

Wednesday, February 13, 2019
Time: 6:00 p.m.

PUBLIC MEETING
OF THE BOARD OF EDUCATION

District Education Office
22225 Brown Avenue
Maple Ridge BC V2X 8N6

"Education is the most powerful weapon which you can use to change the world." Nelson Mandela

AGENDA

A. OPENING PROCEDURES

ITEM 1

1. Call to Order
2. Correspondence

- E. Flynn, Chair, School District No. 69 (Qualicum)

3. Approval of Agenda
4. Invitation for Public Input to matters on the Agenda - *Members of the public can provide input on items on the Agenda. Speaker's time is limited to 2 minutes per person. This agenda item has a time limit of 10 minutes.*

B. APPROVAL OF MINUTES

1. January 16, 2019

ITEM 2

C. PRESENTATIONS - *Individuals and groups invited by the Board to make presentations. Time limits for individual presentations will be established to allow all speakers to present within the time limit for this item. This agenda item has a time limit of 20 minutes including questions; extension is at the discretion of the Board.*

- ## 1. Project Hello

ITEM 3

D. **DELEGATIONS** - *Registered delegations can make presentations to the Board. Time limits for individual delegations will be established to allow all registered delegations to present within the time limit for this item. This agenda item has a time limit of 20 minutes including questions; extension is at the discretion of the Board.*

- ## 2. Continuing Education Staffing

ITEM 4

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools

- a) Non-Resident Fees 2020/21

ITEM 5

- ### 3. Secretary Treasurer

- a) Board Calendar Amendment

ITEM 6

- #### 4. Board Committees

- a) Budget
- b) Finance

- i. Financial Statements for the Quarter Ended September 30, 2018

ITEM 7

- c) Facilities Planning
- d) Board Policy Development
- e) Education

i. Board Authority/Authorized Courses ITEM 8

f) Aboriginal Education

G. INFORMATION ITEMS

1. Chairperson
 2. Superintendent of Schools
 - a) Garibaldi Secondary School International Baccalaureate Middle Years Program ITEM 9
 - b) IT Plan Update ITEM 10
 - c) **Superintendent's Update** ITEM 11
 3. Secretary Treasurer
 - a) Enrolment Projections ITEM 12
 4. Board Committees & Advisory Committee Reports
 - a) Budget
 - b) Finance
 - c) Facilities Planning
 - d) Board Policy Development
 - e) Education
- i. Receive Minutes of Meeting ITEM 13
- f) Aboriginal Education

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

I. TRUSTEE REPORTS

1. BC School Trustees Association
 - a) BCSTA AGM Resolutions ITEM 14
2. BC Public School Employers Association
3. Student Voice
4. District Parent Advisory Council
5. Municipal Advisory on Accessibility & Inclusion
6. Maple Ridge-Pitt Meadows Arts Council
7. Ridge Meadows Education Foundation
8. Social Policy Advisory
9. City of Maple Ridge Active Transportation
10. Youth Planning Table
11. **2020 BC Summer Games Nomination Committee**
12. Other Board Liaison Representative Reports
13. Good News Items

J. **QUESTION PERIOD** - *Questions, with the exception of Trustee questions, will be limited to one question per person with one follow-up clarification question, if necessary. Question period will be restricted to questions only – statements and debate will not be permitted. This agenda item has a time limit of 10 minutes; extension is at the discretion of the Board.*

K. OTHER BUSINESS

1. Public Disclosure of Closed Meeting Business ITEM 15

L. ADJOURNMENT

To: Board of Education

From: Chairperson
Korleen Carreras

Re: OPENING PROCEDURES

Date: February 13, 2019
(Public Board Meeting)

Information/Decision

1. *CALL TO ORDER*

2. *CORRESPONDENCE (Information Item)*

- E. Flynn, Chair, School District No. 69 (Qualicum)

RECOMMENDATION:

THAT the Board receive all correspondence for information.

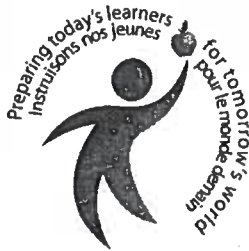
Attachment

3. *APPROVAL OF AGENDA (Decision Item)*

RECOMMENDATION:

THAT the Agenda be approved as circulated.

4. *INVITATION FOR PUBLIC INPUT TO MATTERS ON THE AGENDA - Members of the public can provide input on items on the Agenda. Speaker's time is limited to 2 minutes per person. The agenda item has a time limit of 10 minutes.*



SCHOOL DISTRICT No.69 (QUALICUM)

January 11, 2019

Hon. Rob Fleming
Minister of Education
1020 Hillside Avenue
Victoria, BC V8T 2A3

via email: minister.educ@gov.bc.ca

Dear Minister Fleming:

At the December 2018 Regular Board Meeting of the Board of Education of School District 69 (Qualicum) Trustees passed the following motion:

THAT the Board Chair, on behalf of the Board of Education of School District 69 (Qualicum), write a letter to the Minister of Education requesting that the Ministry review how they share the data from the Foundation Skills Assessment (FSA) with the view to keeping the identity of school districts masked.

We understand that the issue of how FSA results are used and interpreted is not new and that the Minister would be fully aware of the concerns of many boards in BC. Premier Horgan himself has said "students should be focused on a whole host of other issues, not writing tests that largely end up being used by think tanks to grade schools."

School Boards and other education stakeholders had high hopes that when the newly revised FSA was rolled out and implemented in the fall of 2017 that there would be protective measures in place to avoid abuse of data and information. Unfortunately that has not happened.

The BCSTA, on behalf of all school boards in BC had written your Ministry in Oct 2017 to "ask that individual school results not be publically released. Any public circulation of school results inevitably leads to the public ranking of schools by outside groups. This ongoing practice is certainly harmful and unfortunate."

The response from the Deputy Minister stated, "The Ministry does not endorse the use of FSA information to rank schools. I can assure you this issue is taken seriously and the Ministry is actively looking into options to preserve the value and intent of the FSA."

Also, many other school districts in the province have advanced the question of validity and reliability of FSA results to your Ministry with responses that the approach "must be well informed and proactive" and the first step to this approach was an "analysis of the legal framework of collection and release of FSA information as it relates to the Freedom of Information and Protection of Privacy Act (FIPPA), a review of policy, technical and program design and the identification of constraints and opportunities".

/2

Two revised-FSA cycles have come and gone and Boards of Education still have no assurances that information for public consumption will be masked or otherwise unidentifiable of individual schools and districts.

After being aware of this problem and actively looking into options for more than a year, can your Ministry please inform us of the steps that have been taken to protect the value and intent of the FSA and mask results so they are not open to abuse?

Thank you,



Eve Flynn
Board Chair

c: Board of Education of SD69 (Qualicum)
Keven Elder, Interim Superintendent
Gillian Wilson, Assistant Superintendent

File: 0530-01



ITEM 2

To: Board of Education

From: Chairperson
Korleen Carreras

Re: APPROVAL OF MINUTES

Date: February 13, 2019
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the January 16, 2019 Public Board Meeting be approved as circulated.

Attachment



PUBLIC MINUTES OF THE
BOARD OF EDUCATION MEETING
Wednesday, January 16, 2019, (6:00 PM)
Board Room, District Education Office

IN ATTENDANCE:

BOARD MEMBERS:

Chairperson – Korleen Carreras
Vice-Chairperson – Elaine Yamamoto
Trustee – Kim Dumore
Trustee – Mike Murray
Trustee – Pascale Shaw
Trustee – Kathleen Sullivan
Trustee – Colette Trudeau

STAFF:

Superintendent – Sylvia Russell
Secretary Treasurer – Flavia Coughlan
Deputy Superintendent – Harry Dhillon
Senior Manager, Communications – Irena Pochop
Office Manager, Office of the Superintendent – Lena Frend

A. OPENING PROCEDURES

1. Call to Order

The meeting was called to order at 6:00 p.m.

The Chairperson welcomed and thanked everyone for attending.

The Chairperson acknowledged that this meeting is taking place on the traditional territory of Katzie First Nation and Kwantlen First Nation.

2. Correspondence

Moved/Seconded

- R. Fleming, Minister of Education

THAT the Board receive the correspondence, for information.

CARRIED

3. Approval of Agenda

Moved/Seconded

THAT the Agenda be approved as circulated.

CARRIED

4. Invitation for Public Input to matters on the Agenda

The Chairperson invited the public to provide input into Decision Items under section F of the agenda and requested the public to sign up on the sheet provided if they wished to ask questions.

B. APPROVAL OF MINUTES

Moved/Seconded

THAT the Minutes of the December 12, 2018 Public Board Meeting be approved as circulated.

CARRIED

C. PRESENTATIONS

1. School Teams

Moved/Seconded

Assistant Superintendent Bikic presented on the background, events and work of the districts School Teams. The focus being on three key themes of inclusion, collaboration and implementation of the redesigned curriculum. The School Teams are supported by experts in the field; Faye Brownlie, Shelley Moore and Leyton Schnellert.

THAT the Board receive the presentation on School Teams by Jovo Bikic, Assistant Superintendent, for information.

CARRIED

D. DELEGATIONS

1. Maple Ridge Secondary School

Moved/Seconded

Former Maple Ridge Secondary student Payten Smith presented on the effects of the removal of the conversion of Maple Ridge Secondary School Annex back to an elementary school.

THAT the Board receive the presentation on Maple Ridge Secondary School by Payten Smith, for information.

CARRIED

2. Maple Ridge Secondary School Annex

Moved/Seconded

Maple Ridge Student Council representatives Gabe Liosis, Grace Choi and Evelyn Snow presented on the history of the MRSS Annex and the planned conversion of Maple Ridge Secondary School Annex back to an elementary school.

THAT the Board receive the presentation on Maple Ridge Secondary School Annex by the Maple Ridge Student Council representatives, for information.

CARRIED

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson

- a) Trustee Representative: Nomination Committee to select Board of Directors for 2020 Summer Games

Moved/Seconded

The Chairperson spoke to the letter received from the City of Maple Ridge inviting the board to appoint a representative to participate on the 2020 BC Summer Games Nomination Committee.

THAT the Board appoint Trustee Murray as the Board's representative to sit on the 2020 BC Summer Games Nomination Committee.

CARRIED

- b) Trustee Representative: Youth Planning Table

Moved/Seconded

The Chairperson spoke to the letter received from the City of Maple Ridge to nominate a board representative to the Youth Planning Table.

THAT the Board appoint Trustee Dumore as the Board's representative to sit on the Youth Planning Table.

CARRIED

2. Superintendent of Schools

- a) Environmental School Expansion to Grades K to 9

Moved/Seconded

Vice Principal Bates presented on the history, learning environment and proposed expansion of the program from grades K to 7 to grades K to 9.

THAT the Board approve the expansion of the Environmental School from Grades K to 7 to Grades K to 9.

CARRIED

3. Secretary Treasurer

- a) Budget Process

Moved/Seconded

The Secretary Treasurer spoke to the budget process and proposed timelines and noted that the March 13, 2019 meeting may be cancelled, dependent on the timing of the Ministry of Education funding announcement. The Secretary Treasurer further noted that the June 19, 2019 meeting may be rescheduled, dependent on confirmation received from the Ministry of Education regarding the Classroom Enhancement Fund.

THAT the Board approve the proposed 2019/2020 Preliminary Budget Process Timeline.

CARRIED

4. Board Committees

- a) Budget
- b) Finance
- c) Facilities Planning
- d) Board Policy Development
- e) Education
- f) Aboriginal Education

G. INFORMATION ITEMS

- 1. Chairperson
- 2. Superintendent of Schools

- a) Superintendent's Update

Moved/Seconded

The Superintendent provided an update on school and district events.

THAT the Board receive the Superintendent's Verbal Update, for information.

CARRIED

- b) Registration Process for Immigrant Students

Moved/Seconded

The Superintendent presented on the registration process for immigrant students and acknowledged the value of the policy set out by the Ministry of Education which stipulates that the school district must determine in a fair and even-handed manner when a student can be funded for a free public education in British Columbia.

THAT the Board receive the Registration Process for Immigrant Students, for information.

CARRIED

3. Secretary Treasurer

4. Board Committees & Advisory Committee Reports

- a) Budget
- b) Finance
- c) Facilities Planning
- d) Board Policy Development
- e) Education
- f) Aboriginal Education

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

I. TRUSTEE REPORTS

BC School Trustees Association

Trustee Murray reported on upcoming events organized by the BC School Trustees Association.

Maple Ridge – Pitt Meadows Arts Council

Trustee Sullivan met with the council on January 7, 2019, where they developed a strategic plan that extended programs offered to schools, diversifying daytime performances for elementary and a focus on teens.

Ridge Meadows Education Foundation

Trustee Murray reported that the Ridge Meadows Education Foundation had received \$260,000 to be used for grants, strategic planning, examining how they work with the school district.

Good News Items

Trustees reported on attendance at Christmas concerts, Trustee Dumore participated in the Pitt Meadows Santa breakfast, Trustee Trudeau attended the Samuel Robertson Technical Secondary senior football team awards, Trustee Murray noted that the school district choir has started up, and the Hometown Heroes event is being held at MRSS on January 23, 2019. Trustee Yamamoto spoke to the Family Literacy Day at the Maple Ridge Library on January 26, 2019 and Trustee Shaw attended the Entrepreneur event at Albion Elementary. The Chairperson spoke to the annual 25-year recognition event for staff, held at Garibaldi Secondary School.

L. QUESTION PERIOD

- What are your current plans for the Outreach program?
- Will the students be integrated into the school or keep their own program?
- Will you only be accepting MRSS students?
- Why was it that Mt. Crescent was chosen to be converted back to an elementary school instead of using the building that is now Colleen Findlay Place?

M. OTHER BUSINESS

N. ADJOURNMENT

Moved/Seconded

THAT the Board adjourn the meeting.

CARRIED

The Public Board meeting adjourned at 7:59 p.m.

Korleen Carreras, Chairperson

Flavia Coughlan, Secretary Treasurer



ITEM 3

To: Board of Education

From: Chairperson
Korleen Carreras

Re: PROJECT HELLO

Date: February 13, 2019
(Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive the presentation on Project Hello, for information.



ITEM 4

To: Board of Education

From: Chairperson
Korleen Carreras

Re: CONTINUING EDUCATION STAFFING

Date: February 13, 2019
(Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive the presentation on Continuing Education Staffing, for information.

To: Board of Education

From: Superintendent
Sylvia Russell

Re: NON-RESIDENT FEES 2020/21

Date: February 13, 2019
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

A survey of BC school district tuition fees for non-resident students was completed by the International Education department.

The following table shows current SD42 fees compared with fees of neighboring school districts surveyed. Fees charged are based upon a 10-month program as of December 2018 for FY2019/20.

	Application Fee	Annual Tuition Fee	Homestay Registration or Placement Fee	Homestay Fee	Custodian Fee	Airport Fee	Medical Insurance	Refund Processing Fee	Other Fees
Langley	\$200	\$14,500	\$350	\$9,000	\$100	\$175	<i>Included with tuition fee</i>	\$200	\$0
Surrey	<i>Included with tuition fee</i>	\$14,500	<i>As per private provider</i>	<i>As per private provider</i>	\$0	\$0	<i>Included with tuition fee</i>	\$500	\$0
New Westminster	\$200	\$14,000	\$500	\$9,000	\$500	\$50	\$500	\$0	\$0
Coquitlam	\$300	\$16,500	<i>As per private provider</i>	<i>As per private provider</i>	\$500	\$0	<i>Included with tuition fee</i>	\$0	\$0
Mission	\$200	\$13,500	\$250	\$9,000	\$100	\$150	<i>Included with tuition fee</i>	\$0	\$270
Maple Ridge-Pitt Meadows	\$200	Elementary \$14,000 Secondary \$13,500	\$200	\$9,000	\$100	\$100	\$900	\$0	\$0

It is proposed that the following fees for non-resident students be approved for the 2020/21 school year. This represents a \$500 increase in homestay fees, and a \$500 increase in annual tuition fees for secondary students.

	Application Fee	Annual Tuition Fee	Homestay Registration or Placement Fee	Homestay Fee	Custodian Fee	Airport Fee	Medical Insurance
Maple Ridge-Pitt Meadows	\$200	Elementary \$14,900 Secondary \$14,900	\$300	\$9,500	\$100	\$100	Included with tuition fee

RECOMMENDATION

THAT the Board approve the following fees for the non-resident students for 2020/21:

	Application Fee	Annual Tuition Fee	Homestay Registration or Placement Fee	Homestay Fee	Custodian Fee	Airport Fee	Medical Insurance
Maple Ridge-Pitt Meadows	\$200	Elementary \$14,900 Secondary \$14,900	\$300	\$9,500	\$100	\$100	Included with tuition fee



ITEM **6**

To: Board of Education

From: Secretary Treasurer
Flavia Coughlan

Re: **BOARD CALENDAR AMENDMENT**

Date: February 13, 2019
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

At the January 16, 2019 the Board approved the 2019/2020 Preliminary Budget Process Timeline.

The Ministry of Education will be announcing the 2019/2020 Operating Grants on March 15, 2019.

The budget process has now been revised as attached and it is proposed that the March 13, 2019 public board meeting be cancelled.

RECOMMENDATION:

THAT the Board approve the revised 2019/2020 Preliminary Budget Process Timeline and cancel the March 13, 2019 public board meeting.

Attachment

Revised 2019/2020 Preliminary Budget Process Timeline

Wednesday, January 16, 2019	Board Meeting <ul style="list-style-type: none"> Presentation and approval of the Proposed Budget Process/Timeline
Wednesday, February 13, 2019 DEO 6:00 pm	Board Meeting <ul style="list-style-type: none"> Presentation of Projected Enrolments for 2019/20, 2020/21, 2021/22
Wednesday, February 13, 2019 DEO	Budget Committee of the Whole <ul style="list-style-type: none"> Partner groups presentation to the Board of the 2018/19 Budget Implementation feedback
Wednesday, April 3, 2019 DEO	Budget Committee of the Whole <ul style="list-style-type: none"> Presentation of the 2019/20 preliminary budget estimates to partner groups Partner groups individual presentations to the Board of the 2019/20 budget considerations
Wednesday, April 17, 2019 TBD	Board Meeting <ul style="list-style-type: none"> Presentation of the Proposed 2019/20 Preliminary Budget
Wednesday, April 24, 2019 TBD	Budget Committee of the Whole <ul style="list-style-type: none"> Public and partner group input on the Proposed 2019/20 Preliminary Budget
Wednesday, May 1, 2019 DEO 6:00 pm	Board Meeting <ul style="list-style-type: none"> Approval 2019/20 Budget Balancing Proposals
Wednesday, June 19, 2019 DEO 6:00 pm	Board Meeting <ul style="list-style-type: none"> Adoption of 2019/20 Preliminary Budget Bylaw



ITEM 7

To: Board of Education

From: Finance Committee of the Whole

Re: FINANCIAL STATEMENTS FOR THE
QUARTER ENDED SEPTEMBER 30, 2018

Date: February 13, 2019
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The attached first quarter financial statements present the operating, special purpose funds and capital fund details (Attachment A). The format of the quarterly reports reflects the annual financial statements presentation, specifically Schedules 2A and B, Schedule 3A and Schedule 4.

This statement compares the 2018/19 preliminary budget, amended to include prior year surplus carryforwards, to revenue and expenditure estimates to June 30, 2018.

Operating Fund Revenue (\$0.05 million increase)

As reported to the Board of Education on December 12, 2018, the 2018/19 recalculated funding allocation based on the actual September 2018 enrolment and the change to the salary differential grant resulted in a decrease to the 2018/19 operating grant of -\$0.17 million.

Other Ministry of Education Grants are estimated to be \$0.02 million higher than projected as an increase to the grant to offset increased costs due to CUPE's decision to join the Support Staff Standardized Provincial Extended Health Benefits Plan was received.

Provincial Grants – Other are estimated to be \$0.04 million higher than budget due to a Youth Workers in Trade grant received, however, this is offset by a decrease of -\$0.04 million due to the cancellation of the MCFD contract which partially funded a Child Care Worker servicing teen parents.

Tuition revenue is also estimated to increase by approximately \$0.05 million due to increased enrolment from the Northwest Territories. International tuition revenue is projected to increase \$0.15 million due to an additional 11.65 FTE international enrolment.

