions and/or answers to all questions in the student resource are included in the resource package.				
I-8. The level of abstraction is developmentally appropriate for the grade level.				

Criteria	S	NS	N/A	Comments (including page numbers/indexing for digital resources)
I-9. Concepts are clearly introduced, developed and summarized. Connections are made between the introduction, development, and summary of all outcomes and between outcomes.				
I-10. The resource provides students with opportunities to construct their own meaning of mathematical concepts through active participation.				
I-11. The vocabulary and reading level are appropriate for the target audience.				
I-12. The resource has a systematic approach to language development, which includes the provision of a glossary of terms, careful matching of new vocabulary to new concepts and the provision of worked examples and student problems that aim to develop correct use of mathematical language.				
I-13. Notations and terminology are appropriate and consistently explained/introduced and used.				
I-14. Mathematical reasoning skills, including inductive and deductive reasoning, are addressed.				
I-15. The resource supports the discovery and use of innovative ways to solve problems and record thinking.				
I-16. Different forms of representations, such as concrete, pictorial and symbolic, are included and connections are made among the representations to strengthen the students' development of concepts.				
I-17. Strategies for solving problems are developed throughout the resource within the context of solving problems. Problems involve realistic and relevant contexts.				
I-18. Connections across topics and within topics are developed.				

Criteria	S	NS	N/A	Comments (including page numbers/indexing for digital resources)
I-19. Conceptual understanding is the focus of instruction and through this procedural knowledge is attained.				
I-20. Follow-up activities as well as assessment tools for the reflection upon and consolidation of learning are provided.				
I-21. Assessment strategies are provided as part of the teacher resource and are aligned with the instructional strategies employed in the teacher resource.				
I-22. The resource is well organized and user-friendly.				
I-23. All multimedia components are referenced in the teacher resource, with clear indications of their purpose.				

**Additional Information for SOFTWARE only:**

**Language(s):**  English

**Format:**  Macintosh  Windows

**System Requirements – Minimum:** \_\_\_\_\_

**System Requirements – Desirable:** \_\_\_\_\_

**Type of Program:**  drill and practice  game  graphing  problem solving  
 simulation  tutorial  utility (spreadsheet, etc.)  
 other: \_\_\_\_\_

For SOFTWARE only:

Criteria	S	NS	N/A	Comments (including indexing for digital resources)
I-24. User inputs can be monitored.				
I-25. Appropriate teacher options are included; e.g., learning management, record keeping, content modification.				
I-26. The feedback is meaningful, immediate, positive, motivational and user-sensitive.				
I-27. The feedback is descriptive and is relevant to the user's previous responses.				
I-28. The material is well organized.				
I-29. The presentation is engaging and relevant to the concepts being developed.				
I-30. Opportunities are provided for different levels of interactivity.				
I-31. Opportunities are provided for multiple learning paths.				
I-32. Activities reflect the philosophy of <i>The Common Curriculum Framework for Grades 10–12 Mathematics, Western and Northern Canadian Protocol, January 2008</i> .				

**General Comments:**

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**PART C: Technical Design**

1. For each of the criteria below, consider the choices: “S” for Suitable, “NS” for Not Suitable and “N/A” for Not Addressed, and check the appropriate column.
2. Use the space following each criterion for comments that support your analysis. Please include page numbers or indexing for digital resources when writing comments. General comments can be added at the end of Part C.
3. Be sure to indicate your evaluation decision and supporting evidence on the *In-depth Summary Form*. (This form is not included in this package.)

**S – Suitable    NS – Not Suitable    N/A – Not Addressed**

Criteria	S	NS	N/A	Comments (including page numbers/indexing for digital resources)
T-1. Relevant support materials are provided.				
T-2. Visual design is appealing/interesting for the intended audience.				
T-3. Visuals/graphics/illustrations are appropriate and effective and relate to the content.				
T-4. The font size and style are appropriate for the intended audience.				
T-5. The layout is logical and consistent.				
T-6. The resource is user-friendly.				
T-7. The resource design is suitable for a variety of educational settings.				
T-8. The resource is durable and can be used for a minimum of five years.				
T-9 All digital components are available on CD-ROM or DVD.				

For SOFTWARE only:

Criteria	S	NS	N/A	Comments (including indexing for digital resources)
T-10. The interaction throughout the program is appropriate.				
T-11. Use of the program is intuitive.				
T-12. Teacher control of progress and feedback are provided and are appropriate.				
T-13. Graphics are appropriate, relevant, correctly labelled and clear.				
T-14. Sound effects and colour are effectively used to emphasize instructional concepts.				
T-15. On-screen text is clear, and font size and style are appropriate for the intended audience.				
T-16. Screen layouts are logical, consistent and uncluttered.				
T-17. Menus and commands are intuitive, consistent and clear.				
T-18. Navigational features are included, are easy to use and are appropriate for the intended audience.				

<b>Criteria</b>	<b>S</b>	<b>NS</b>	<b>N/A</b>	<b>Comments (including page numbers/indexing for digital resources)</b>
T-19. An escape feature allows the user to move back to a main menu or to the operating system. If the exit is to a main menu, then an exit out of the program is available.				
T-20. An age-appropriate help function is provided.				
T-21. The program effectively uses the unique qualities of the computer medium.				
T-22. The installation is easy and trouble-free.				
T-23. The speed is sufficient to maintain the interest of the user, with no unnecessary delays in uploading and downloading.				
T-24. The software supports a range of student needs.				