Operating Fund Expenses (\$0.90 million decrease)

Salaries and Benefits (\$0.79 million decrease)

- Teacher salaries are \$0.71 million lower than budgeted primarily due to an estimated \$0.69 million savings in average teacher salaries as well as changes in teaching FTE due to enrolment and a one-time transfer from the emergent expenditure fund (net 0.03 FTE for \$0.03 million).

- Education assistants' salaries are \$0.57 million higher than budgeted due to increased education assistant positions (16.946 FTE) required to support overall increased enrolment of students with special needs. Also, 1.0 FTE career planning assistant was added from the Youth Workers in Trades grant received.
- Support staff salaries are \$0.07 million higher than budgeted due to increased Information Technology technician hours approved from the emergent expenditure fund.
- Other professionals are anticipated to report a one-time savings of \$0.01 due to a partial year trustee vacancy.
- Substitutes salaries are estimated to increase \$0.04 million directly proportional to the teacher and education assistant FTE changes explained previously.
- Employee benefits are estimated to decrease \$0.75 million due to a decrease in Teachers Pension Plan rates from 13.23% to 11.30% effective January 1, 2019 and a one-time write off of overestimated payroll accruals offset by the change in salaries detailed above.
- The recently announced Economic Stability Dividend wage increase for CUPE and MRTA of 0.75% effective May 1, 2019 is not included in these estimates. This increase is expected to be fully funded.

Services and Supplies (\$0.11 million decrease)

- Supply allocations to schools and aboriginal education programming have increased due to increases or changes in enrolment. This is offset by a transfer from the emergent expenditure fund to support salaries as explained above.

Capital Purchases from Operating

- There have been no significant changes from the preliminary budget for spending on capital assets.

At the end of the first quarter and based on known factors, the projected operating surplus for 2018/19 is estimated to be \$0.95 million. However, due to unknown factors, there are significant risks to this projection which will be discussed later in this memo.

Special Purpose Funds

Special purpose funds include funds received from the Ministry of Education or other sources that have been designated for specific purposes. For the first quarter ending September 30, 2018, a total of \$1.66 million was received and \$1.98 million was spent. At September 30, 2018 there is an unspent balance of \$2.47 million that remains available for future periods.

Major special purpose funds include Annual Facility Grant, Scholarships and Bursaries, School Generated Funds, OLEP (Federal French Funding), Classroom Enhancement Fund-Overhead and Classroom Enhancement Fund-Staffing and the Youth Education Support Fund. OLEP is currently in a deficit balance as funding has not yet been announced for the 2018/19 year. Classroom Enhancement Fund-Overhead is in a deficit balance as expenses are incurred over twelve months, yet funding is received over 10 months beginning in September. It is anticipated that both of these special purpose funds will have a balance of nil at June 30th, 2019.

As part of the Classroom Enhancement Fund-Staffing fund process, an interim Classroom Enhancement Fund report was submitted to the Ministry of Education requesting funding for an additional 2.434 FTE at our current average teacher salary for a total funding request of 101.144 FTE or \$9.85 million.

Capital Fund

The capital fund reflects a September 30, 2018 fund balance of \$75.37 million. This is comprised of invested in tangible capital assets of \$69.02 million and a local capital reserve of \$6.35 million.

Invested in tangible capital assets reflects the amortization of deferred capital revenue for the first quarter of \$1.36 million and the amortization of tangible capital assets for the first quarter of \$2.30 million.

The Board's local capital on the June 30th, 2018 audited financial statements totaled \$5.89 million. In the first quarter of 2018/19, \$0.52 million for the sale of the South Albion property to the City of Maple Ridge as well as \$0.07 million in BC Hydro energy incentive payments have been received and a total of \$0.12 million was spent on board approved projects. The balance in local capital at September 30th, 2018 is \$6.36 million and the total contingency reserve balance \$4.17 million (2.80% of budgeted operating expenditures).

Local Capital and Contingency Reserve At September 30, 2018 (\$ millions)				
	Approved at July 1/18	Received to Sept 30/18	Spent to Sept 30/18	Remaining Sept 30/18
Board Approved Uses of Local Capital				
MyEdBC implementation				0.00
Staff computers refresh	0.01			0.01
Emergency preparedness	0.09			0.09
Facility rental software				0.00
Energy management plan	1.31	0.07	0.02	1.36
South Albion school project	0.50			0.50
Maintenance Manager 2 years Sep 17	0.14			0.14
Enrolment Growth	0.55		0.10	0.45
Total local capital	2.60	0.07	0.12	2.55
Contingency reserve for local capital	3.29	0.52		3.81
Contingency reserve operating	0.36			0.36
Total contingency reserve	3.65	0.52	0.00	4.17
Total local capital and contingency reserve	\$ 6.25	\$ 0.59	\$ 0.12	\$ 6.72

RECOMMENDATION:

THAT the Board approve the Financial Statements for the Quarter Ended September 30, 2018.

Attachment

School District No. 42 (Maple Ridge-Pitt Meadows)
Estimated Operating Financial Results As At September 30, 2018

	2018/19 Current Budget	Actual to Sept 30, 2018	Projected to June 30, 2019	Projected Total at June 30, 2019	Variance from Budget
Operating Revenue by Source					
Grants					
Operating Provincial Grants - Ministry of Education	133,407,189	15,141,714	118,099,929	133,241,643	(165,546)
Local Education Agreement Recovery	(466,358)	(48,934)	(417,424)	(466,358)	0
Operating Other Ministry of Education Grants	2,435,740	381,757	2,063,847	2,445,604	9,864
Provincial Grants - Other	347,621	32,819	317,093	349,912	2,291
Federal Grants	192,000	56,623	135,377	192,000	0
Total Grants	135,916,192	15,563,979	120,198,822	135,762,801	(153,391)
Tuition	8,994,050	1,712,297	7,485,003	9,197,300	203,250
Other Revenue	372,345	195,043	177,302	372,345	0
Local Education Agreement - Direct Funding from First Nations	466,358	46,636	419,722	466,358	0
Rentals & Leases	438,550	128,650	309,900	438,550	0
Investment Income	540,000	305,477	234,523	540,000	0
Total Other Revenue	10,811,303	2,388,103	8,626,450	11,014,553	203,250
Total Operating Revenue	146,727,495	17,952,082	128,825,272	146,777,354	49,859
Operating Expense by Type					
Salaries					
Teachers	66,933,140	7,209,041	59,008,226	66,217,267	715,873
Principals and Vice Principals	6,971,721	1,749,814	5,221,907	6,971,721	-
Education Assistants	12,292,006	1,492,435	11,376,258	12,868,693	(576,687)
Support Staff	11,422,889	2,293,020	9,197,937	11,490,957	(68,068)
Other Professionals	4,303,045	995,940	3,292,356	4,288,296	14,749
Substitutes	4,514,273	470,995	4,087,671	4,558,666	(44,393)
Total Salaries	106,437,074	14,211,244	92,184,356	106,395,600	41,474
Employee Benefits	26,394,512	3,458,297	22,187,422	25,645,719	748,793
Total Salaries and Benefits	132,831,586	17,669,542	114,371,777	132,041,319	790,267
Services and Supplies					
Services	5,706,366	1,344,765	4,359,003	5,703,768	2,598
Student Transportation	800,204	55,173	745,671	800,844	(640)
Professional Development	1,129,981	131,164	998,830	1,129,994	(13)
Rentals and Leases	13,390	469	12,921	13,390	-
Dues and Fees	137,952	120,697	17,255	137,952	-
Insurance	654,290	36,623	617,667	654,290	-
Supplies	5,118,268	475,569	4,536,579	5,012,148	106,120
Utilities	2,312,035	389,734	1,922,301	2,312,035	-
Total Services and Supplies	15,872,486	2,554,195	13,210,226	15,764,421	108,065
Total Operating Expenses	148,704,072	20,223,737	127,582,003	147,805,740	898,332
Interfund & Local Capital					
Interfund-Lease Payments					-
Capital Assets Purchased	2,377,518	654,131	1,724,681	2,378,812	(1,294)
Transfer from Local Capital	-				-
Total Interfund and Local Capital	2,377,518	654,131	1,724,681	2,378,812	(1,294)
Total Expenses	151,081,590	20,877,867	129,306,685	150,184,552	897,038
Appropriated Surplus					
Use of Prior Year Surplus or Reserves	3,994,095	3,994,095		3,994,095	
Contingency Reserve for Operating	360,000	360,000	-	360,000	-
Projected Operating Surplus/(Deficit)	\$ -	\$ 1,428,310	\$ (481,413)	\$ 946,897	946,897

School District No. 42 (Maple Ridge-Pitt Meadows)
Special Purpose Funds
As At September 30, 2018

	ANNUAL FACILITIES GRANT	LEARNING IMPROVEMENT FUND	SCHOLARSHIPS AND BURSARIES	SERVICE DELIVERY TRANSFORMATION	SCHOOL GENERATED FUNDS	STRONG START	READY, SET, LEARN	OLEP	COMMUNITY LINK	CLASSROOM ENHANCEMENT FUND-OVERHEAD	CLASSROOM ENHANCEMENT FUND-STAFFING	YOUTH EDUCATION SUPPORT FUND	TOTAL
Deferred Revenue, beginning of year	397,197	27,503	136,670	43,037	1,183,526	22,412	31,662	-	-	-	814,728	141,712	2,798,447
Add: Restricted Grants													
Provincial Grants - Ministry of Education	517,500	51,705				179,200	34,300		54,855	81,916	937,745		1,857,221
Provincial Grants - MOE Recoveries										(814,728)			
Other			50,039		529,902							32,133	612,074
Investment Income													-
	517,500	51,705	50,039	-	529,902	179,200	34,300	-	54,855	81,916	123,017	32,133	1,654,567
Less: Allocated to Revenue	468,058	56,325	-	-	262,784	30,184	1,988	10,379	52,365	121,684	937,745	38,767	1,980,279
Deferred Revenue, end of year	446,639	22,883	186,709	43,037	1,450,644	171,428	63,974	(10,379)	2,490	(39,768)	-	135,078	2,472,735
Revenues													
Provincial Grants - Ministry of Education	468,058	56,325				30,184	1,988	10,379	52,365	121,684	937,745		1,678,728
Other					262,784							38,767	301,551
Investment Income													-
	468,058	56,325	-	-	262,784	30,184	1,988	10,379	52,365	121,684	937,745	38,767	1,980,279
Expenses													
Salaries													
Teachers							1,601	8,027	3,698		748,815		762,141
Principals and Vice Principals										30,447			
Educational Assistants		42,983				19,292			36,316				98,591
Support Staff	29,992					654				31,656			62,302
Other Professionals										23,280			
Substitutes					6,932					14,414			21,346
	29,992	42,983	-	-	6,932	19,946	1,601	8,027	40,014	99,797		-	998,107
Employee Benefits	4,528	13,342			1,733	8,172	387	2,043	11,095	20,119	188,930		250,349
Services and Supplies	68,781		-		251,242	2,066		309	1,256	1,638		6,628	331,920
	103,301	56,325	-	-	259,907	30,184	1,988	10,379	52,365	121,554	937,745	6,628	1,580,376
Net Revenue (Expense) before Interfund Transfers	364,757	-	-	-	2,877	-	-	-	-	130	-	32,139	399,903
Interfund Transfers													
Tangible Capital Assets Purchased	(364,757)				(2,877)					(130)		(32,139)	(399,903)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-	-	-	-	-

School District No. 42 (Maple Ridge-Pitt Meadows)
Schedule of Capital Operations
As At September 30, 2018

	2018 Budget	2018 Actual		
		Invested in Tangible Capital Assets	Local Capital	Fund Balance
Revenues				
Provincial Grants				
Municipal grants spent on sites				
Other Revenue	130,000		69,135	69,135
Amortization of Deferred Capital Revenue	5,308,000	1,362,492		1,362,492
Total Revenue	5,438,000	1,362,492	69,135	1,431,627
Expenses				
Operations and Maintenance				
Amortization of Tangible Capital Assets				
Operations and Maintenance	8,500,000	2,296,867		2,296,867
Total Expense	8,500,000	2,296,867		2,296,867
Capital Surplus (Deficit) for the year	(3,062,000)	(934,375)	69,135	(865,241)
Net Transfers (to) from other funds				
Tangible Capital Assets purchased	1,615,431	1,058,255		1,058,255
Local Capital				
Total Net Transfers	1,615,431	1,058,255		1,058,255
Other Adjustments to Fund Balances				
Tangible Capital Assets purchased from Local Capital		9,153	(9,153)	
Tangible Capital Assets WIP purchased from Local Capital		114,246	(114,246)	
Gain Loss Disposal Capital Asset - Land		(1,228,656)	519,844	(708,812)
Principal Payment				
Capital Lease				
Total Other Adjustments to Fund Balances		(1,105,257)	396,445	(708,812)
Total Capital Surplus (Deficit) for the year	(1,446,569)	(981,377)	465,580	(515,797)
Capital Surplus (Deficit), beginning of year		69,999,341	5,885,903	75,885,244
Capital Surplus (Deficit), end of year		69,017,964	6,351,483	75,369,447

To: Board of Education

From: Education Advisory
Committee

Re: BOARD AUTHORITY/AUTHORIZED
COURSES

Date: February 13, 2019
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

School districts develop Board/Authority Authorized (BAA) courses to help meet local community needs while providing choice and flexibility for students. BAA courses must be authorized by Boards of Education according to requirements set by the Ministry of Education. As mandated by the Ministry of Education, effective July 2, 2019 all grade 10, 11 and 12 BAA courses are to align with revised Ministry requirements and be documented using the Ministry of Education's "BC Graduation Program Board/Authority Authorized (BAA) Course Form". As such, school districts are to:

- Ensure that newly developed Board/Authority Authorized Courses that take effect at the commencement of the 2019/20 school year are developed in alignment with revised Ministry requirements which, in part, mandate alignment with the "Know-Do-Understand" model and inclusion of "Aboriginal World Views and Perspectives" as set out in the new provincial curriculum;
- Revise current BAA courses which will continue to be offered to ensure alignment with Ministry of Education requirements;
- Identify and retire current BAA courses, given the flexibility offered within the new Ministry curriculum, or that no longer meet requirements.

The Education Advisory Committee has met, reviewed, and recommends for approval the following:

New Board Authority/Authorized Courses:

- Digital Game Design 11
- Digital Game Design 12
- Intramurals 11
- Intramurals 12
- Library Science 11
- Link Crew 11
- Link Crew 12
- Tabletop Game Design 11

Revised Board Authority/Authorized Courses:

- Applications for Learning 10
- Applications for Learning 11
- Applications for Learning 12
- Athletic Leadership 11
- Athletic Leadership 12
- Community Service Learning 12
- Criminology 12
- ELL Canadian Studies 10
- ELL Academic Writing 11
- English Language Development 11
- Equestrian Studies 11 (Academy)
- Equestrian Studies 12 (Academy)
- Food Studies: Baking 11
- Guided Inquiry 11
- Guided Inquiry 12
- Ice Hockey Skills 11
- Ice Hockey Skills 12
- International Language, Culture and Travel 11
- Keyboarding 11
- Languages for Travel 12
- Leadership 11
- Leadership 12
- Peer Social Support 12
- Principals of Social Interactions 10
- Principals of Social Interactions 11
- Principals of Social Interactions 12
- Psychology 11
- Psychology 12
- Sociology 12
- Strength Training 11
- Strength Training 12
- Student Aide 11
- Student Aide 12
- Student Aide 12 Advanced
- Textile Arts and Crafts 11
- Yoga 11

The Education Committee is further proposing that the following courses be retired. The content of the courses are offered within the new Ministry curriculum or there is simply no current intention to offer the course in the 2019/20 school year.

Proposed Board Authority/Authorized Courses to be retired:

- Advanced Soccer 11/12
- Aviation 11
- Bicycle Maintenance and Repair 11 and 12
- Business Administration Assistant 12
- Chess 11
- Costume Design and Construction 11
- Digital Video and Animation 11 and 12
- Inquiry into Sustainability 12
- Introduction to the Food Industry 12
- Music History 11
- Music Technician 11 and 12
- Outdoor Education Advanced Fishing 11

- Peer Counselling 11
- Peer Leadership 11 and 12
- Peer Tutoring 11 and 12
- Masonry 11 and 12

RECOMMENDATION:

THAT the Board approve the following Board Authority/Authorized Courses effective the commencement of the 2019/20 school year:

- Applications for Learning 10
- Applications for Learning 11
- Applications for Learning 12
- Athletic Leadership 11
- Athletic Leadership 12
- Community Service Learning 12
- Criminology 12
- Digital Game Design 11
- Digital Game Design 12
- ELL Canadian Studies 10
- ELL Academic Writing 11
- English Language Development 11
- Equestrian Studies 11 (Academy)
- Equestrian Studies 12 (Academy)
- Food Studies: Baking 11
- Guided Inquiry 11
- Guided Inquiry 12
- Ice Hockey Skills 11
- Ice Hockey Skills 12
- International Language, Culture and Travel 11
- Intramurals 11
- Intramurals 12
- Keyboarding 11
- Languages for Travel 12
- Leadership 11
- Leadership 12
- Library Science 11
- Link Crew 11
- Link Crew 12
- Peer Social Support 12
- Principals of Social Interactions 10
- Principals of Social Interactions 11
- Principals of Social Interactions 12
- Psychology 11
- Psychology 12
- Sociology 12
- Strength Training 11
- Strength Training 12
- Student Aide 11
- Student Aide 12
- Student Aide 12 Advanced
- Tabletop Game Design 11
- Textile Arts and Crafts 11
- Yoga 11

And Further;

THAT the Board retire the following Board Authority/Authorized Courses effective the end of the 2019/20 school year:

- Advanced Soccer 11/12
- Aviation 11
- Bicycle Maintenance and Repair 11 and 12
- Business Administration Assistant 12
- Chess 11
- Costume Design and Construction 11
- Digital Video and Animation 11 and 12
- Inquiry into Sustainability 12
- Introduction to the Food Industry 12
- Music History 11
- Music Technician 11 and 12
- Outdoor Education Advanced Fishing 11
- Peer Counselling 11
- Peer Leadership 11 and 12
- Peer Tutoring 11 and 12
- Masonry 11 and 12

Attachments



Board/Authority Authorized Course Framework

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD42
Developed by: Gary Lozinski	Date Developed: January 30, 2018
School Name: All Secondary Schools in SD42	Principal's Name: All Secondary Principals
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Applications for Learning 10	Grade Level of Course: Grade 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

- Grade level student referred for additional supports by the Student Support Team and/or School-Based Team
- Student is on a "Dogwood" graduation track

Special Training, Facilities or Equipment Required:

- Staff should be familiar with Ministry of Education Special Education policies and secondary school curriculum
- Staff should have training in Student Support ('Special Education')
- Staff should have experience supporting students who have learning, self-regulation, social and communication challenges
- Staff should have training and experience in developing I.E.P.s for students with learning disabilities and other challenges that impact learning

Course Synopsis:

This course has been designed to help students develop skills to become successful and engaged learners. Students will have the opportunity to practice techniques and strategies taught, to examine effective techniques and skills, to engage in problem-solving activities that are relevant to learning situations and needs experienced and to develop a personalized inventory of strategies that supports individual strengths and needs. The intention is that students incrementally develop their skills over a period of time in direct relation to their own personal needs and growth in the area. In addition to teacher assessment, instruction and coaching, students will have the opportunity to self-reflect and self-assess.

Goals and Rationale:

Rationale:

“Applications of Learning” (APLN) has been developed to support the needs of struggling learners who face challenges in their efforts to engage and learn in the school setting and outside community; it typically supports students who are identified by school support teams as needing supports and instruction in this area. Some examples of students who will benefit from the course include those who are identified as having learning disabilities and self-regulation disorders. Students who generally struggle with learning due to challenges associated to anxiety, social/personal situations, self-regulation and learning challenges will also benefit from the course.

APLN recognizes that students develop and learn differently. Many students in high school require targeted intervention and instruction to support learning needs, the development of metacognitive awareness and a positive personal identity. In APLN differentiated instruction and assessment are used to ensure that learning opportunities are relevant to the needs of the individual student. Moreover, the course is organized so that it can be implemented through small group instruction, personalized program planning, or through a collaboration between teachers in multiple environments linking the implementation of I.E.P. objectives and strategies.

APLN provides direct and specific instruction to develop student knowledge, self-awareness and skills to engage learning. The course is designed to offer opportunities for cross-curricular connections and assessment and focusses on competencies that will help learners demonstrate independence in the use of skills that support learning and personal goal setting. Examples of focus areas include organization, self-advocacy, test-taking, study skills, technology application, personal planning, self-regulation and scheduling. As an additional focus, students will actively reflect on and participate in problem-solving best-fit approaches to specific learning situations and different educational challenges that may be encountered. They will also have the opportunity to gain an understanding that (a.) all learners learn differently, (b.) learning can be enhanced when the learner has the opportunity to capitalize on learning strengths, (c.) learning is not a finite process—it is ongoing, and (d.) learning is a skill that involves the development of self-awareness, knowledge and skills. Students will also gain an understanding of the lifelong implications of being able to identify and assess strategies and skills that support learning.

APLN is strongly linked to all of the core competencies. It teaches effective **critical thinking** skills exercises and activity as students explore and assess learned techniques for effectiveness and personal preference. **Personal and social identity** are also key components of the course as students will: reflect on their strengths in the context of different learning situations; review, assess and reflect on challenges and successes; and

identify cause-and-effect relationships between how learning is engaged and the outcomes attained. **Creative thinking** is embedded in the process of learning in this course. Students will have the opportunity to problem-solve and develop a personal inventory of helpful strategies for learning.

Goals:

- Develop the ability to identify and describe organization & time management strategies
- Develop the ability to identify and describe strategies and skills as applied to learning
- Develop an understanding of study and learning techniques based on learning styles
- Demonstrate the ability to identify and describe personal learning strengths and needs (Self-awareness)
- Develop the ability to identify the skills needed to work both independently and cooperatively (self-advocacy, self-regulation and communication)
- Develop learning strategies and identify resources (eg. Technology) to support reading, writing and numeracy
- Receive support and monitoring for learning strategies and objectives in a personal learning plan or Individual Education Plan (I.E.P.)
- Develop goal setting skills

Aboriginal Worldviews and Perspectives:

Applications of Learning incorporates the following aboriginal values and perspectives:

Referenced from "Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward" (2015) Province of British Columbia

- A positive learner-centered approach: APLN emphasizes the need to place a student at the center of his or her own learning and focusses on developing student self-awareness of what the learner 'can do' rather than on learning challenges and deficits.
- Emphasis on identity: APLN supports the development of identity -- making meaning out of life and finding value in our connections with others. It acknowledges the individuality of the learner and encourages the knowledge of self -- who is the student and where does she or he come from? Students have the opportunity to explore how personal identity shapes learning.
- Learning environment and resources: The APLN course teaches to the principles of inclusion and the aboriginal perspective of belonging: that all students belong in the learning community and provide an important contribution through their engagement and participation.
- Experiential learning: APLN ensures that students have the opportunity to "learn from real life situations that will help them to ...learn practical life skills as a part of their daily work at school".
- Flexibility: APLN emphasizes the role of creative problem-solving to overcome challenges. Students are encouraged to take risks in attempting to do things differently.

BIG IDEAS

Learning involves the implementation of skills and strategies

Everyone learns differently

Learning styles shape how we engage and process information

All individuals are capable of learning
(**Growth Mindset**)

Learning happens in a multitude of places and ways

Learning Standards

- Engagement of course content and competencies is personalized and can be paced over multiple grade levels to ensure opportunities for individual learning and growth

Curricular Competencies	Content
<p>Students are expected to do the following with gradual teacher release towards independence:</p> <p>Self-Awareness</p> <ul style="list-style-type: none"> Develop an inventory of learning strengths Describe challenges that impact learning Use language to describe a personal learning profile Complete a learning style inventories Describe personal learning style Investigate strategies which support learning Describe “Growth” and “Fixed” Mindsets (Carol Dweck) Describe skills and strategies that support the ability to work with a group Self-advocate with teaching staff Identify strategies that enhance the ability to work independently Use study skills and learning strategies that are taught Participate in the development of a personalized learning plan or Individualized Education Plan (I.E.P.) <p>Organizational Skills: Planning to Plan</p>	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> Basics of positive social interactions Difference between ‘Fixed’ and Growth’ Mindset Signs and signals of optimal learning opportunities Principles of effective self-advocacy The three learning styles: Visual, Auditory Kinesthetic Personal learning style strength Effective strategies that support personal needs Environmental considerations for optimal learning Personal self-regulation strategies Personalized definition of ‘learning success’

- Set up a daily and weekly **engagement plan**
- Set daily and weekly goals
- Develop a **personal strategies inventory for learning**
- Prioritize learning activities (studying, assignments, communication, organization...)
- Evaluate progress daily and weekly
- Follow short and long term plans
- Follow a daily and weekly schedule
- Maintain **record-keeping**
- Keep binders and instructional material organized
- Demonstrate work readiness and time management strategies
- Demonstrate **preparedness**
- Follow daily learning routines
- Set realistic goals

Applying Strategies and Skills to Support Learning

- Demonstrate the ability to follow daily learning routines
- Identify **optimal work environment** and self-regulation strategies
- Use vocabulary for success and self-understanding
- Set realistic goals in challenging areas of learning
- Identify and implement strategies that support personal needs in the areas of:
 - ☐ Organization (*see above)
 - ☐ self-advocacy
 - ☐ test-taking
 - ☐ studying
 - ☐ personal planning
 - ☐ self-regulation
 - ☐ time management
 - ☐ demonstration of learning
- Participate in discussion, self-assessment and critical review of strategies and practice around learning

Cooperative Learning and Planning

<ul style="list-style-type: none">• Demonstrate respect in work areas with staff and students• Demonstrate self-advocacy strategies• Develop positive personal relationships and cooperative learning skills• Analyze and self-assess personal work habits and activity• Review effective and ineffective strategies on a regular basis with teacher support	
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Big Ideas – Elaborations

- **Growth Mindset:** (Carol Dweck) The premise that learning occurs on a continuum and that success is viewed through a lens of effort instead of outcome. Learners who are not successful have not failed...learning has 'not yet' happened. This view emphasizes that resilience in learning is a great accomplishment that leads to improved engagement and success.

Curricular Competencies – Elaborations

- **Gradual teacher release towards independence:** Teachers support students to explore the competencies/content to develop a skill set that can be utilized with increased independence to support their learning across subject areas
- **Learning style inventories:** questionnaire/literature and other resources that review strengths, interests and challenges to identify a learner's 'learning style preference'
- **Learning style:** auditory, visual & kinesthetic learning strengths
- An **engagement plan** can be represented in a number of ways and should reflect the individual needs of the learner in relation to work habits, attendance, organization and planning. An example, A student may use a planner or electronic device to plan a study routine and set due dates, prioritize work and study areas and identify dates and times to communicate with teachers about output, study needs and/or assessments.
- A **personal strategies inventory for learning** is a representation of strategies and approaches to learning that the learner has assessed and identified as being supportive or successful. Examples include checklists, journals, drawings, video...
- **record-keeping:** Assignment completion and due dates and communication/teacher contact
- **Growth Mindset:** (Carol Dweck) See Big Ideas above
- **Fixed Mindset:** (Carol Dweck) The premise that learning is driven by intelligence and talent (fixed traits) and that these qualities alone create success without effort. Effort is seen as a weakness. Carol Dweck identifies 'fixed mindset' as a faulty way to view learning.
- **personalized learning plan:** identifies the strengths and needs of a learner and strategies that can be implemented to support learning. Can be used for students who do not have an I.E.P. (see below)
- **Individualized Education Plan (I.E.P.):** A plan designed to support learning activities for a student (identified through the Ministry of Education) as having special needs. See "Ministry of Education: Special Education Policy Manual"
- **Preparedness:** Bringing necessary school supplies to school/class/work areas. Also the awareness of upcoming activities and the resources and information that will be needed to engage and learn
- **Optimal work environment:** Considers environmental conditions that reduce or increase the ability to learn. Examples include: noise level, movement in the space, access to resources, lighting, proximity, social level of the environment, ability to spread out, white noise...

Content – Elaborations

- **Principles of effective self-advocacy:** Strategies that identify effective practice when communicating with others about personal needs
- **Learning styles:** Visual, auditory & kinesthetic
- **Teaching style:** the visual, auditory and/or kinesthetic emphasis employed by a teacher during instruction and learning opportunities in the given subject. Being able to identify this through assessment, reflection, discussion and observation will support the student in his or her efforts to identify strategies (learning, organization or communication) to promote success in that learning venue.
- **self-regulation strategies** are any techniques that address the needs of the five senses ('sensory diet') and/or assessment of personal elevation or de-escalation needs. Specific strategies are available to be taught; examples include 'Mindfulness', 'Zones of Regulation' and the 'Alert System'.

Recommended Instructional Components:

- Direct teacher based instruction
- Interactive instruction
- Application and assessment of strategies embedded in relevant curricular activity
- Graphic organizers
- Student handouts
- Student learner profile development (facilitated and scaffolded)
- Discussion
- Cross-curricular collaboration and communication
- Support and/or I.E.P. programing objectives and strategies

Recommended Assessment Components:

- Self-Assessment
- Performance Assessment
- Student growth portfolio
- Cross-curricular goal based checklists
- Support and/or I.E.P. programing objectives and strategies outcomes
- Student conference
- I.E.P. review and program planning

Learning Resources:

- ***Teaching the Tiger*** by Marilyn Dornbush and Sheryl Pruitt
- ***Learning Disability Intervention Manual*** by Tephenn McCarney and Angela Bauer
- ***Skillstreaming the Adolescent*** by Goldstein & McGinnis
- ***Learning to Learn*** by Gloria Frender
- ***“Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward”*** (2015) Province of British Columbia
- ***101 School Success Tools for Students with ADHD*** by Jacqueline Iseman, Stephen Silverman and Sue Jeweler
- ***How to Differentiate instruction in Mixed Ability Classrooms*** by Carol Ann Tomlinson
- ***“Planning and Support for Students with Autism Spectrum Disorder”*** POPARD
- ***Crash Course in Study Skills*** by Marty Soper
- ***Ready to Use Resources for Mindsets in the Classroom*** by Mary Cay Ricci
- ***Worksheets for Teaching Social Thinking and Related Skills*** by Michelle Garcia Winner
- ***Calm, Alert and Learning: Classroom Strategies for Self-Regulation*** by Stuart Shanker
- ***Classroom Strategies for Interactive Learning*** by Doug Buehl
- ***Differentiating by Student Interest: Practical Lessons and Strategies*** by Joni Turville
- ***Growth Mindset*** by Carol Dweck
- ***Grade Smarter Not Harder*** by Myron Dueck

Additional Information:

This course has been adapted from Applications of Learning (YPLN 10, 11 and 12) which was approved in 2008 in the Maple Ridge-Pitt Meadows School District (SD #42); its organizational, instructional, and assessment components have been adapted and revised in consideration of the opportunities presented through the redesigned curriculum language and structure.



Board/Authority Authorized Course Framework

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD42
Developed by: Gary Lozinski	Date Developed: January 30, 2018
School Name: All Secondary Schools in SD42	Principal's Name: All Secondary Principals
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Applications for Learning 11	Grade Level of Course: Grade 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

- Grade level student referred for additional supports by the Student Support Team and/or School-Based Team
- Student is on a "Dogwood" graduation track

Special Training, Facilities or Equipment Required:

- Staff should be familiar with Ministry of Education Special Education policies and secondary school curriculum
- Staff should have training in Student Support ('Special Education')
- Staff should have experience supporting students who have learning, self-regulation, social and communication challenges
- Staff should have training and experience in developing I.E.P.s for students with learning disabilities and other challenges that impact learning

Course Synopsis:

This course has been designed to help students develop skills to become successful and engaged learners. Students will have the opportunity to practice techniques and strategies taught, to examine effective techniques and skills, to engage in problem-solving activities that are relevant to learning situations and needs experienced and to develop a personalized inventory of strategies that supports individual strengths and needs. The intention is that students incrementally develop their skills over a period of time in direct relation to their own personal needs, growth and development in the area. In addition to teacher assessment, instruction and coaching, students will have the opportunity to self-reflect and self-assess.

Goals and Rationale:**Rationale:**

“Applications of Learning” (APLN) has been developed to support the needs of struggling learners who face challenges in their efforts to engage and learn in the school setting and outside community; it typically supports students who are identified by school support teams as needing supports and instruction in this area. Some examples of students who will benefit from the course include those who are identified as having learning disabilities and self-regulation disorders. Students who generally struggle with learning due to challenges associated to anxiety, social/personal situations, self-regulation and learning challenges will also benefit from the course.

APLN recognizes that students develop and learn differently. Many students in high school require targeted intervention and instruction to support learning needs, the development of metacognitive awareness and a positive personal identity. In APLN differentiated instruction and assessment are used to ensure that learning opportunities are relevant to the needs of the individual student. Moreover, the course is organized so that it can be implemented through small group instruction, personalized program planning, or through a collaboration between teachers in multiple environments linking the implementation of I.E.P. objectives and strategies.

APLN provides direct and specific instruction to develop student knowledge, self-awareness and skills to engage learning. The course is designed to offer opportunities for cross-curricular connections and assessment and focusses on competencies that will help learners demonstrate independence in the use of skills that support learning and personal goal setting. Examples of focus areas include organization, self-advocacy, test-taking, study skills, technology application, personal planning, self-regulation and scheduling. As an additional focus, students will actively reflect on and participate in problem-solving best-fit approaches to specific learning situations and different educational challenges that may be encountered. They will also have the opportunity to gain an understanding that (a.) all learners learn differently, (b.) learning can be enhanced when the learner has the opportunity to capitalize on learning strengths, (c.) learning is not a finite process—it is ongoing, and (d.) learning is a skill that involves the development of self-awareness,

knowledge and skills. Students will also gain an understanding of the lifelong implications of being able to identify and assess strategies and skills that support learning.

APLN is strongly linked to all of the core competencies. It teaches effective **critical thinking** skills exercises and activity as students explore and assess learned techniques for effectiveness and personal preference. **Personal and social identity** are also key components of the course as students will: reflect on their strengths in the context of different learning situations; review, assess and reflect on challenges and successes; and identify cause-and-effect relationships between how learning is engaged and the outcomes attained. **Creative thinking** is embedded in the process of learning in this course. Students will have the opportunity to problem-solve and develop a personal inventory of helpful strategies for learning.

Goals:

- Develop and implement organization & time management strategies consistently with some support
- Develop and implement strategies and skills as applied to learning consistently with some support
- Develop an understanding of study and learning techniques based on learning styles
- Identify and reflect on personal learning strengths and needs (Self-awareness)
- Develop and implement skills to work both independently and cooperatively (self-advocacy, self-regulation and communication) consistently with some support
- Identify and utilize resources (eg. Technology) to support reading, writing and numeracy
- Receive support and monitoring for learning strategies and objectives in a personal learning plan or Individual Education Plan (I.E.P.)
- Develop and implement goal setting skills

Aboriginal Worldviews and Perspectives:

Applications of Learning incorporates the following aboriginal values and perspectives:

Referenced from “Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward” (2015) Province of British Columbia

- A positive learner-centered approach: APLN emphasizes the need to place a student at the center of his or her own learning and focusses on developing student self-awareness of what the learner ‘can do’ rather than on learning challenges and deficits.
- Emphasis on identity: APLN supports the development of identity -- making meaning out of life and finding value in our connections with others. It acknowledges the individuality of the learner and encourages the knowledge of self -- who is the student and where does she or he come from? Students have the opportunity to explore how personal identity shapes learning.

- Learning environment and resources: The APLN course teaches to the principles of inclusion and the aboriginal perspective of belonging: that all students belong in the learning community and provide an important contribution through their engagement and participation.
- Experiential learning: APLN ensures that students have the opportunity to "learn from real life situations that will help them to ...learn practical life skills as a part of their daily work at school".
- Flexibility: APLN emphasizes the role of creative problem-solving to overcome challenges. Students are encouraged to take risks in attempting to do things differently.

BIG IDEAS

Learning involves the implementation of skills and strategies	Everyone learns on a continuum that is fluid not fixed	Understanding personal learning styles is powerful learning tool.	Personal habits of mind have a strong impact on one's ability to learn (Growth Mindset)	Every moment, every interaction, every place is a learning opportunity.
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Learning Standards

- Engagement of course content and competencies is personalized and can be paced over multiple grade levels to ensure opportunities for individual learning and growth

Curricular Competencies	Content
<p><i>Students are expected to do the following with gradual teacher release towards independence:</i></p> <p>Self-Awareness</p> <ul style="list-style-type: none"> Complete and assess an inventory of learning strengths Identify and assess challenges that impact learning Create a personal learning profile Complete and evaluate a learning style inventories Understand and analyze personal learning style Investigate strategies which support learning Connect “Growth” and “Fixed” Mindsets (Carol Dweck) to personal experiences Practice skills and strategies that support the ability to work with a group Assess ability to self-advocate with teaching staff 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Basics of positive social interactions Difference between ‘Fixed’ and Growth’ Mindset Signs and signals of optimal learning opportunities Principles of effective self-advocacy The three learning styles: Visual, Auditory Kinesthetic Identification of teaching style emphasis Personal learning style strength Effective strategies that support personal needs

<ul style="list-style-type: none"> • Implement strategies that enhance the ability to work independently • Implement study skills and learning strategies in a variety of school settings • Participate in the development of a personalized learning plan or Individualized Education Plan (I.E.P.) <p>Organizational Skills: Planning to Plan</p> <ul style="list-style-type: none"> • Set up a daily and weekly engagement plan • Set daily and weekly goals • Develop a personal strategies inventory for learning • Prioritize learning activities (studying, assignments, communication, organization...) • Evaluate progress daily and weekly • Follow short and long term plans • Follow a daily and weekly schedule • Create a plan for record-keeping and utilize consistently • Keep binders and instructional material organized • Demonstrate work readiness and time management strategies • Demonstrate preparedness • Set realistic goals <p>Applying Strategies and Skills to Support Learning</p> <ul style="list-style-type: none"> • Demonstrate the ability to follow daily learning routines • Identify and create an optimal work environment • Utilize vocabulary for success and self-understanding effectively • Set realistic goals in challenging areas of learning • Identify and implement strategies that support personal needs in the areas of: <ul style="list-style-type: none"> <input type="checkbox"/> Organization (*see above) <input type="checkbox"/> self-advocacy <input type="checkbox"/> test-taking <input type="checkbox"/> studying 	<ul style="list-style-type: none"> • Environmental considerations for optimal learning • Personal self-regulation strategies • Personalized definition of 'learning success'
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<ul style="list-style-type: none"> <input type="checkbox"/> personal planning <input type="checkbox"/> self-regulation <input type="checkbox"/> time management <input type="checkbox"/> demonstration of learning • Participate in discussion, self-assessment and critical review of strategies and practice around learning <p>Cooperative Learning and Planning</p> <ul style="list-style-type: none"> • Demonstrate respect in work areas with staff and students • Evaluate and implement self-advocacy strategies • Develop positive personal relationships and cooperative learning skills • Analyze and self-assess personal work habits and activity • Review effective and ineffective strategies on a regular basis with teacher support • Demonstrate the ability to apply learning strategies across multiple environments 	
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Big Ideas – Elaborations

- **Growth Mindset:** (Carol Dweck) The premise that learning occurs on a continuum and that success is viewed through a lens of effort instead of outcome. Learners who are not successful have not failed...learning has 'not yet' happened. This view emphasizes that resilience in learning is a great accomplishment that leads to improved engagement and success.

Curricular Competencies – Elaborations

- **Gradual teacher release towards independence:** Teachers support students to explore the competencies/content to develop a skill set that can be utilized with increased independence to support their learning across subject areas
- **learning style inventories:** questionnaire/literature and other resources that review strengths, interests and challenges to identify a learner's 'learning style preference'
- **Learning style:** auditory, visual & kinesthetic learning strengths
- An **engagement plan** can be represented in a number of ways and should reflect the individual needs of the learner in relation to work habits, attendance, organization and planning. An example, A student may use a planner or electronic device to plan a study routine and set due dates, prioritize work and study areas and identify dates and times to communicate with teachers about output, study needs and/or assessments.
- A **personal strategies inventory for learning** is a representation of strategies and approaches to learning that the learner has assessed and identified as being supportive or successful. Examples include checklists, journals, drawings, video...
- **Record-keeping:** Assignment completion and due dates and communication/teacher contact
- **Growth Mindset:** (Carol Dweck) See Big Ideas above
- **Fixed Mindset:** (Carol Dweck) The premise that learning is driven by intelligence and talent (fixed traits) and that these qualities alone create success without effort. Effort is seen as a weakness. Carol Dweck identifies 'fixed mindset' as a faulty way to view learning.
- **personalized learning plan:** identifies the strengths and needs of a learner and strategies that can be implemented to support learning. Can be used for students who do not have an I.E.P. (see below)
- **Individualized Education Plan (I.E.P.):** A plan designed to support learning activities for a student (identified through the Ministry of Education) as having special needs. See "Ministry of Education: Special Education Policy Manual"
- **Preparedness:** Bringing necessary school supplies to school/class/work areas. Also the awareness of upcoming activities and the resources and information that will be needed to engage and learn
- **Optimal work environment:** Considers environmental conditions that reduce or increase the ability to learn. Examples include: noise level, movement in the space, access to resources, lighting, proximity, social level of the environment, ability to spread out, white noise...