**General Comments:**

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**PART D: Social Considerations** (including First Nations, Métis and Inuit (FNMI) and Francophone Perspectives)

**Social Considerations (SC) Criteria** are criteria that publishers must consider when developing resources for students and teachers to ensure that all references, including visuals, promote respect and understanding for all members of society as listed in the *Canadian Human Rights Act* and the *Canadian Charter of Rights and Freedoms*.

1. For each of the criteria below, consider the choices: “S” for Suitable and “NS” for Not Suitable, and check the box that best reflects your judgment of the resource.
2. Use the space following each criterion for comments that support your analysis. Please include page numbers or indexing for digital resources when writing comments. General comments can be added at the end of Part D.
3. Be sure to indicate your evaluation decision and supporting evidence on the *In-depth Summary Form*. (This form is not included in this package.)

		S – Suitable		NS – Not Suitable	
Criteria		S	NS	Comments (including page numbers/indexing for digital resources)	
SC-1.	People of various ages are represented and are portrayed in a positive manner.				
SC-2.	The resource includes balanced gender representation in a variety of roles.				
SC-3.	The resource reflects ethnic and cultural diversity, including FNMI and Francophone perspectives.				
SC-4.	Visuals and text incorporate contexts that reflect western and northern Canada, including FNMI and Francophone perspectives.				
SC-5.	The resource is free from religious and political stereotypes or preferential treatment of groups and individuals.				
SC-6.	People with disabilities are included and are participating in a variety of activities.				
SC-7.	Visuals/text/contexts reflect a variety of social and economic realities.				
SC-8.	The resource is free of portrayals of, or references to, gratuitous violence.				

<b>Criteria</b>	<b>S</b>	<b>NS</b>	<b>Comments (including page numbers/indexing for digital resources)</b>
SC-9. Controversial issues, if any, are open-ended and allow students to understand a variety of viewpoints.			
SC-10. Humour, if included, is used in a manner that is sensitive and that does not offend or denigrate individuals or groups.			
SC-11. The resource reflects good safety practices in text and visuals.			

**General Comments:**

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**PART E: Philosophy**

1. For each of the criteria below, consider the following choices: “S” for Suitable, “NS” for Not Suitable and “N/A” for Not Addressed and check the appropriate column.
2. Use the space following each criterion for comments that support your analysis. Please include page numbers or indexing for digital resources when writing comments. General comments can be added at the end of Part E.
3. Be sure to indicate your evaluation decision and supporting evidence on the In-depth Summary Form. (This form is not included in this package.)

**S – Suitable    NS – Not Suitable    N/A – Not Addressed**

Criteria	S	NS	N/A	Comments (including page numbers/indexing for digital resources)
C-1. Philosophical approach of the resource reflects the philosophy of <i>The Common Curriculum Framework for Grades 10–12 Mathematics, Western and Northern Canadian Protocol, January 2008</i> , as outlined on pages 1–17.				
C-2. Resource addresses the mathematical processes of <i>The Common Curriculum Framework for Grades 10–12 Mathematics, Western and Northern Canadian Protocol, January 2008</i> . [C, CN, ME, PS, R, T, V].				
C-3. Resource addresses the outcomes, including the stated mathematical processes, with the intended scope and depth as reflected in the Achievement Indicators.				
C-4. Extraneous content, if any, does not impact on the teaching and learning of the outcomes in the CCF at the designated grade.				

**General Comments:**

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**WESTERN AND NORTHERN CANADIAN PROTOCOL (WNCP)  
Apprenticeship and Workplace Mathematics Grades 10, 11 and 12  
Call for Proposals (English and French) (CFP-0803)**

**COMMON CURRICULUM FRAMEWORK (CCF) FOR MATHEMATICS**

To access the Common Curriculum Framework (CCF) for Grades 10–12 Mathematics, English and French, please go to the WNCP Web site at <<http://www.wncp.ca>>. Go to the Mathematics page and click on « The Common Curriculum Framework for Grades 10–12 Mathematics, January 2008 », [English version](#) or [French version](#).

For further information about the WNCP Apprenticeship and Workplace Mathematics Grades 10, 11 and 12, please contact:

<p><b>Christine Henzel</b> Resource Manager, K–12 Mathematics Learning and Teaching Resources Branch Telephone: 780–415–8958 Toll free within Alberta: 310–0000 Fax: 780–422–0576 E-mail: <a href="mailto:Christine.Henzel@gov.ab.ca">Christine.Henzel@gov.ab.ca</a></p>	<p><b>Hélène Gendron</b> Program Manager, K–12 Mathematics French Language Services Branch Telephone: 780–422–1901 Toll free within Alberta: 310–0000 Fax: 780–422–1947 E-mail: <a href="mailto:Helene.Gendron@gov.ab.ca">Helene.Gendron@gov.ab.ca</a></p>
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If you require a hard copy of *The Common Curriculum Framework for Grades 10–12 Mathematics, Western and Northern Canadian Protocol, January 2008*, please contact Christine Henzel (English program) or Hélène Gendron (French program).

**Note:** *If you wish to print the CCF, you may choose to save the desired file on your hard drive first, for a more efficient result.*