Content – Elaborations

- **Principles of effective self-advocacy:** Strategies that identify effective practice when communicating with others about personal needs
- **Learning styles:** Visual, auditory & kinesthetic
- **Teaching style:** the visual, auditory and/or kinesthetic emphasis employed by a teacher during instruction and learning opportunities in the given subject. Being able to identify this through assessment, reflection, discussion and observation will support the student in his or her efforts to identify strategies (learning, organization or communication) to promote success in that learning venue.
- **Self-regulation strategies** are any techniques that address the needs of the five senses ('sensory diet') and/or assessment of personal elevation or de-escalation needs. Specific strategies are available to be taught; examples include 'Mindfulness', 'Zones of Regulation' and the 'Alert System'.

Recommended Instructional Components:

- Direct teacher based instruction
- Interactive instruction
- Application and assessment of strategies embedded in relevant curricular activity
- Graphic organizers
- Student handouts

- Student learner profile development (facilitated and scaffolded)
- Discussion
- Cross-curricular collaboration and communication
- Support and/or I.E.P. programing objectives and strategies

Recommended Assessment Components:

- Self-Assessment
- Performance Assessment
- Student growth portfolio
- Cross-curricular goal based checklists
- Support and/or I.E.P. programing objectives and strategies outcomes
- Student conference
- I.E.P. review and program planning

Learning Resources:

- ***Teaching the Tiger*** by Marilyn Dornbush and Sheryl Pruitt
- ***Learning Disability Intervention Manual*** by Tephenn McCarney and Angela Bauer
- ***Skillstreaming the Adolescent*** by Goldstein & McGinnis
- ***Learning to Learn*** by Gloria Frender
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- ***How to Differentiate instruction in Mixed Ability Classrooms*** by Carol Ann Tomlinson
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- ***Crash Course in Study Skills*** by Marty Soper
- ***Ready to Use Resources for Mindsets in the Classroom*** by Mary Cay Ricci
- ***Worksheets for Teaching Social Thinking and Related Skills*** by Michelle Garcia Winner
- ***Calm, Alert and Learning: Classroom Strategies for Self-Regulation*** by Stuart Shanker
- ***Classroom Strategies for Interactive Learning*** by Doug Buehl
- ***Differentiating by Student Interest: Practical Lessons and Strategies*** by Joni Turville

- ***Growth Mindset*** by Carol Dweck
- ***Grade Smarter Not Harder*** by Myron Dueck

Additional Information:

This course has been adapted from Applications of Learning (YPLN 10, 11 and 12) which was approved in 2008 in the Maple Ridge-Pitt Meadows School District (SD #42); its organizational, instructional, and assessment components have been adapted and revised in consideration of the opportunities presented through the redesigned curriculum language and structure.



Board/Authority Authorized Course Framework

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD42
Developed by: Gary Lozinski	Date Developed: January 30, 2018
School Name: All Secondary Schools in SD42	Principal's Name: All Secondary Principals
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Applications for Learning 12	Grade Level of Course: Grades 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

- Grade level student referred for additional supports by the Student Support Team and/or School-Based Team
- Student is on a “Dogwood” graduation track

Special Training, Facilities or Equipment Required:

- Staff should be familiar with Ministry of Education Special Education policies and secondary school curriculum
- Staff should have training in Student Support (‘Special Education’)
- Staff should have experience supporting students who have learning, self-regulation, social and communication challenges
- Staff should have training and experience in developing I.E.P.s for students with learning disabilities and other challenges that impact learning

Course Synopsis:

This course has been designed to help students develop skills to become successful and engaged learners. Students will have the opportunity to practice techniques and strategies taught, to examine effective techniques and skills, to engage in problem-solving activities that are relevant to learning situations and needs experienced and to develop a personalized inventory of strategies that supports individual strengths and needs. The intention is that students incrementally develop their skills over a period of time in direct relation to their own personal growth and needs. In the area In addition to teacher assessment, instruction and coaching, students will have the opportunity to self-reflect and self-assess.

Goals and Rationale:

Rationale:

“Applications of Learning” (APLN) has been developed to support the needs of struggling learners who face challenges in their efforts to engage and learn in the school setting and outside community; it typically supports students who are identified by school support teams as needing supports and instruction in this area. Some examples of students who will benefit from the course include those who are identified as having learning disabilities and self-regulation disorders. Students who generally struggle with learning due to challenges associated to anxiety, social/personal situations, self-regulation and learning challenges will also benefit from the course.

APLN recognizes that students develop and learn differently. Many students in high school require targeted intervention and instruction to support learning needs, the development of metacognitive awareness and a positive personal identity. In APLN differentiated instruction and assessment are used to ensure that learning opportunities are relevant to the needs of the individual student. Moreover, the course is organized so that it can be implemented through small group instruction, personalized program planning, or through a collaboration between teachers in multiple environments linking the implementation of I.E.P. objectives and strategies.

APLN provides direct and specific instruction to develop student knowledge, self-awareness and skills to engage learning. The course is designed to offer opportunities for cross-curricular connections and assessment and focusses on competencies that will help learners demonstrate independence in the use of skills that support learning and personal goal setting. Examples of focus areas include organization, self-advocacy, test-taking, study skills, technology application, personal planning, self-regulation and scheduling. As an additional focus, students will actively reflect on and participate in problem-solving best-fit approaches to specific learning situations and different educational challenges that may be encountered. They will also have the opportunity to gain an understanding that (a.) all learners learn differently, (b.) learning can be enhanced when the learner has the opportunity to capitalize on learning strengths, (c.) learning is not a finite process—it is ongoing, and (d.) learning is a skill that involves the development of self-awareness, knowledge and skills. Students will also gain an understanding of the lifelong implications of being able to identify and assess strategies and skills that support learning.

APLN is strongly linked to all of the core competencies. It teaches effective **critical thinking** skills exercises and activity as students explore and assess learned techniques for effectiveness and personal preference. **Personal and social identity** are also key components of the course as students will:

reflect on their strengths in the context of different learning situations; review, assess and reflect on challenges and successes; and identify cause-and-effect relationships between how learning is engaged and the outcomes attained. **Creative thinking** is embedded in the process of learning in this course. Students will have the opportunity to problem-solve and develop a personal inventory of helpful strategies for learning.

Goals:

- Implement and evaluate organization & time management strategies
- Develop, implement, evaluate strategies and skills as applied to learning
- Create a personal support/strategy toolkit to support learning based on personal learning styles.
- Demonstrate the ability to identify and evaluate personal learning strengths and needs (Self-awareness)
- Develop and assess skills to work both independently and cooperatively (self-advocacy, self-regulation and communication) with a high level of consistency and with minimal external support
- Receive support and monitoring for learning strategies and objectives in a personal learning plan or Individual Education Plan (I.E.P.)
- Apply and assess goal setting skills to personal learning

Aboriginal Worldviews and Perspectives:

Applications of Learning incorporates the following aboriginal values and perspectives:

Referenced from "Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward" (2015) Province of British Columbia

- A positive learner-centered approach: APLN emphasizes the need to place a student at the center of his or her own learning and focusses on developing student self-awareness of what the learner 'can do' rather than on learning challenges and deficits.
- Emphasis on identity: APLN supports the development of identity -- making meaning out of life and finding value in our connections with others. It acknowledges the individuality of the learner and encourages the knowledge of self -- who is the student and where does she or he come from? Students have the opportunity to explore how personal identity shapes learning.
- Learning environment and resources: The APLN course teaches to the principles of inclusion and the aboriginal perspective of belonging: that all students belong in the learning community and provide an important contribution through their engagement and participation.
- Experiential learning: APLN ensures that students have the opportunity to "learn from real life situations that will help them to ...learn practical life skills as a part of their daily work at school".
- Flexibility: APLN emphasizes the role of creative problem-solving to overcome challenges. Students are encouraged to take risks in attempting to do things differently.

BIG IDEAS

Learning is an active,
not passive,
endeavour

Learning happens on a
continuum as a fluid
not fixed experience

Assessing personal
learning styles can lead
to more meaningful
learning experiences

Personal habits of
mind impact capacity
and depth of learning
(Growth Mindset)

Every moment, every
interaction, every place is
learning opportunity.

Learning Standards

- Engagement of course content and competencies is personalized and can be paced over multiple grade levels to ensure opportunities for individual learning and growth

Curricular Competencies	Content
<p><i>Students are expected to do the following with gradual teacher release towards independence:</i></p> <p>Self-Awareness</p> <ul style="list-style-type: none"> Develop an inventory of learning strengths Identify challenges that impact learning Use language to describe a personal learning profile Complete a learning style inventories Evaluate personal learning style Investigate strategies which support learning Evaluate and reflect on “Growth” and “Fixed” Mindsets (Carol Dweck) as it applies to personal needs and growth Implement and assess skills and strategies that support the ability to work with a group Self-advocate with teaching staff with minimal support Develop, implement, and create strategies that enhance the ability to work independently 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Basics of positive social interactions Difference between ‘Fixed’ and Growth’ Mindset Signs and signals of optimal learning opportunities Principles of effective self-advocacy The three learning styles: Visual, Auditory Kinesthetic Identification of teaching style emphasis Personal learning style strength Effective strategies that support personal needs Environmental considerations for optimal learning Personal self-regulation strategies Personalized definition of ‘learning success’

- Independently implement and evaluate study skills and learning strategies that are taught in a variety of learning environments
- Participate in the development of a **personalized learning plan** or **Individualized Education Plan (I.E.P.)**

Organizational Skills: Planning to Plan

- Set up a daily and weekly **engagement plan**
- Set daily and weekly goals
- Develop a **personal strategies inventory for learning**
- Implement a personal strategies toolkit/plan
- Prioritize learning activities (studying, assignments, communication, organization...) effectively with limited support
- Evaluate progress daily and weekly thoughtfully and independently
- Follow short and long term plans consistently
- Follow a daily and weekly schedule consistently and independently
- Maintain **record-keeping**
- Keep binders and instructional material organized
- Demonstrate work readiness and time management strategies
- Demonstrate **preparedness**
- Follow daily learning routines
- Set realistic goals

Applying Strategies and Skills to Support Learning

- Demonstrate the ability to follow daily learning routines consistently with growing independence
- Identify and assess **optimal work environment** and self-regulation strategies
- Use vocabulary for success and self-understanding effectively
- Set realistic goals in challenging areas of learning
- Identify and implement strategies that support personal needs in the areas of:
 - ☐ Organization (*see above)
 - ☐ self-advocacy

<ul style="list-style-type: none"> <input type="checkbox"/> test-taking <input type="checkbox"/> studying <input type="checkbox"/> personal planning <input type="checkbox"/> self-regulation <input type="checkbox"/> time management <input type="checkbox"/> demonstration of learning • Participate in cross curricular activities and projects • Participate in discussion, self-assessment and critical review of strategies and practice around learning <p>Cooperative Learning and Planning</p> <ul style="list-style-type: none"> • Demonstrate respect in work areas with staff and students • Demonstrate self-advocacy strategies • Develop positive personal relationships and cooperative learning skills • Demonstrate appropriate role modeling • Analyze and self-assess personal work habits and activity • Review effective and ineffective strategies on a regular basis with teacher support • Demonstrate the ability to apply learning strategies across multiple environments • Review post-secondary interests and transferrable learning skills that align to those interests 	
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Big Ideas – Elaborations

- **Growth Mindset:** (Carol Dweck) The premise that learning occurs on a continuum and that success is viewed through a lens of effort instead of outcome. Learners who are not successful have not failed...learning has 'not yet' happened. This view emphasizes that resilience in learning is a great accomplishment that leads to improved engagement and success.

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Content – Elaborations

- **Principles of effective self-advocacy:** Strategies that identify effective practice when communicating with others about personal needs
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Recommended Instructional Components:

- Direct teacher based instruction
- Interactive instruction
- Application and assessment of strategies embedded in relevant curricular activity
- Graphic organizers
- Student handouts
- Student learner profile development (facilitated and scaffolded)
- Discussion

- Cross-curricular collaboration and communication
- Support and/or I.E.P. programing objectives and strategies

Recommended Assessment Components:

- Self-Assessment
- Performance Assessment
- Student growth portfolio
- Cross-curricular goal based checklists
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Additional Information:

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Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Kira Sinow, Andrea Clayton, Kevin Whalan, Lisa Coghill	Date Developed: November 8, 2018
School Name: MRSS, THSS, GSS	Principal's Name: Trevor Connor, Grant Frend, Ian Liversidge
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Athletic Leadership 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None.

Special Training, Facilities or Equipment Required:

Knowledge of Fields, gyms, equipment, maintenance

Course Synopsis:

LEADERSHIP IN SPORTS AND ATHLETICS 11. “If your actions inspire others to dream more, learn more, do more and become more, you are a leader”. This quote by John Quincy Adams expresses the essence of this leadership course in which students will learn how to inspire, motivate and build community through athletics and sport. The goal of this course is to provide an avenue in which students can make a positive difference at their particular high school. Students will have the opportunity to discover their leadership potential and learn how to effectively utilize their leadership skills in different settings. Students should expect a fun, engaging, self-directed, collaborative, but challenging experience that is infused with technology. Students are encouraged to sign up with friends and teammates as the course provides the opportunity for many cooperative group challenges. Students will have the freedom to explore their own passions and to develop and carry out their own initiatives.

Goals and Rationale:

In today's world it is important for youth to be assertive and develop strong leadership skills. Athletic Leadership 11 students will learn how to plan, promote and manage both small and large events in the school setting. Students will work in a supported environment from peer mentors in Athletic Leadership 12. These students will model and teach what they have learned in the previous year. This class will provide students with the knowledge and necessary practical real-life experiences required to successfully build on their leadership skills and become strong confident student leaders.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Through the development of extra-curricular activities, students are contributing to their school culture and the development of relationships within the school community. By developing strong leadership skills, students see themselves as contributors and development confidence in their abilities to lead groups.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students are given opportunities to experience leadership through the practical, hands-on activities they help to develop and lead. Students are asked to reflect on their leadership experiences and work with team members to hone skills and refine their planning and implementation processes.
- Learning involves recognizing the consequences of one's actions. Students understand the cause and effect relationship their actions can have in the development and implementation of a program. Learning to make good choices and being prepared are key learnings in this course.
- Learning involves generational roles and responsibilities. Students learn and practice their roles and responsibilities. Every member of every team has roles and responsibilities both in the planning and development of activities for students.
- Learning involves patience and time. Students learn that planning an event takes time and preparation. Students also come to learn that the development and honing of their leadership skills takes time.
- Learning requires exploration of one's identity. Students learn about themselves and their leadership capacity in this course.

BIG IDEAS

Building community through athletics and sport.	Building leadership skills involves problem solving, evaluating, and reflecting when leading others in activities.	Being involved in Leadership activities helps to promote initiative-taking and community involvement	Building Communication skills are at the root of promoting community and developing leadership and management skills
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> ● Create, implement and reflect on the essential components of a healthy extra-curricular activity program ● Apply and analyze appropriate interpersonal skills while organizing, officiating, teaching and participating in physical activities. ● Utilize effective goal setting strategies when planning and developing an event, lesson, or activity ● Show respect for individual abilities, interests, gender, and cultural backgrounds. ● Implement and apply tactics of good leaders and respected members of a community to organized events. ● Model self-respect and self-confidence while organizing, leading, teaching, and officiating physical activities. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ● The qualities of a leader ● The qualities of a manager ● The qualities of cooperative leadership ● Event planning, promoting and executing ● Communication concepts ● Group dynamics ● Conflict resolution ● The rules of various sports ● Referee certification ● Equipment set up (gym and field)

- Consistently model and promote fair play, etiquette, participation and preparedness in a variety of roles including: performer, coach, official, and observer.
- Evaluate, analyze, and modify appropriate safety procedures, rules, routines, and procedures while involved in new and familiar activities
- Apply and refine applicable communication skills when communicating in a leadership role with students and teachers.
- Analyze a problem and apply problem-solving strategies when planning and leading others in specific activities
- Consistently demonstrate leadership, reliability, and teamwork.
- Develop, refine, and apply one's capacity to improve and diversify their **capacity to be a leader.**

Leader's Challenge

- Identify a personal challenge
- Complete the challenge contract
- Engage in the personal challenge
- Present an overview of the challenge to the class

Big Ideas – Elaborations

Building community – building school culture, school spirit through the promotion and planning of events
Building Leadership Skills – through the running of game set up, refereeing and coaching

Curricular Competencies – Elaborations

Capacity to be a leader:

- Self-Awareness – Explore the concept of paradigm shift and understand that different perspectives exist.
- Goal setting – Envision what you want in the future so that you can work and plan towards it. Constantly review and reflect on goals/mission statement.
- Time Management – Develop a personal vision for leadership. Identify what is important or urgent. Develop strategies to organize themselves and their group members.

Leader's Challenge

- Identify a personal challenge
- Complete the challenge contract
- Engage in the personal challenge
- Present an overview of the challenge to the class

Content – Elaborations

Leadership qualities: eye contact, body aware, engaged, confident communication, assertiveness training, taking initiative, modelling
Manager qualities: organization, delegation, attention to detail, receptive and reflective, problem solving, conflict resolution
Cooperative Leadership Skills: listening skills, appreciating various perspectives, accepting, giving and acting on feedback
Communication concepts: definition, verbal versus non-verbal, barriers to communication
Group dynamics: identify types of participants and participant behaviour, understand group cohesiveness
Conflict Resolution: outline sources of conflict, investigate impacts of conflict
Various Sports: basketball, volleyball, badminton, field hockey, soccer, wrestling, track and field, rugby etc.
Equipment: set up, clean up, and maintenance (field lining, net set up, bleacher set up, sweeping floors, timers, play lists etc)

Recommended Instructional Components:

1. Direct instruction
2. Interactive instruction
3. Individual and group activities
4. Independent instruction
5. Peer instruction
6. Role modelling
7. Role playing

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

1. Student portfolios
2. Project and assignments
3. Service record
4. Self-reflection and assessment
4. Evaluation interview

Learning Resources:

Covey, Stephen R *Principle-Centered Leadership*. New York: Summit Books, 1990.:

Bryson, John M. and Crosby, Barbara C *Leadership for the Common Good*. Jossey-Bass, 1992.

Fevgas,Vasilios.*Eight Tips for Successful Team Leadership*. Tech.Learning. 2003

Additional Information:

Mentoring and modelling at the grade 12 level



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Kira Sinow, Andrea Clayton, Kevin Whalan, Lisa Coghill	Date Developed: November 8, 2018
School Name: MRSS, THSS, GSS	Principal's Name: Trevor Connor, Grant Frend, Ian Liversidge
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Athletic Leadership 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None – Recommended: Athletic Leadership 11

Special Training, Facilities or Equipment Required:

Knowledge of Fields, gyms, equipment, maintenance

Course Synopsis:

Students will continue to build on how to inspire, motivate and build community through athletics and sport. The goal of this course is to provide an avenue in which students can make a positive difference at MRSS. Students will have the opportunity to build on their first year of athletic leadership and on their leadership potential and learn how to effectively utilize their leadership skills in different settings. This course is ideal for students who are looking for potential careers in physical education, personal training, coaching, advertising/marketing, sports broadcasting or in recreation.

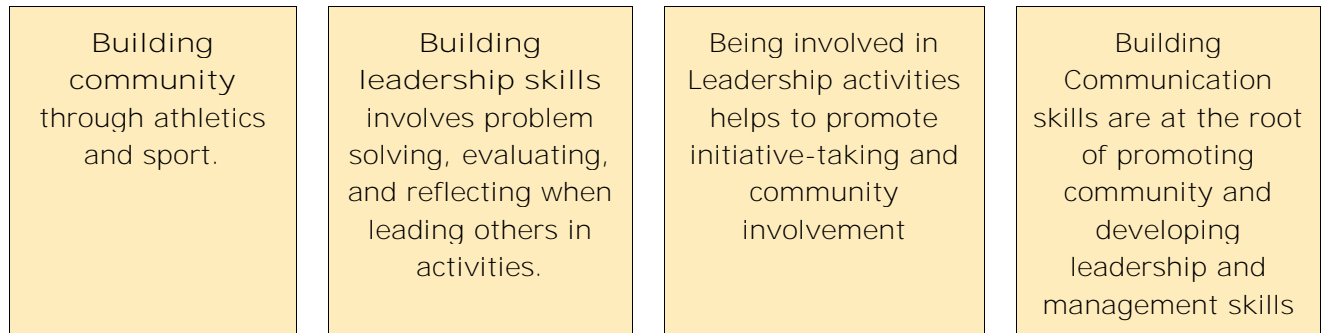
Goals and Rationale:

The challenges of the future are unquestionably great ones, bringing widespread recognition of the need for effective leaders in all sectors of society. Although all people have some leadership potential, the skills necessary to be leaders do not necessarily emerge in the natural course of one's life. Athletic Leadership 12 will provide opportunities for students with leadership potential to further develop, refine, and practice those skills. Athletic Leadership 12 students will lead in planning, promoting and managing events in the school setting. Students will work in a mentoring role with Athletic Leadership 11 students. These students will model, teach and build upon what they have learned in the previous year.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Through the development of extra-curricular activities, students are contributing to their school culture and the development of relationships within the school community. By developing strong leadership skills, students see themselves as contributors and develop confidence in their abilities to lead groups.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students are given opportunities to experience leadership through the practical, hands-on activities they help to develop and lead. Students are asked to reflect on their leadership experiences and work with team members to hone skills and refine their planning and implementation processes. Students will also develop their capabilities as role models and mentors for Leadership 11 students.
- Learning involves recognizing the consequences of one's actions. Students understand the cause and effect relationship their actions can have in the development and implementation of a program. Learning to make good choices and being prepared are key learnings in this course.
- Learning involves generational roles and responsibilities. Students learn and practice their roles and responsibilities. Every member of every team has roles and responsibilities both in the planning and development of activities for students.
- Learning involves patience and time. Students learn that planning an event takes time and preparation. Students also come to learn that the development and honing of their leadership skills takes time.
- Learning requires exploration of one's identity. Students learn about themselves and their leadership capacity in this course.

BIG IDE



Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Event Management: Plan, act, evaluate • Create, implement and reflect on the essential components of a healthy extra-curricular activity program • Apply and analyze appropriate interpersonal skills while organizing, officiating, teaching and participating in physical activities. • Utilize effective goal setting strategies when planning and developing an event, lesson, or activity • Show respect for individual abilities, interests, gender, and cultural backgrounds. • Implement and apply tactics of good leaders and respected members of a community to organized events. • Model self-respect and self-confidence while organizing, leading, teaching, and officiating physical activities. • Consistently model and promote fair play, etiquette, participation and preparedness in a variety of roles including: performer, coach, official, and observer. • Evaluate, analyze, and modify appropriate safety procedures, rules, routines, and procedures while involved in new and familiar activities 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> •The qualities of a leader •The qualities of a manager •The qualities of cooperative leadership •Event planning, promoting and executing •Interpersonal Communication •Group Dynamics •Conflict Resolution: •The rules of various sports •Referee certification •Equipment set up (gym and field)

<ul style="list-style-type: none">• Apply and refine applicable communication skills when communicating in a leadership role with students and teachers.• Analyze a problem and apply problem-solving strategies when planning and leading others in specific activities• Consistently demonstrate leadership, reliability, and teamwork.• Develop, refine, and apply one's capacity to improve and diversify their capacity to be a leader.• Provide mentorship to Athletic Leadership 11 students• Leader's Challenge	
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Big Ideas – Elaborations

Building community – building school culture, school spirit through the promotion and planning of events

Building Leadership Skills – through the running of game set up, refereeing and coaching

Curricular Competencies – Elaborations

Event Management:

Plan

- Distinguish between short term, long term and event planning
- Identify all aspects for organizing an event
- Produce an event timeline

Act

- Know how to implement an event

Evaluate

- Use objective and subjective methods to evaluate an event

Capacity to be a leader:

- Self-Awareness – Explore the concept of paradigm shift and understand that different perspectives exist.
- Goal setting – Envision what you want in the future so that you can work and plan towards it. Constantly review and reflect on goals/mission statement.
- Time Management – Develop a personal vision for leadership. Identify what is important or urgent. Develop strategies to organize themselves and their group members.

Mentorship:

- Provide experience and knowledge to Athletic Leadership 11 students

Leader's Challenge:

- Identify a personal challenge
- Complete the challenge contract
- Engage in the personal challenge
- Present an overview of the challenge to the class

Content – Elaborations

Leadership qualities: eye contact, body aware, engaged, confident communication, assertiveness training, taking initiative, modelling

Manager qualities: organization, delegation, attention to detail, receptive and reflective, problem solving, conflict resolution

Cooperative Leadership Skills: listening skills, appreciating various perspectives, accepting, giving and acting on feedback

Communication concepts: definition, verbal versus non-verbal, barriers to communication

Interpersonal Communication: understand effective ways to communicate one on one and within groups

Group Dynamics: **identify types of participants and participant behavior, understand group cohesiveness.**

Conflict: **outline sources of conflict, Investigate impacts of conflict**

Resolution: **describe strategies for resolving conflict, practice methods for resolving conflict**

Various Sports: basketball, volleyball, badminton, field hockey, soccer, wrestling, track and field, rugby etc.

Equipment: set up, clean up, and maintenance (field lining, net set up, bleacher set up, sweeping floors, timers, play lists etc)

Recommended Instructional Components:

1. Direct instruction
2. Interactive instruction
3. Individual and group activities
4. Independent instruction
5. Peer instruction
6. Role modelling
7. Role playing

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

1. Student portfolios
2. Project and assignments
3. Service record
4. Self-reflection and assessment
5. Evaluation interview

Learning Resources:

Covey, Stephen R *Principle-Centered Leadership*. New York: Summit Books, 1990.:

Bryson, John M. and Crosby, Barbara C *Leadership for the Common Good*. Jossey-Bass, 1992.

Fevgas,Vasilios.*Eight Tips for Successful Team Leadership*. Tech.Learning. 2003

Additional Information:

Mentoring and modelling at the grade 12 level

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Penny Griffin	Date Developed: December 11, 2018
School Name: PMSS	Principal's Name: Cheryl Schwarz
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Community Service Learning 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

This course has been developed for the student who:

- Has or will volunteer for 100 hours of community service;
- Has participated in several community service placements rather than one concentrated placement related to a particular job/career (e.g. as required for Work Experience credit).

Special Training, Facilities or Equipment Required:

None / Teachers should ...

- Be able to distinguish between Work Experience/Career Prep programs and Community Service.
- Have contacts in community who offer volunteer service opportunities.
- **Have management skills to track students and student's service hours over an extended period (grade 10-12).**
- Be able to distinguish between authentic opportunities that provide a safe working environment.

Course Synopsis:

The course is designed / intended to ...

- Provide students with a connection to the community, which will gain importance once they leave the secondary setting.
- Develop leadership skills, such as taking initiative to be active members of their community.
- Acquire employability skills (fundamental, personal managements, and teamwork) in a variety of settings not necessarily related to a specific occupation or career.
- **help students transition to life beyond secondary school in a 'real world' setting;** understand the similarities and differences in behaviour standards between the workplace and school (consequences for unexcused absences, tardiness, inappropriate dress)
- Provide students with an abundance of opportunities to prove community leadership, and in turn provide experience necessary when applying for many post- secondary programs (such as UBC Personal Profile), scholarships and bursaries.
- Provide service to the community in which our schools are located, especially in times when community organizations are **stretched for resources and need volunteers to survive. Assist in increasing the school's profile in the community and the interdependency therein.**

Goals and Rationale:

In preparing for the transition from high-school, many students have difficulty deciding on a career goal and need an opportunity to **develop employability skills and connection to one's community. Such skill experience is different than a Work Experience placement based on "participation, observation or learning about the performance of tasks and responsibilities related to an occupation or career"** (Work Experience Definition Manual, p.3). **A course centering on developing volunteer skills and experience will allow** students to safely volunteer in their community under supervision. Students will be exposed to a variety of situations (face painting, running concessions, river clean, coaching, refereeing, tutoring, teaching, physically setting up community events, sitting on safer cities communities, fund raising), encouraging a variety of network connections and the building of personal skills such as being adaptable and assertive. They will need to observe, interpret, and question each new experience.

WorkBC's Employment Program of British Columbia (EPBC) has highlighted the connection between community attachment and employability in their Action Plan [http://www.gov.bc.ca/meia/online_resource/employment_programs_and_community_services/epbc/policy.html]:

For some clients, achieving employment may be a long-term goal. These clients can be supported to achieve community attachment when they are not yet ready or able to achieve employment.

BC Employment and Assistance clients who are not employment obligated and who are not yet able to achieve employment can be supported in achieving community attachment. Clients who achieve a community attachment outcome will also be encouraged to return to the EPBC as soon as they have achieved a higher level of employment readiness and are ready and able to work towards labour market attachment.

The student may begin accumulating community service hours in grade 10 and add additional hours in grades 11 and 12. **By the end of the student's grade 12 year, they may have participated in several community service placements with an average placement being four hours.** Community Service Learning would allow a student to accumulate hours, rather than one concentrated placement **tied to a particular job/career (e.g. Work Experience).** **The course would be added to a student's timetable in their grade 12 year;** their grade 12 resume and report would reflect on all their experiences over the previous three years.

Aboriginal Worldviews and Perspectives:

- **Learning ultimately supports the well-being** of the self, the family, the community, the land, the spirits, and the ancestors. Through community involvement, students will contribute to and develop relationships within their community. By developing strong relational skills, students will see themselves as contributors and develop confidence in their abilities play a role within their community.
- **Learning is holistic, reflexive, reflective, experiential**, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students are given opportunities to experience leadership through the practical, hands-on activities they help to develop and lead. Students are asked to reflect on their leadership experiences and work with team members to hone skills and refine their planning and implementation processes. Students will also develop their capabilities as role models and mentors.
- **Learning involves recognizing the consequences of one's actions. Students understand the cause and effect** relationship their actions can have in the development and implementation of a program. Learning to make good choices and being prepared are key learnings in this course.
- **Learning involves** generational roles and responsibilities. Students learn and practice their roles and responsibilities. Every member of the community has roles and responsibilities.
- **Learning involves patience and time. Students learn that developing relationships within** the community takes time and preparation. Students also come to learn that the development and honing of their leadership skills takes time.
- **Learning requires exploration of one's identity. Students learn about themselves and their leadership capacity** in this course.

Volunteering
within the
community is a
reciprocal
relationship

Development of
personal
awareness within
the community

Development of
employability skills

Development of
personal profiles

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Develop transferable skills acquired during volunteer experience</p> <p>Reflect and act on how the volunteer experience has been a benefit personally and to future career goals</p> <p>Reflect on the reciprocal benefits of community volunteer work</p> <p>Demonstrate a positive and enthusiastic attitude to learn and participate</p> <p>Develop communication skills: speaking, listening, writing</p> <p>Develop personal management skills: time management, responsibility, initiative, adaptability, appearance</p> <p>Develop teamwork skills: respect and cooperation</p> <p>Develop technological skills specific to the volunteer experience</p> <p>Develop critical thinking skills as pertaining to the volunteer experience</p>	<p><i>Students are expected to know the following:</i></p> <p>Workplace safety</p> <p>Rights and Responsibilities</p> <p>Work place etiquette: responsibility, respect, teamwork</p> <p>Differences between a community volunteer placement and authentic work experience placement</p> <p>Purpose of personal profile</p> <p>Communication skills</p>

Big Ideas – Elaborations

Personal awareness: awareness and understanding of personal safety and rights and responsibilities within the work place and community.

Employability skills: communication skills, work place etiquette, time management, problem solving skills

Personal profile: Provide students with an abundance of opportunities to prove community leadership, and in turn provide experience necessary when applying for many post-secondary programs (such as UBC Personal Profile), scholarships and bursaries.

Curricular Competencies – Elaborations

Transferable skills: as listed on the Employability skills 2000+ chart (communication, managing information, use numbers, thinking and problem solving, positive attitudes and behaviors, be responsible, be adaptable, learn continuously, work safely, work with others, participate in projects and tasks)

Reflect: observe, interpret and question each new volunteer experience

Reciprocal benefits: Individuals that volunteer are more socially connected and develop a sense of pride, accomplishment and identity while providing services for the community.

Speaking: verbal skills, uses mature language, uses appropriate verbal language

Listening: **listening skills as evidenced by student's effectiveness**, listens to understand and learn

Writing: writing skills as evidenced by accuracy and maturity of language used

Time Management: On time for start of day or returning from breaks, manages time to effectively complete tasks

Responsibility: punctual, responsible, follow through on task completion, positive work ethic, respecting confidentiality, observing rules and regulations, quality of work

Initiative: approaching tasks with energy and enthusiasm, creative, resourceful, looking for things to learn and do, ability to work independently

Adaptability: anticipating the need to adjust (positive attitude towards change)

Appearance: appropriate workplace grooming and attire

Respect: accepting of varying perspectives and individual difference of others

Cooperation: initiating a team approach, development of collaborative skills – active listening, agreeing on roles, analyzing problems without assigning blame, brainstorming, building consensus about goals, ability to compromise, identifying obstacles to success, listening to perspectives of all team members

Critical thinking skills: posing questions, consider perspectives, identify pros and cons, determine causes, predict effects, consider alternatives, look for proof, draw conclusions

Content – Elaborations

Workplace safety: the right to refuse community work that is deemed unsafe and reporting procedures

Rights and Responsibilities: discrimination, harassment, employer and employee rights

Responsibility: punctuality, dependability, following instructions, completing assigned tasks, taking initiative, appropriate dress, observe volunteer placement rules, personal responsibility and interactions.

Respect: courteous and respectful behavior, remaining unplugged, consider appropriate communication (emails, texts, conversations), honesty.

Teamwork: working with others to complete tasks, tolerance to varied perspectives, willingness to participate in all tasks assigned.

Personal profile: Leadership/group contributions, skill development, community reflections, linking volunteer experiences to personal goals for future careers

Communication skills: listening skills, verbal communication skills, body language, use of technology

Recommended Instructional Components:

- Direct instruction for workplace safety, etiquette, resume, cover letter, interview skills, and preparing a personal profile.
- Direct communication of available placements

- Student's initiative in finding volunteer placements (though they would need to be approved by teacher for authenticity and safety).
- Sponsor's evaluation
- Student's self-evaluation

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

- o Completion of Community Service hours
- o Written responses (report/resume/cover letter/profile)
- o **Sponsor's evaluations**
- o Self-evaluations

Learning Resources:

- **SD42 Career Development: Bringing Learning to Life**
- **WCB Workplace agreement**

Additional Information:

Smaller communities, particularly those with one high school, have unique situations:

- Our physical community is small with most adults working outside of the community. Therefore, we have few businesses to provide traditional Work Experience opportunities. To give our students the opportunity to acquire employability skills, we have reached out the local community services and our feeder elementary school to provide volunteer placements for our students.
- The Career and Counselling Department have taken a team approach. It is never one teacher working in isolation, but a department that sees the big picture - transitioning students from high school to life beyond. It will be common practice for the Work Experience teacher and the counsellors to visit and guest teach in the Career Life Education and Career Life Connections classes. Community Service Learning 12 would build upon those skills presented and developed in CLE and CLC courses. Similar to Work Experience, this course would be offered outside the timetable. It would be the responsibility of the teacher to connect with the student on an ongoing basis to monitor progress.
- Group training sessions, including **pre-training and skill development, would be provided early in September ... and** throughout the year at scheduled times, such as the first Wednesday each month after school.

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Gary Hallate, Wendy Ryall, Mareen Samujh, Carlos Silva, Vicci Halabi	Date Developed: June 6, 2018
School Name: WSS, SRTS, MRSS, GSS	Principal's Name: Kristi Blakeway, Dennis Dickson, Trevor Connor, Darren Rowell
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Criminology 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120 hours

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

Criminology is the study of crime, the explanation of criminal behavior and the examination of crime reduction. Criminology 12 differs from Law 12 in that criminology is not interested in knowing the law; rather it focusses on the dynamics behind the law. Criminology examines the interactions between law and society, law and crime, law and the Criminal Justice System, and the Criminal Justice System and society. Criminologists focus on the criminal act, the factors causing crime and the impact crime has on society.

Of most importance, Criminology 12 will seek to answer questions such as: Who is a criminal? What forces cause an individual to gravitate to crime? What can be done to avoid, reduce or eliminate crime? A thorough investigation into theories of crime, deviance, and explanations of crime (psychological/sociological/biological) will assist in answering these key questions.

Criminology 12 will also examine the communal responses to crime – the agencies, police, courts, prisons, and researchers (criminologists) – and determine how effective these are in reducing crime. Criminology will address some of the key issues plaguing Canada's Criminal Justice System

Goals and Rationale:

Criminology 12 (Crim12) is designed to further student learning around core criminological principles and ideas that will allow them to have a greater understanding of crime, the criminal and correlates and theories of crime.

Criminology 12 will delve deeply into inquiry and research methodology as they apply to criminological research, both past and present. Criminology 12 will also further analyze how the correlates of crime such as gender, addiction, poverty, racism and mental illness impact our understanding and analysis of crime.

Aboriginal Worldviews and Perspectives:

Declaration of First People's Principles of Learning:

- Learning involves recognizing the consequences of one's actions
- Learning is embedded in memory, history and story
- Criminology is holistic, reflexive, reflective, experiential and relational.
- Criminology requires an exploration of one's identity, philosophy and ethics.

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are key aspects included in Crim12 as they are closely aligned with the concepts of connectedness and relationships; specifically:

- Community involvement
- The power of story
- Experiential learning
- Flexibility
- A positive learner-centered approach
- The relationship between student and teacher
- Local focus

BIG IDEAS

Concepts in criminology can be learned through research and inquiry	The role of biology, psychology and society in explaining crime	Crime as an object of study can help us better understand both ourselves and others	The impact of crime on society
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Observing and Questioning:</p> <ol style="list-style-type: none"> 1. Demonstrate a sustained intellectual curiosity about a criminological topic 2. Recognize how cultural bias and values influence our assumptions about human behaviour. 3. Evaluate behaviour and thinking in terms of the relative contributions of correlates of crime 4. Formulate testable hypotheses about criminal behaviour using statistical analysis of crime data and reporting. <p>Planning and conducting:</p> <ol style="list-style-type: none"> 1. Collaboratively and individually plan, select, and use appropriate investigation methods. 2. Assess risks and address ethical, cultural, and/or social issues associated with their proposed methods to systematically and accurately collect and record data. 3. Apply the scientific method to research. <p>Processing and analyzing data and information:</p> <ol style="list-style-type: none"> 1. Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information. 2. Seek and analyze patterns, trends, and connections in data. 3. Analyze causal and correlational relationships. <p>Evaluating:</p>	<p><i>Students are expected to know the following:</i></p> <p>Correlates of Crime Possible Inquiries into:</p> <ul style="list-style-type: none"> • Age, gender, drug use, education, poverty, race, geography, mental health, and social class as they are related to crime. • Impact of addiction on society <p>Statistics of Crime Possible Inquiries into:</p> <ul style="list-style-type: none"> • Accuracies of crime reporting • Validity of statistics • Unreported crime <p>Theories of Criminology Possible Inquiries into:</p> <ul style="list-style-type: none"> • Biological explanations of crime • Psychological explanations of crime • Social explanations of crime <p>Victimology Possible Inquiries into:</p> <ul style="list-style-type: none"> • Role, treatment and/or services available

<ol style="list-style-type: none"> 1. Describe specific ways to improve their investigation methods and the quality of the data 2. Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources 3. Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment) 4. Self- reflect on one's own opinions and values based on insights from criminological sources and theories. <p>Applying and innovating (so what):</p> <ol style="list-style-type: none"> 1. Discuss and analyze problems in real life and propose or offer solutions. 2. Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment) <p>Express and reflect on a variety of experiences, perspectives, and worldviews through place.</p>	<p>Transnational Crime Possible Inquiries into:</p> <ul style="list-style-type: none"> • White collar and corporate crime • Organized crime and gangs • Human trafficking <p>Role of Criminal Justice System Possible Inquiries into:</p> <ul style="list-style-type: none"> • Policing across and within communities • Police misconduct • Prison design • Courts and probation
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Big Ideas – Elaborations

- Concepts of Criminology: What is crime and what is a criminal? Why do people commit crime? How and why do we measure crime? What are the effects of crime? How do we prevent crime?

Curricular Competencies – Elaborations

- Inquiry: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- **Investigation methods:** survey research, naturalistic observation, case study analysis or experiments.
- **Scientific method:** control groups, dependent and independent variables, statistical analysis and acceptable formatting of research reports.
- **Data analysis:** describing relationships between variables, performing calculations, and identifying inconsistencies.
- **Evaluating methods and conditions:** identifying sources of bias or uncertainty, confounding variables, & possible alternative explanations and conclusions.
- **Communicating Ideas:** for a specific purpose and audience, constructing evidence-based arguments and using appropriate language, conventions, and representations.

Content – Elaborations

- Correlates of Crime: The biological, psychological and social factors that are associated with crime and criminal behavior. For example: age, social class, gender, drug use, race and region.
- Statistics of Crime: The collection and analysis of crime related data. How the data is addressed, interpreted and its effect on policy.
- Theories of Criminology: Theories can be biological in nature (Nature versus Nurture, Somatotyping, Phrenology), psychological in nature (Trait Theory, Psychoanalytic Theory, Antisocial Theory, Moral development) or social in nature (Durkheim, Social learning theory, Differential Reinforcement, Control Theory, Conflict Theory, Strain Theory).
- Victimology: Role, treatment and services available for victims.
- Transnational Crime: Crime that traverses borders such as human trafficking, cyber, cartels etc.
- Criminal Justice System: The complex interactions that society has with police, court systems and corrections and their role in reducing and preventing crime.

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Simulations
- Peer Teaching
- Experiential Learning (Fieldtrips)
- Reflective Writing
- Inquiry (research/experimental)
- Guest speakers

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

- Performance Assessment (Oral presentations)
- Peer Assessment
- Self-Assessment
- Teacher assessment (Teachers will use a variety of assessment techniques such as the use of rubrics, established criteria)

Learning Resources:

Criminology: A Canadian Perspective (7th Edition) - Rick Linden

Introduction to Criminology - Pamela J Schram & Stephen G. Tibbets

Crime in Canadian Context: Debates and Controversies" (3rd Edition) - William O'Grady

Canadian Criminal Justice: A Primer (4th Edition) - Curt T. Griffiths

Criminology Goes to the Movies - Nicole Rafter and Michele Brown

https://nyupress.org/teachguide/nyup_guide_rafter_criminology.pdf

- The Interrupters (correlates of crime)
- Nightcrawler (crime and media)
- doc on HBO about Slenderman case (crime and media)
- Mystic River (social learning theory)
- Traffic (strain theory)
- Monster (biological)

Stats Canada website (counting crime)

Movies: -The Shawshank Redemption (unit on prisons)

-The Stanford Prison Experiment

-Documentary "The Interrupters" (looking at the correlates of criminal behaviour)

-Traffic (looking at strain theory)

-TEDTalks: "A History of Violence" by Steven Pinker -looks at the state of our world in relation to violence

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Vanessa Salitra (Watkins), Todd Goodman, Mark Biggar	Date Developed:
School Name: Westview Secondary School and Thomas Haney Secondary	Principal's Name:
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Digital Game Design 11	Grade Level of Course: Grade 11
Number of Course Credits: 4	Number of Hours of Instruction:

Board/Authority Prerequisite(s): No Prerequisite, Experience in Computers recommended.

Special Training, Facilities or Equipment Required: Fully Equipped Computer Lab with dedicated graphics cards

Course Synopsis: Students will learn the elements and principals of Video Game Design. Emphasis placed on the iterative design process with collaboration and teamwork encouraged. Students will also develop and create unique game assets for use in their projects.

Goals and Rationale: Students create a tangible product and through the development of game learn the foundational skills in Computer Programing, Concept Design, Collaboration Skills and Time Management.

Aboriginal Worldviews and Perspectives: Examine the Role of First Nations in the graphic and game design industry. How can game storytelling be used to showcase and illustrate First Nations' history and culture (see *Never Alone*, published 2014).

BIG IDEAS

The design cycle is an ongoing and reflective process which includes iteration and prototyping.

Design choices require the evaluation and refinement of skills.

Tools and technologies can be adapted for specific purposes.

Personal design choices require self-exploration, collaboration, and evaluation and refinement of skills.

Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <p>Game Theory (Ideating):</p> <p>Concept Design</p> <ul style="list-style-type: none"> - Develop context and a cohesive theme for the Game Experience - Establish a point of view for the Game - Global needs and social and ethical impact of a game - Generate ideas and collaborating with others to create possibilities and prioritize them for prototyping <p>Historical framework</p> <ul style="list-style-type: none"> - Examine the history and evolution of video games from both a design and programing perspective <p>Prototyping:</p> <ul style="list-style-type: none"> -Determining the shortest route to a testable prototype, making changes and debugging and reiterations. - choose an appropriate form, scale, and level of detail for prototyping, and plan procedures for prototyping multiple ideas - Self-Regulation and self-reflection through the design cycle and prototype testing -becoming subject matter experts 	<p><i>Students are expected to know the following</i></p> <ul style="list-style-type: none"> - <i>The Game Design Life Cycle</i> - <i>3D modeling (emerging)</i> - <i>Sprite design and development</i> - <i>Character animation</i> - <i>UI (user Interface) design</i> - <i>Asset creation</i> - <i>Particle effects</i> - <i>Game engine optimization</i> - <i>Technical design – Basic scripting</i> - <i>Debugging</i> - <i>Appropriate use of technology and literacy</i> - <i>Hardware optimization – understand how they work</i>

Testing

- Identify feedback most needed and possible sources of feedback
- Develop an appropriate test of the prototype
- Collect feedback to critically evaluate design and make changes to product design or processes
- Iterate the prototype or abandon the design idea making
- Identify appropriate tools, technologies, materials, processes, and time needed for production
- Critically reflect on their design thinking and processes, and identify new design goals
- Prototype –Test – Do it Again

Applied Skills:

- Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time.
- Explore existing, new, and emerging tools, technologies, and systems to evaluate their suitability for their design interests
- Evaluate impacts, including unintended negative consequences, of choices made about technology use
- Analyze the role technologies play in societal change
- Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies

Big Ideas – Elaborations

The design cycle is an ongoing and reflective process which includes iteration and prototyping.

- Includes the creation of the initial testable prototype of a game, followed by adjustments, debugging, and elaborations to the next testable prototype.
- Learning how to break down the big idea of a game into testable units for testing out the functionality of an asset, programming functionality, game experience and etc.

Tools and technologies can be adapted for specific purposes.

- Learning the gaming engine to develop a game. Combining the use of assets developed in other media programs.
- Learning foundation skills in the prescribed programs and bringing those skills together in the development of a game or game concept.

Personal design choices require self-exploration, collaboration, and evaluation and refinement of skills.

- Storytelling and concept design of a game
- Determine your preferred area of interest and teaming up with others with other skills and preferred areas of interest

Design choices require the evaluation and refinement of skills.

- Through creating the assets and concept art for a game students learn and develop new skills in the desired media programs

Curricular Competencies – Elaborations

user-centered research: research done directly with potential users to understand how they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to them

constraints: limiting factors, such as available technology, expense, environmental impact, copyright

iterations: repetitions of a process with the aim of approaching a desired result

sources of feedback: may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline

appropriate test: includes evaluating the degree of authenticity required for the setting of the test, deciding on an appropriate type and number of trials, and collecting and compiling data

demo: may include showing to others, use by others, giving away, or marketing and selling

Intellectual property: creations of the intellect such as works of art, invention, discoveries, design ideas to which one has the legal rights of ownership; also consider how others might build upon the concept

technologies: tools that extend human capabilities

Content – Elaborations

- *The Game Design Life Cycle* – concept design – game purpose – shortest path to testable prototype – test - – revise – repeat, economic costs to fully develop the concept, and time frame to create complex games
- *3D modeling – asset creation.*
- *Sprite design and development – 2D models of images in complimentary programs*
- *UI (user Interface) design – how a user will interact with the game space, and what the desired experience*
- *Game engine optimization*
- *Technical design - Scripting*
- *Debugging*
- *Appropriate use of technology and literacy*
- *Hardware optimization – understand how they work*
- *Be aware of emerging technologies in the different areas that are applicable to Game Development*

Recommended Instructional Components:

Design process and iterative thinking. Goal settings, self-regulation, and self/peer analysis. Self and peer assessment practices and strategies. Focus on creative and critical thinking. Encouragement of socially responsible design choices. Team work and collaboration.

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

Ongoing, timely, specific, and embedded in day to day instruction. Done through interviews, portfolios, presentations and collaborative projects. Emphasis on goal settings, self-assessment, and iterative design thinking.

Learning Resources: Unity for the Game Engine with C#, Adobe Illustrator, Blender or Maya for 3D modeling. Collaboration tools – Slack, Trello, or Github. Sound design – adobe audition, garage band. A fully equipped computer lab.

Additional Information:

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Vanessa Salitra (Watkins), Todd Goodman, Mark Biggar	Date Developed:
School Name: Westview Secondary School and Thomas Haney Secondary	Principal's Name:
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Digital Game Design 12	Grade Level of Course: Grade 12
Number of Course Credits: 4	Number of Hours of Instruction:

Board/Authority Prerequisite(s): No Prerequisite, Experience in Computers recommended.

Special Training, Facilities or Equipment Required: Fully Equipped Computer Lab with dedicated graphics cards

Course Synopsis: Students will learn the elements and principals of Video Game Design. Emphasis placed on the iterative design process with collaboration and teamwork encouraged. Students will also develop and create unique game assets for use in their projects.

Goals and Rationale: Students create a tangible product and through the development of game learn the foundational skills in Computer Programing, Concept Design, Collaboration Skills and Time Management.

Aboriginal Worldviews and Perspectives: Examine the Role of First Nations in the graphic and game design industry. How can game storytelling be used to showcase and illustrate First Nations' history and culture (see *Never Alone*, published 2014).

BIG IDEAS

The design cycle is an ongoing and reflective process which includes iteration and prototyping.

The design process includes collaboration and Project Management skills.

Tools and technologies can be adapted for specific purposes.

Personal design choices require self-exploration, collaboration, and evaluation and refinement of skills.

Design choices require the evaluation and refinement of skills.

Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <p>Game Theory (Ideating):</p> <p>User Experience</p> <ul style="list-style-type: none"> - Conduct user-centered research to determine appropriate user interface design - identify potential users, intended impact and possible unintended negative consequences - make decisions about the design space and game type <p>Concept Design</p> <ul style="list-style-type: none"> - Develop context and a cohesive theme for the Game Experience - Establish a point of view for the Game - Identify Gaps in marketplace for a unique game design - Global needs and social and ethical impact of a game - Generate ideas and collaborating with others to create possibilities and prioritize them for prototyping <p>Prototyping:</p> <ul style="list-style-type: none"> -Determining the shortest route to a testable prototype, making changes and debugging and reiterations. - choose an appropriate form, scale, and level of detail for prototyping, and plan procedures for prototyping multiple ideas 	<p><i>Students are expected to know the following</i></p> <ul style="list-style-type: none"> - <i>The Game Design Life Cycle</i> - <i>3D modeling</i> - <i>Sprite design and development</i> - <i>Character animation – 3D animation</i> - <i>UI (user Interface) design</i> - <i>Asset creation</i> - <i>Particle effects</i> - <i>Game engine optimization</i> - <i>Technical design - Scripting advanced including loops and arrays</i> - <i>Debugging</i> - <i>Appropriate use of technology and literacy</i> - <i>Collaboration tools – (ex. Slack, trello, github)</i> - <i>Game Marketing and deployment</i> - <i>Sound design</i> - <i>Hardware optimization – understand how they work</i>

<ul style="list-style-type: none"> - Self-Regulation and self-reflection through the design cycle and prototype testing -becoming subject matter experts <p>Testing</p> <ul style="list-style-type: none"> -Identify feedback most needed and possible sources of feedback - Develop an appropriate test of the prototype - Collect feedback to critically evaluate design and make changes to product design or processes - Iterate the prototype or abandon the design idea making -Identify appropriate tools, technologies, materials, processes, and time needed for production -Use project management processes when working individually or collaboratively to coordinate production sharing -Demo progress while creating to increase feedback, collaboration, and, if applicable, marketing -Decide on how and with whom to share or promote their product, creativity, and, if applicable, intellectual property -Consider how others might build upon the design concept -Critically reflect on their design thinking and processes, and identify new design goals -Assess ability to work effectively both as individuals and collaboratively while implementing project management processes -Prototype –Test – Do it Again <p>Applied Skills:</p> <ul style="list-style-type: none"> -Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time. -Explore existing, new, and emerging tools, technologies, and systems to evaluate their suitability for their design interests -Evaluate impacts, including unintended negative consequences, of choices made about technology use -Analyze the role technologies play in societal change - Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies 	<ul style="list-style-type: none"> - <i>Be aware of emerging technology</i>
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Big Ideas – Elaborations

The design cycle is an ongoing and reflective process which includes iteration and prototyping.

- Includes the creation of the initial testable prototype of a game, followed by adjustments, debugging, and elaborations to the next testable prototype.
- Learning how to break down the big idea of a game into testable units for testing out the functionality of an asset, programming functionality, game experience and etc.

The design process includes collaboration and Project Management skills.

- Communicating progress and sharing assets through an online site or network.
- The ability to fully communicate in written and verbal form what is happening and what needs to happen in the game or game concept.

Tools and technologies can be adapted for specific purposes.

- Learning the gaming engine to develop a game. Combining the use of assets developed in other media programs.
- Learning foundation skills in the prescribed programs and bringing those skills together in the development of a game or game concept.

Personal design choices require self-exploration, collaboration, and evaluation and refinement of skills.

- Storytelling and concept design of a game
- Determine your preferred area of interest and teaming up with others with other skills and preferred areas of interest

Design choices require the evaluation and refinement of skills.

- Through creating the assets and concept art for a game students learn and develop new skills in the desired media programs

Curricular Competencies – Elaborations

user-centered research: research done directly with potential users to understand how they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to them

constraints: limiting factors, such as available technology, expense, environmental impact, copyright

iterations: repetitions of a process with the aim of approaching a desired result

sources of feedback: may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline

appropriate test: includes evaluating the degree of authenticity required for the setting of the test, deciding on an appropriate type and number of trials, and collecting and compiling data

project management processes: setting goals, planning, organizing, constructing, monitoring, and leading during execution

demo: may include showing to others, use by others, giving away, or marketing and selling

Intellectual property: creations of the intellect such as works of art, invention, discoveries, design ideas to which one has the legal rights of ownership; also consider how others might build upon the concept

technologies: tools that extend human capabilities

Content – Elaborations

- The Game Design Life Cycle – concept design – game purpose – shortest path to testable prototype – test - – revise – repeat, economic costs to fully develop the concept, and time frame to create complex games
- 3D modeling – asset creation as well as character animation.
- Sprite design and development – 2D models of images in complimentary programs
- UI (user Interface) design – how a user will interact with the game space, and what the desired experience
- Game engine optimization
- Technical design - Scripting advanced
- Debugging
- Appropriate use of technology and literacy
- Collaboration tools – (ex. Slack, Trello, github)
- Game marketing and deployment
- Sound design
- Hardware optimization – understand how they work
- Be aware of emerging technologies in the different areas that are applicable to Game Development and marketing.

Recommended Instructional Components:

Design process and iterative thinking. Goal settings, self-regulation, and self/peer analysis. Self and peer assessment practices and strategies. Focus on creative and critical thinking. Encouragement of socially responsible design choices. Team work and collaboration.

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Ongoing, timely, specific, and embedded in day to day instruction. Done through interviews, portfolios, presentations and collaborative projects. Emphasis on goal settings, self-assessment, and iterative design thinking.

Learning Resources: Unity for the Game Engine with C#, Adobe Illustrator, Blender or Maya for 3D modeling. Collaboration tools – Slack, Trello, or Github. Sound design – Adobe Audition, garage band. A fully equipped computer lab.

Additional Information:



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 42
Developed by: Diane Wadden, Linda Jensen, Marcie Culbert, Linda Lim Bradley and ELL Metro Group	Date Developed: December 17, 2018
School Name: ELL Department (District)	Principal's Name: Tricia McCuaig
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: ELL Canadian Studies 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

District Requirements:

- Bachelor of Education degree or equivalent training
- courses in ESL(ELL) methodology, linguistics and second language acquisition
- equivalent training or experience

Course Synopsis:

This course is designed to acquaint students new to Canada with Canadian geography, history, government, law, culture, customs and current events while developing English communication skills. In addition, this course allows students to explore Canada's role in the global community. To achieve these goals, a wide variety of strategies will be used to teach students how to access, comprehend and process information and communicate their understanding. Students will develop their skills in reading comprehension as well as speaking and writing descriptively and analytically, to express their opinions and demonstrate an understanding of concepts in increasingly complex writing. The strategies, concepts, and language skills that will be taught are as important as the content. The course focuses on developing strategies needed to read, write and extract information successfully in English, and addresses the specific needs of English language learners regarding language acquisition, Canadian culture and cultural diversity.

Goals and Rationale:

Students come from a variety of cultural, linguistic and academic backgrounds and therefore may require English Language Learning support to achieve a level of fluency in English that will help them to reach their full potential. This course will provide background knowledge about Canada and will help students achieve greater success in British Columbia's redesigned concept-based and competency-driven curriculum. ELL Canadian Studies is not a replacement for social studies courses but provides background knowledge in Canadian culture, history and traditions.

The ELL program, and the courses offered within the program, enables the English language learners to:

- develop and maintain a sense of self-worth
- develop and preserve a pride of heritage
- develop communicative competency in the areas of listening, speaking, reading and writing
- develop communication skills to connect and engage with others; acquire, interpret and present information; collaborate; and to explain and reflect on experiences and accomplishments
- develop creative and critical thinking skills including developing ideas, questioning, investigating, analyzing and critiquing information
- adapt to those aspects of methodology and curriculum that differ from those of the students' previous experiences
- develop an understanding and appreciation of cultural differences and similarities

Aboriginal Worldviews and Perspectives:

Links to First Peoples Principles of Learning:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness on reciprocal relationships, and a sense of place).
- Learning is embedded in history, memory, and story of one's culture and the world.
- Learning involves patience and time.
- Language requires exploration of one's identity and the country one lives in.

BIG IDEAS

Canada's history and diverse regions shape Canadian society and identity.

Indigenous Canadians and immigrants have helped shape Canada.

Information is accessed from diverse purposes and from a variety of **texts**.

Learning strategies provide greater access to academic success.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Receptive (reading and listening)</p> <p>Reading</p> <ul style="list-style-type: none"> - identify keywords in text and apply reading strategies to find meaning - connect, summarize, infer, predict, evaluate, and comprehend most reading materials - connect reading material to personal experiences (via discussions, debates, persuasive writing, research) - develop a repertoire of strategies to aid comprehension <p>Listening</p> <ul style="list-style-type: none"> - understand colloquial expressions, and academic language within context - display active listening - interpret, analyze, and evaluate oral and media presentations - understand meaning through voice, tone, and intonation - take notes and summarize oral content <p>Expressive (speaking and writing/representing)</p> <p>Speaking</p> <ul style="list-style-type: none"> - use varied vocabulary, including content-specific language - approximate English discourse patterns - pronounce words correctly to improve clear communication - make content-based presentations - participate in discussions and orally support opinions or beliefs - participate in problem-solving activities 	<p><i>Students are expected to know the following:</i></p> <p>Strategies to support independent learning</p> <ul style="list-style-type: none"> - Listening - Speaking - Reading - Writing <p>Our People</p> <ul style="list-style-type: none"> - history, culture and contributions of First Nations sample topics: <ul style="list-style-type: none"> • early contact and conflict/cooperation between First Peoples & Europeans • land loss from colonization • colonization's impact on language and culture • residential schools • traditional teachings, values, spiritual beliefs, ceremonies etc. - history of French and English colonization of Canada sample topics: <ul style="list-style-type: none"> • fur trade • colonization • contact and conflict

Writing and Representing

- respond to text in personal, creative, and critical ways
- use **writing strategies** to plan, develop, and create meaningful texts for a variety of **genres**
- express and support an opinion with evidence
- use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context
- appropriate word choice and usage according to text genres
- use information **ethically**
- exhibit less evidence of literal translation in L2 output

Evaluation

- become familiar with and be able to demonstrate competency using a variety of **assessment tools and techniques**

- importance of multiculturalism to Canada

sample topics:

- multiculturalism policies (Canadian Multiculturalism Act)
- impacts of immigration from a wide range of ethnic & cultural backgrounds

• what it means to ‘be a Canadian’

sample topics:

- First People’s identities
- Francophone identities
- impacts of immigration
- Canadian symbols
- cultural identities

• develop an understanding of famous Canadians

sample topics:

- examine contributions of famous Canadians; eg. Terry Fox, David Suzuki, Viola Desmond, Louis Riel

Our Country

- physical and political geography of Canada

sample topics:

- examine physical features & natural resources of different regions of Canada
- examine effect of physical geography of Canada & regional identity

- environmental issues

sample topics:

- impact of different economic activities on the environment
- community values regarding conservation and protection of the environment

- Canadian system of law and government

sample topics:

- levels of government & main functions
- Canadian Charter of Rights & Freedoms
- electoral system

	<ul style="list-style-type: none"> - Canadian history sample topics: <ul style="list-style-type: none"> • fur trade • Confederation • building of the railway - Canadian current events - Canada's role in the world sample topics: <ul style="list-style-type: none"> • Constitution Act • free trade • World War I & World War II • United Nations
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Big Ideas – Elaborations

text/texts are generic terms referring to all forms of oral, written, visual or digital communication

learning strategies allow students to access curriculum, communicate effectively, and build academic literacy

Curricular Competencies – Elaborations

Text/texts are generic terms referring to all forms of oral, written, visual, or digital communication: — Oral texts include speeches, poems, plays, oral stories, and songs — Written texts include novels, articles, short stories, and technical writing including numerical — Visual texts include posters, photographs, and other images. — Digital texts include electronic forms of all of the above — Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements)

genres includes specifically knowing the descriptive, informative, expository, explanation, persuasive, technical, etc. genres that may occur in other content areas
strategies use will depend on purpose and context

- **reading** brainstorming, skimming, scanning, visualization, defining new vocabulary, activating background knowledge, connecting
- **writing** prewriting, drafting, revising, editing (peer and self), using graphic organizers, publishing
- **listening** note-taking, paraphrasing, reflecting feelings and meaning, attentive engagement, questioning and answering
- **speaking** voicing an opinion, scaffolded engagement (1:1, small group, large group, 1: class), choral reading and responses, orally presenting

discussions include small-group, partners, one-to-one, whole class, etc.

ethically defines appropriate citations (eg: bibliography, work cited, textual referencing)

assessment tools and techniques: using and/or creating assessments for self-assessment or peer-assessment (eg: ELL rubrics, ELL matrices, learning logs, reflective journals, portfolios, etc.); students should receive explicit instruction on how the use of assessment tools and their purpose of these tools (eg: teaching assessment genres including multiple choice, true or false, creating short answers using the text from the question, long answer/essay responses; how to read and interpret assessment questions, rubrics, and matrices)

reading materials may include using books from varying levels, a variety of fiction and nonfiction texts including different genres consistent with content materials

active listening includes understanding and awareness of the cultural aspects of active listening and engaging with the speaker: eye contact, distance between speaker and listener, volume, pausing

discourse patterns is the cultural use of spoken language in social contexts by building students' cognitive academic language proficiency (eg: the difference between formal and informal speech and when to use each)

communication includes stress, intonation, pace, pitch, articulation, enunciation

problem solving activities are used in the classroom to support conversing in authentic independent or collaborative group work contexts to improve communication. Some suggestions may include respectfully disagreeing, providing constructive feedback, turn taking in conversations, giving evidence to support opinion, advocating self by formulating questions or statements of need. L1 discourse patterns may differ between cultures and English discourse patterns need to be explicitly taught.

Content – Elaborations

strategies:

- **listening:** includes understanding and awareness of the cultural aspects of active listening and engaging with the speaker: eye contact, distance between speaker and listener, volume, pausing
- **reading:** refers to cultural organization of text; students consider what strategies they need to use to deconstruct text; they employ reading strategies with increasing independence depending on the purpose, text, and context
- **speaking:** uses language appropriately in a variety of contexts including debating respectfully, presenting, contributing to discussions; understanding when to use formal (academic) and informal (social) language
- **writing:** refers to organizational planning for writing structures, grouping ideas, note taking, elaborating, summarizing, inferring, and imagery

Recommended Instructional Components:

- SIOP adaptations /// Examples for teachers to use
 - building background knowledge
 - KWL (Know, Wonder, Learn), KWE (Know, Wonder, What ELSE), anticipation guides, making predictions, 4 squares vocabulary, text-to-self, text-to-text, brainstorming, placemat activities
 - teaching vocabulary explicitly
 - Frayer model, defining new vocabulary, pronunciation of new words, content word walls, anchor charts, personal dictionaries, concept definition maps, definition charts
 - comprehensible input
 - graphic organizers, semantic organizers, appropriate language choice for audience, clear instructions (can include written instructions), wait time (5-7 seconds is recommended), clarifying key concepts in L1, multimedia resources, modelling and paraphrasing
 - scaffolded interaction
 - gradual release model (Teacher to students, Teacher with students, students together, student independently), think aloud strategies, use at least 2 different structures during a lesson – pairs, triads, teams, varied by language proficiency or interest
 - use of first language (L1)

- review of key concepts
 - Provide comprehensive review of key vocabulary: teach, review, assess, teach: use word study books, content word walls, etc.
 - Supply comprehensive review of key content concepts: review content directly related to objectives throughout lesson; use graphic organizers as a review
 - Regularly give feedback to students on their output: clarify, discuss, correct responses
 - Conduct assessment of student comprehension and learning: use a variety of quick/mini-reviews: thumbs-up/down, numbered wheels, small dry-erase boards, 5-finger show, include self-assessment
- pre-reading strategies
 - SQP2RS, scanning, skimming, previewing text, T.H.I.E.V.E.S. (title, headings, introduction, every first sentence, visuals, vocabulary, end of chapter questions, summarize) *see more under building background knowledge above*

Recommended Assessment Components:

Formative:

- Assessment is ongoing and may include in-class assignments, listening exercises, oral presentations, quizzes, tests, homework, projects, tutorial work, group work, participation, and portfolios.
- Oral and written production is measured in reference to matrices of levels of proficiency according the ELL and the Provincial Performance Standards.
- Student self-assessment is encouraged through the use of learning logs, personal goal setting, and self-reflection.

Summative

- Summative assessment may include unit tests, oral presentations, projects, and in-class writing.
- Activities are designed to accommodate student learning styles and level of language acquisition. Students are expected to complete all assignments, tests, projects and homework on time.
- The grading scale follows that of the secondary guidelines to reporting. It may be altered to reflect the teaching to mastery, which characterizes some aspects of this course.

Formative	Assessment for learning practical application of skills and strategies	teacher observation daily work/performance tasks oral participation reflection and self-assessment goal setting
Summative	Assessment of learning	written assignments, presentations, debates, tests and quizzes, portfolios

Suggested Learning Resources:

Frameworks

- SIOP (Sheltered Instruction Observation Protocol)
- Knowledge Framework
- Systemic Functional Grammar - Michael Halliday

Teacher Professional Resources

- Doug Buehl, *Classroom Strategies for Interactive Learning*
- Jim Cummins & Margaret Early, *Big Ideas for Expanding Minds*
- Pauline Gibbons, *Scaffolding Language, Scaffolding Learning*
- Debra J. Pickering and Robert J. Marzano *Building Academic Vocabulary: Teacher's Manual*
- Diane Staehr Fenner & Sydney C. Snyder, *Unlocking English Learners' Potential: Strategies for Making Content Accessible*
- Jeff Zwiers, *Building Academic Language*
- Jennifer Serravallo, *The Reading Strategies Book*
- Jennifer Serravallo, *The Writing Strategies Book*

Learning Resources

- The Canadian Reader
- What in the World?
- My Country, Our History
- Special Days in Canada
- Being Canadian
- A Beginning Look at Canada
- Gateway to Canada
- Multiculturalism: Canada's People
- Canada from Eh to Zed
- Crazy About Canada
- Discovering Canada
- Scholastic Canadian Biographies
- Magazines (eg. Beautiful British Columbia, Canadian Geographic, West World, Macleans)

Websites

- <https://sites.google.com/a/bayless.k12.mo.us/ms-barbeau-ell---bayless-elementary-school/ms-barbeau-ell-specialist/about-ms-barbeau/the-go-to-strategies>
- www.empoweringells.com
- <http://www.colorincolorado.org/>
- www.everythingsl.net

- <http://tslater.public.iastate.edu/kf/structures.html> - Knowledge Frameworks
- <https://ellandsiopresources.weebly.com/> SIOP Resources



Board/Authority ELL Academic Writing 11

School District/Independent School Authority Name: The Board of Education of School District No 42 (Maple Ridge-Pitt Meadows)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 42
Developed by: ELL Metro Group (Burnaby, Ann Thorup; West Vancouver, Maria Yioldassis; Vancouver, Ann Hunter; Surrey, Shannon Spencer; Langley, Janis Sawatzky; Maple Ridge, Diane Wadden; Chilliwack, Sonja Wykpis; Delta, Cory Ziebarth) Additional Revisions by: Diane Wadden, SD 42 ELL Coordinator	Date Developed: Jan. 18, 2019
School Name: ELL Department (District)	Principal's Name: Tricia McCuaig
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: ELL Academic Writing 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

English 9 or through the recommendation of a teacher

Special Training, Facilities or Equipment Required:

District Requirements:

- Bachelor of Education degree or equivalent training

- courses in ESL(ELL) methodology, linguistics and second language acquisition
- equivalent training or experience

Course Synopsis:

The course is intended for senior students who wish to develop, strengthen and enhance their writing skills in order to write effectively at the level expected of them in Grades 11 and 12. The course will also prepare students for the written components of the Literacy Assessment. Students will be introduced to the major components of essay writing, various essay types and the writing process itself. It is expected that, through this course, students will gain an awareness of their abilities and potential as writers and, by using the tools learned, will develop confidence in their ability to handle any writing tasks presented to them in high school and post-secondary life.

Academic Writing 11 is designed for senior ELL students at an intermediate or advanced language levels who wish to develop, strengthen and enhance their academic writing skills in order to write effectively at the level expected of them in Grades 11 and 12. The course will reinforce the aspects of good paragraph writing and introduce students to the major components of essay writing, various essay types and the writing process itself. Through the course, students will gain an awareness of their abilities and potential as writers also an awareness of their own identity and cultural contributions to Canadian culture and society through literature. By using the skills learned they will develop confidence in their ability to handle any writing tasks presented to them in high schools and post-secondary life.

Goals and Rationale:

Students come from a variety of cultural, linguistic, and academic backgrounds. In creating this course, the aim is to recognize that multilingual perspectives are valuable contributions to the learning community. Educational equity requires explicit instruction of language in order for ELL students to achieve academic success. Writing is the strand on which students are most heavily evaluated in high school English; therefore, this course emphasizes writing strategies and theory that will increase student understanding of the writing process. An inclusive environment occurs when teachers recognize multilingual perspectives are equal to Standard English. This course is designed for students to use their heritage and lived experiences to enhance their language awareness and further develop their academic English skills.

This course will enable students to:

- Enhance language proficiency in the areas of listening, speaking, reading and writing
- Apply and convey information for a range of academic purposes and audiences
- Critically inquire into, deconstruct, create and communicate a range of different texts
- Continue to develop an understanding and appreciation of the diversity of cultures in Canada
- Develop and preserve pride in their own heritage and language while they continue to build confidence in their academic English skills

Indigenous Worldviews and Perspectives:

The course will introduce students to the narrative structures found in First People's texts. It will also give students an awareness of protocols related to ownership of First People's oral texts.

Declaration of First Peoples Principles of Learning:

- Building language awareness supports the development of self, the family, the community, and with others, while sharing their stories, cultural ways of supporting and nourishing families, and ceremonies
- Taking ownership of one's texts is embedded in history, memory, and story of one's culture and the world
- Learning and creating texts requires the exploration of one's identity and place
- Being critically aware of learning involves recognizing that some knowledge is sensitive and only shared with permission
- Shared learning is reflective, reflexive, holistic, experiential and relational
- Language learning takes patience and time

Declaration of Indigenous Worldviews and Perspectives:

The First Peoples' Principles of Learning are inherent in the aspects included in ELL Academic Writing 11. ELL Academic Writing 11 is inseparable from connectedness and relationships; specifically:

- Community engagement
- Power of storytelling and writing
- Flexibility
- A positive and reciprocal classroom community-centered approach
- Local and world focus on cultural views
- Experiential learning that emphasizes process

BIG IDEAS

Understanding and exploring text genres helps us communicate effectively and build awareness of personal and cultural identity.	Valuing multilingualism enhances intercultural competency and knowledge of self	Communicating through the written form can deepen our understanding of content.	With increased proficiency in English, we can discuss and justify opinions with nuance and clarity.	Language shapes ideas and influences others.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Community & Culture (<i>Valuing and building background</i>)</p> <ul style="list-style-type: none"> - Reflect on the strengths of how their home language informs their English acquisition - Explore personal values through a variety of text sources and connect to lived cultural experiences - Explore and share diverse learning experiences and processes based on student's background - Describe and advocate for oneself by speaking, reading and writing through multimodality - Express and explain ideas, opinions and feelings - Research and choose texts that reflect their personal, social, cultural and linguistic identities - Identify common characteristics of diverse texts and themes - Share opinions and preferences by giving varied reasons through communication with peers and community members - Engage others in conversation to build relationships and understanding 	<p><i>Students are expected to know the following:</i></p> <p>Community & Culture</p> <ul style="list-style-type: none"> • Language learning takes different amounts of time for individuals • Learning requires exploration of one's identity • Acculturation process • Cultural appropriation • Implications of word choice • How English has evolved throughout Canadian history <p>Research Skills:</p> <ul style="list-style-type: none"> • Academic Honesty • Accessing, Evaluating, & Integrating Sources • Citation techniques <ul style="list-style-type: none"> ◦ Global citation practices and how to use them effectively in different contexts • Research strategies

Academic Culture and Research Skills:

- Uses critical thinking to develop original ideas based on supporting evidence and employing appropriate **research strategies**
- Evaluates and uses reliable and relevant sources to judge the validity of evidence from a variety of sources to support academic **communication**
- Demonstrates academic honesty in writing by using standard citations, quotations, paraphrases, and summaries to **acknowledge** original creators of work
- Collaboratively and individually plan, select, and use effective investigation methods to find evidence to support their writing
- Recognizes the expected genre based on a model text or instructions to produce writing in the correct **form**

Receptive Skills (reading, listening, viewing):

- Recognize and understand the role of story, narrative, and oral tradition in expressing First People's perspectives, values, beliefs and points of view.
- Recognize and appreciate the diversity within and across First Peoples' societies, as represented in **texts**
- **Deconstruct**, understand, analyze, and respond to a variety of texts, including fiction and non-fiction texts, from diverse cultural viewpoints to identify the **language and structural features** of different **genres of texts**
- Build **background knowledge** of and familiarity with diverse cultural content by linking past experiences and knowledge to current learning.
- Apply appropriate pre-reading, during-reading and post-reading **strategies** to comprehend written, oral, visual and multi-modal texts to guide written output and to extend thinking.
- Demonstrate **active listening skills**
- Evaluate the relevance, accuracy and reliability of multi-modal texts
- Identify main ideas and details
- Skim and scan texts for relevant information

Productive Skills (writing, speaking, representing):

- Writes a variety of paragraphs and essays using supporting **evidence** to suit the purpose of the task (**genres of writing**) including strong topics, concluding

Reading & Listening Skills:

- **Reading strategies**
- **Listening strategies**
- **literary devices**
- **Text features** and structures
 - **form and function**, and **genres of texts**
 - **narrative structures found in First Peoples' texts**
 - **protocols related to the ownership of First Peoples' oral texts**

Productive Skills:

- **Grammar and Vocabulary Strategies**
- **Sentence, Paragraph, and Essay Structures**
- **Genres of Writing**

Strategies to support independent learning based on the **Ministry ELL Standards**

- Listening & Speaking
 - Meaning
 - Form
 - Use
- Reading
 - Strategies
 - Comprehension
 - Response & Analysis
- Writing
 - Meaning
 - Style
 - Form
 - Convention

<p>sentences, appropriate supporting details and a thesis statement where appropriate</p> <ul style="list-style-type: none"> • Demonstrate a willingness to present, seek out and consider diverse, contrary or innovative views on a variety of topics • Identify and use literary devices to enhance meaning • Create texts through joint and independent construction with support of home language(s) • Use a growing sense of voice, tone, & register to develop text appropriate to purpose & audience • Connect ideas using a variety of cohesive devices supported by graphic organizers & models as necessary • Use a range of vocabulary and expressions appropriately for academic purposes • Express and explain ideas about personal and abstract topics <ul style="list-style-type: none"> - Explore how different cultures construct various text types • Use a range of cohesive devices to write various paragraph and essay forms • Use a range of appropriate verb tenses • Write a variety of sentence structures using a range of vocabulary and expressions for social and academic purposes • Uses conventions with increasing accuracy • use the writing process to plan, draft, develop, edit and revise texts for a variety of academic purposes and authentic audiences and contexts • Use a writing rubric to revise and edit to improve their writing • Demonstrate a willingness to accept and provide constructive feedback to revise and edit communications for clarity, meaning and style 	
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Big Ideas – Elaborations

Text/texts: Text and texts are generic terms referring to all forms of oral, written, visual, or digital communication:

- Oral texts include speeches, poems, plays, oral stories, and songs.
- Written texts include novels, articles, and short stories.
- Visual texts include posters, photographs, and other images.
- Digital texts include electronic forms of all of the above.
- Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).

Text Genres – includes specifically knowing the narrative, descriptive, informative, expository, explanation, persuasive, technical, etc. including genres that may occur in other content areas

Intercultural competency is a range of cognitive, affective, and behavioural skills that lead to communicating effectively and appropriately with people of other cultures

Multilingualism – knowing more than one language enhances the understanding and acquisition of other languages

Curricular Competencies – Elaborations

Acknowledgements and citations: includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples' oral texts and other knowledge

Active Listening includes understanding and awareness of the cultural aspects of active listening and engaging with the speaker: eye contact, distance between speaker and listener, volume, pausing

Audiences: students expand their understanding of the range of real world audiences: this can include children, peers, community members, professionals, and local and globally connected digital conversations

Background knowledge: the social, cultural, geographic and historical context in which texts are created

Communicate using clear language that follows a conversation pattern where the speaker and listener take turns in responsive dialogue. Includes understanding rapid speech on familiar and unfamiliar topics. Students should also use variation in intonation, tone, volume, pacing, & emphasis for effect with some degree of accuracy. Possible ideas could include interviewing community members, recording conversations with English Speakers, debates with peers, and contextually appropriate requests, etc.

Conventions: using most punctuation with increasing accuracy, using common & irregular spellings with increasing accuracy; using phrasal expressions, conditional structures, & a range of past, present, future & perfect tenses in active & passive voice with some degree of accuracy; editing & revising essays for word choice, fragments, run-ons, & most punctuation conventions and grammatical structures; parallelism, The use of components in a sentence that is grammatically the same or similar in their construction, sound, meaning, or meter is called as **parallelism**.

Deconstruct: explicit breakdown or analysis of language and structural features according to text genres.

Diverse texts: texts that reflect a variety of languages, dialects, cultures, authors and genres

Evidence: refers to supporting information to strengthen writing. It can include using personal opinions, peer-reviewed sources, and other forms of information that logically connect to the main idea.

Edit: may include revising text for word choice, punctuation, spelling, basic grammatical structures, & some fragments & run-ons, coherence, voice, tone, audience, & purpose

English acquisition: refers to the continual learning process and development of English. Using home language is an essential scaffold for English acquisition.

Forms: Within a type of communication, the writer, speaker, or designer chooses a form based on the purpose of the piece. Common written forms may include narrative, journal, procedural, expository, persuasive, explanatory, formal and informal e-mails, news article, blog, advertisements, and formal letters.

Genres of Writing: Produce examples of a wider range of personal, informational, & imaginative genres (sequential explanations, factual texts, simple arguments, narratives) to suit purpose. It may be taught in the following suggested order to help scaffold students: Express and Reflect (recount, narrative, opinion), Inform and Explain, Evaluate and Judge, Inquire and Explore, Analyze and Interpret, Taking a Stance and Critiquing.

Joint and independent construction: part of the gradual release process of writing (modeling, using exemplars, explicit instruction)

Language and structural features: includes parts of speech, word choice, tense, nominalization, modality as well as transition words, organization and flow

Linguistic identities: refers to how students view themselves and the world through their language skills

Literary devices: may include but is not limited to: allusion, personification, metaphors, similes, alliteration, diction, irony, satire and symbolism

Lived cultural experiences: includes education, language, culture, sexual orientation and gender identity, familial and community relationships

Multimodality: visual, kinesthetic, audio, digital, written, artistic, oral etc. means of expression

Paragraph and Essay forms: may be taught in the following suggested order to help scaffold students: Express and Reflect (recount, narrative, opinion), Inform and Explain, Evaluate and Judge, Inquire and Explore, Analyze and Interpret, Taking a Stance and Critiquing.

Purposes: may include to understand, to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to provoke, to problem solve, and to entertain

Reading strategies: may include skimming, scanning, annotating, note-taking, inferencing, synthesizing, questioning, re-reading, predicting, making connections, drawing conclusions, etc.

Research strategies: recognizes, finds, and evaluates sources of information to be true, unbiased, relevant and reliable. Understands where to access information (library, accredited academic websites, etc.) More information can be found at Media Smarts [<http://mediasmarts.ca/>]

Self and peer editing: includes collaborating with peers to reflect on their writing process and product which requires explicit modelling and practice

Sentence Structures: Choose appropriate sentence structures to suit the purpose, audience, & style of writing.

Strategies: Predicting, inferring, questioning, paragraphing, using context clues, using text features, visualizing, making connections, summarizing, synthesizing, and reflecting.

Student's background: refers to their linguistic, literacy and educational histories and experiences

Text features: elements of the text that are not considered the main body. These may include typography (bold, italic, underlined), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes.

Text genres: includes specifically knowing the narrative, descriptive, informative, expository, explanation, persuasive, technical, etc. including genres that may occur in other content areas.

Vocabulary: Choose from a range of vocabulary including high-frequency, descriptive, subject-specific, & academic words & words with multiple meanings.

Writing and design processes: There are various writing and/or design processes depending on context and these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing, selecting appropriate format and layout.

Writing process: the process by which students create an effective piece of writing involving steps such as pre-writing, outlining, drafting, editing and revising, and publishing

Writing Rubric: These may include the BC Performance Standards, BC ELL Standards, etc.

Writing strategies includes pre-writing plans, multiple sources, writing conferences, frameworks & models, checklists, refers to guidelines and rubrics to produce & revise text

Content – Elaborations

Accessing, Evaluating, & Integrating Sources refers to students being able to summarize, synthesize, paraphrase, cite, and quote reputable sources that are to be evaluated before being integrated into student work.

Acculturation process are the stages that students may experience when learning about or adapting to a new culture (may include identity shifts or culture shock). This includes being mindful that a silent period is part of the language acquisition process.

Cultural appropriation: having critical dialogue about what knowledge and stories are shared and who is sharing them. This includes the difference between being culturally responsive and using cultural elements without acknowledgement or permission.

Form and Function: Within a type of communication, the writer, speaker, or designer chooses a form based on the use and purpose (function) of the piece. Common written forms may include narrative, journal, procedural, expository, persuasive, explanatory, formal and informal e-mails, news article, blog, advertisements, and formal letters.

Genres of text: literary or thematic categories (e.g., adventure, fable, fairy tale, fantasy, folklore, historical, horror, legend, mystery, mythology, picture book, science fiction, biography, essay, journalism, manual, memoir, personal narrative, speech)

Genres of Writing Produce examples of a wider range of personal, informational, & imaginative genres (sequential explanations, factual texts, simple arguments, narratives) to suit purpose. It may be taught in the following suggested order to help scaffold students: Express and Reflect (recount, narrative, opinion), Inform and Explain, Evaluate and Judge, Inquire and Explore, Analyze and Interpret, Taking a Stance and Critiquing.

Global citation practices: includes discussion and understanding of how different cultures honour sharing of knowledge and define plagiarism. This may include dialogue about cultural appropriation as well as how, when and why to apply MLA, APA and other global citation formats.

Grammar could include the use of negatives, irregular plurals, object pronouns, prepositions phrasal expressions, conditional structures, & a range of past, present, future & perfect tenses in active & passive voice with increasing accuracy.

Listening strategies: Students need to listen to understand and can demonstrate this through note taking, synthesizing, summarizing, and paraphrasing. They should also understand lecture language as cues to recognize topics, cause and effect, exemplification, compare/contrast, quantity, etc.

Literary devices may include but is not limited to: allusion, personification, metaphors, similes, alliteration, diction, irony, satire and symbolism

Ministry ELL Standards: please refer to the Ministry ELL Standards for more information on meaning, form and use

Narrative structures found in first Peoples' texts: e.g., circular, iterative, cyclical

Paragraph and Essay Structures: Provide an effective introduction, clear middle, & conclusion in a multi-paragraph composition to suit the purpose, audience, & style of writing.

Protocols related to ownership of First Peoples' oral texts: First Peoples' stories often have protocols (when and where they can be shared, who owns them, who can share them)

Reading strategies: may include skimming, scanning, annotating, note-taking, inferencing, synthesizing, questioning, re-reading, predicting, making connections, drawing conclusions, etc.

Research strategies differentiates between the different forms of writing and evaluates between valid and invalid sources of information

Text features: elements of the text that are not considered the main body. These may include typography (bold, italic, underlined), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes.

Sentence Structures: Choose appropriate sentence structures to suit the purpose, audience, & style of writing.

Vocabulary Strategies: choose from a variety of strategies to use academic vocabulary accurately in multiple content areas.

Recommended Assessment Components:

Ensure alignment with the Principles of Quality Assessment (see: <https://curriculum.gov.bc.ca/assessment-info>)

Since language is acquired in a spiraling and recursive process, students must be guaranteed a stimulating environment where risk taking is nurtured and errors are viewed as a natural formative part of language development.

Assessment for learning practical application of skills and strategies - Formative:

- Assessment is ongoing and may include in-class assignments, listening activities, oral presentations, practical application of language skills, performance assessment, quizzes, tests, homework, projects, journaling, group work, participation, and portfolios.
- Oral and written production is measured in reference to matrices of levels of proficiency according to the ELL and the Provincial Performance Standards.
- Student self-assessment is encouraged through the use of learning logs, personal goal setting, and self-reflection.
- Peer assessment is encouraged.

Assessment of learning – Summative:

- Summative assessment may include oral presentations, projects, and in-class essays and writing portfolios.
- Activities are designed to accommodate student learning styles and level of language acquisition.
- The grading scale follows that of the secondary guidelines to reporting. It may be altered to reflect the teaching to mastery, which characterizes some aspects of this course.

Suggested Learning Resources:

Short Stories

- "Sootface" - An Ojibwa Cinderella story
- "The Unwanted, Stories of Syrian Refugees" – Don Brown
- "Thank you, Ma'am" – Langston Hughes
- "Coming Home Again" - Changrae Lee
- "Yeh-Shen" - A Cinderella story from China retold by Ai-Ling Louie
- "Out on Main Street" – Shani Mootoo
- "Tales of the Inner City" – Shaun Tan
- "A Map of the City" – Madeleine Thien

Media

- "Danger of a single story" – Chimamanda Ngozi Adichie
- "Why I keep speaking up, even when people mock my accent" - Safwat Saleem

Novels

- Poet X – Elizabeth Acevedo
- Diary of a Part-Time Indian – Sherman Alexie
- Alias Grace - Margaret Atwood
- Everything Was Goodbye - Gurjinder Basran

- The Jade Peony - Wayson Choy
- Ayesha at Last - Uzma Jalaluddin
- The Third and Final Continent - Jhumpa Lahiri
- Ghost Boys – Jewell Parker Rhodes
- I am not your Perfect Mexican Daughter - Erika Sanchez
- Persepolis – Marjane Satrapi
- Balzac and the Little Chinese Seamstress – Dai Sijie (translated text)
- The Hate You Give - Angie Thomas
- Ru - Kim Thuy
- Indian Horse – Richard Wagamese
- American Born Chinese – Gene Luen Yang
- A Long Walk to Water- Linda Sue Park
- Home of the Brave-Katherine Applegate

Poetry

- Bone – Ysra Daley Ward
- Who among You Knows the Essence of Garlic – Garrett Hango
- “Mother to Son” – Langston Hughes
- Kicking the Habit – Lawson Inada
- Milk and Honey - Rupi Kaur
- The Sun and her Flowers - Rupi Kaur
- Even This Page is White – Vivek Shraya
- Embers: One Ojibway’s Meditations – Richard Wagamese
- Salt - Nayyriah Waheed

Teacher Resources

Supporting ELLs

- Arnett, Katy. **Access for Success: Making Inclusion Work for Language Learners**, 2018.
- Cummins, Jim and Margaret Early. **Big Ideas for Expanding Minds**, 2015.
- Echevarr Jana, Mary Ellen Vogt, and Deborah Short. *Making Content Comprehensible for English Learners: The Siop® Model*, 2008.
- Ferlazzo, Larry and Katie Hull Sypniewski. **ELL Teachers Toolbox: Hundreds of Practical Ideas to Support Your Students**, 2018.
- Ritchart, R, M. Church and K. Morrison. **Making Thinking Visible. How to Promote Engagement, Understanding, and Independence for All Learners**, 2011.
- Staehr Fenner, Diane and Sydney C. Snyder. **Unlocking English Learner’s Potential: Strategies for Making Content Accessible**, 2017.
- Sengutpa, Anuradha. “**The New Era of Young Adult Literature.**”, 2016.
- Swan, Michael, and Bernard Smith. **Learner English: A Teacher’s Guide to Interference and Other Problems.** , 2001.
- Zwiers, Jeff and Marie Crawford. **Academic Conversations. Classroom Talk that Fosters Critical Thinking and Content Understandings**, 2011.

Writing with ELLs

- Atwell, Nancie. **Lessons that Change Writers**, 2002.

- Berkley Unified School District, “**Grade Level Academic Vocabulary**” [https://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD_Academic_Vocabulary.pdf]
- Biber, Douglas, Geoffrey N. Leech, and Susan Conrad. *Longman Student Grammar of Spoken and Written English*, 2002
- Cloud, N., F. Genesee and Else Hamayan. *Literacy Instruction for English Language Learners*, 2009.
- Conrad, Ronald. *Process & Practice: Composition for Canadian Students*, 2001.
- Donaldson, Chelsea. *Canadian Student Writer's Guide*, Vancouver, 2000.
- Flick, Jane, and Celia M. Millward. *Handbook for Writers*, Toronto, 1999.
- Freeman Y. and D. Freeman. *Academic Language for English Language Learners and Struggling Readers*, 2009.
- Gallagher, Kelly. *Write Like this: Teaching Real-World Writing through Modeling & Mentor Texts*, 2011.
- Gibbons, Pauline. *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*, 2002.
- Oshima, Alice, and Ann Hogue. *Introduction to Academic Writing*, 2007.
- Zwiers, J. *Building Academic Language*, 2nd Ed, 2014.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 42
Developed by: Diane Wadden and ELL Metro Group	Date Developed: Jan. 16, 2019
School Name: ELL Department (District)	Principal's Name: Tricia McCuaig
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: English Language Development 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

District Requirements:

- Bachelor of Education degree or equivalent training
- courses in ESL(ELL) methodology, linguistics and second language acquisition
- equivalent training or experience

Course Synopsis:

In this course, students will develop academic language and extend English language skills needed to be more successful in content areas like English, social studies and science. The course is designed to build students' skills in reading, writing, listening and speaking by introducing them to a variety of text genres, registers, structures and forms. Students will listen to, read and study texts in specific genres by studying the forms, styles and models required to create these text structures to build their competencies so they can create original pieces. This course is intended for English Language Learners at level 3 and higher in the B.C. ELL Standards. The course focuses on developing strategies needed to read, write and extract information successfully in academic English, and addresses the specific needs of English language learners regarding language acquisition, Canadian culture and cultural diversity.

Goals and Rationale:

Students come from a variety of cultural, linguistic and academic backgrounds and therefore may require English Language Learning support to achieve a level of fluency in English that will help them to reach their full potential. While English language learners have much in common with other students, they have specific needs in the areas of language and culture. This course will provide students with the necessary background skills, vocabulary and learning strategies to ensure success in grade level subjects. The skills taught cover a wide range to enable students to meet cross-curricular language needs. As research indicates, academic language acquisition takes longer than basic interpersonal communicative skills, therefore, the support provided by this course will ensure students are adequately prepared to cope with the pace and expectations of a variety of academic grade level courses. The goal is for students acquiring English to not only learn essential academic content and language, but also to become independent and self-directed learners through their increasing command over a variety of strategies for learning. This course will help students achieve greater success in British Columbia's redesigned concept-based and competency-driven curriculum.

The ELL program, and the courses offered within the program, enables English language learners to:

- develop and maintain a sense of self-worth and identity
- develop and preserve a pride of heritage
- develop communicative competency in the areas of listening, speaking, reading and writing
- develop communication skills to connect and engage with others; acquire, interpret and present information; collaborate; and to explain and reflect on experiences and accomplishments
- develop creative and critical thinking skills including developing ideas, questioning, investigating, analyzing and critiquing information
- adapt to those aspects of methodology and curriculum that differ from those of the students' previous experiences
- develop an understanding and appreciation of cultural differences and similarities
- develop an understanding of academic language

Aboriginal Worldviews and Perspectives:

Links to First Peoples Principles of Learning:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness on reciprocal relationships, and a sense of place).

- Learning is embedded in history, memory, and story of one's culture and the world.
- Learning involves patience and time.
- Language requires exploration of one's identity and the country one lives in.

BIG IDEAS

Information is accessed for diverse purposes and from a variety of **texts**.

Contextual **academic language** is essential for comprehension and to convey meaning in a variety of contexts.

Effective communication includes understanding cultural nuances and norms.

Effective communication comes from an awareness of **language**.

Learning strategies provide greater access to academic content.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Receptive (reading and listening)</p> <p>Reading</p> <ul style="list-style-type: none"> - identify the text structure and features used in different genres - identify keywords in text and apply reading strategies to comprehend written, visual and multimodal texts - connect, summarize, infer, predict, evaluate, and comprehend most reading materials - access information for diverse purposes and from a variety of sources to construct meaningful personal connections between self, text and the world - recognize and demonstrate how various forms, genre structures and features of texts reflect a variety of purposes, audiences and messages - identify ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking through text - recognize and understand text features - identify and demonstrate how different forms, formats, structures and features of texts enhance and shape meaning and impact - connect reading material to personal experiences (via discussions, debates, persuasive writing, research) 	<p><i>Students are expected to know the following:</i></p> <p>Strategies to support independent learning</p> <ul style="list-style-type: none"> - Listening - Speaking - Reading - Writing - Numeracy <p>Stages of Cultural Adjustment</p> <ul style="list-style-type: none"> - that learning takes different amounts of time for each learner - idioms, figurative language, connotations, denotations - pragmatic discourse - learning requires exploration of one's identity - acculturation process <p>Genres</p> <ul style="list-style-type: none"> - structures of various genres - text forms, features and functions of specific genres - linear nature of genres

<ul style="list-style-type: none"> - demonstrate a basic understanding how to identify who the speaker is, their message (perspective/value) and the purpose - appreciate reading and being read to for information and pleasure - develop a repertoire of strategies to aid comprehension <p>Listening</p> <ul style="list-style-type: none"> - understand colloquial expressions, idioms, figurative language, and academic language within context - display active listening - demonstrate listening skills in a variety of formal and informal contexts for a range of purposes - interpret, analyze, and evaluate oral and media presentations - understand meaning through voice, tone, and intonation - take notes and summarize oral content <p>Expressive (speaking and writing/representing)</p> <p>Speaking</p> <ul style="list-style-type: none"> - use varied vocabulary, including content-specific language, colloquial, idiomatic and figurative language appropriately in various social settings - demonstrate speaking skills in a variety of formal and informal contexts for a range of purposes - approximate English discourse patterns - pronounce words correctly to improve clear communication - make content-based presentations - participate in discussions and orally support opinions or beliefs - use academic language to identify, create and share ideas, feelings, opinions and preferences - participate in problem-solving activities <p>Writing and Representing</p> <ul style="list-style-type: none"> - respond to text in personal, creative, and critical ways - use writing strategies to plan, develop, and create meaningful texts for a variety of genres, a variety of academic purposes and for authentic audiences - use academic language to identify, create and share ideas, feelings, opinions and preferences - develop and refine texts to demonstrate understanding of genre - express and support an opinion with evidence, relevant grammar structures and academic language 	<p>Language features, structures and conventions</p> <ul style="list-style-type: none"> - language features - elements of style - verb tenses - usage and conventions - literary elements and devices - grammatical elements - intonation - non-verbal expressions <p>Skills</p> <ul style="list-style-type: none"> - organization - social, emotional, and metacognitive - text features - responsibility - test-taking - study and note-taking - collaborative learning - plagiarism awareness - writing process
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<ul style="list-style-type: none"> - use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context - develop voice in writing - appropriate word choice and usage according to text genres - use information ethically - exhibit less evidence of literal translation in L2 output <p>Evaluation</p> <ul style="list-style-type: none"> - become familiar with and be able to demonstrate competency using a variety of assessment tools and techniques 	
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Big Ideas – Elaborations

Text/texts are generic terms referring to all forms of oral, written, visual, or digital communication: — Oral texts include speeches, poems, plays, oral stories, and songs — Written texts include novels, articles, short stories, and technical writing including numerical — Visual texts include posters, photographs, and other images. — Digital texts include electronic forms of all of the above — Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements)

academic language is the language needed by students to be successful in school; it is the language used to express ideas and thoughts across content areas; it can be oral and/or written language and it is of a more succinct and formal register

language includes the four domains (reading, writing, speaking and listening)

learning strategies allow students to access curriculum, communicate effectively, and build academic literacy

Curricular Competencies – Elaborations

Text/texts are generic terms referring to all forms of oral, written, visual, or digital communication: — Oral texts include speeches, poems, plays, oral stories, and songs — Written texts include novels, articles, short stories, and technical writing including numerical — Visual texts include posters, photographs, and other images. — Digital texts include electronic forms of all of the above — Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements)

academic language is the language needed by students to be successful in school; it is the language used to express ideas and thoughts across content areas; it can be oral and/or written language and it is of a more succinct and formal register

genres includes specifically knowing the descriptive, informative, expository, explanation, persuasive, technical, etc. genres that may occur in other content areas

text features – elements of the text that are not considered the main body including:

- navigational aids (eg. table of contents, index, glossary, bibliography, hyperlinks, titles, heading and subheadings, prologue and epilogue, preface or forward, captions, footnotes and endnotes)
- illustrations (eg. in-lays, sidebars, photographs, graphs, charts, timelines, maps)
- topic sentences, conclusions, detailed paragraphs, genre organization features, cohesion words

strategies use will depend on purpose and context

- **reading** brainstorming, skimming, scanning, visualization, defining new vocabulary, activating background knowledge, connecting
- **writing** prewriting, drafting, revising, editing (peer and self), using graphic organizers, publishing
- **listening** note-taking, paraphrasing, reflecting feelings and meaning, attentive engagement, questioning and answering

- **speaking** voicing an opinion, scaffolded engagement (1:1, small group, large group, 1: class), choral reading and responses, orally presenting

discussions include small-group, partners, one-to-one, whole class, etc.

ethically defines appropriate citations (eg: bibliography, work cited, textual referencing)

assessment tools and techniques: using and/or creating assessments for self-assessment or peer-assessment (eg: ELL rubrics, ELL matrices, learning logs, reflective journals, portfolios, etc.); students should receive explicit instruction on how the use of assessment tools and their purpose of these tools (eg: teaching assessment genres including multiple choice, true or false, creating short answers using the text from the question, long answer/essay responses; how to read and interpret assessment questions, rubrics, and matrices)

voice to identify and use point of view, humour, and cultural perspective (e.g., persona)

reading materials may include using books from varying levels, a variety of fiction and nonfiction texts including different genres consistent with content materials

active listening includes understanding and awareness of the cultural aspects of active listening and engaging with the speaker: eye contact, distance between speaker and listener, volume, pausing

discourse patterns is the cultural use of spoken language in social contexts; this is developed by building students' cognitive academic language proficiency (eg: the difference between formal and informal speech and when to use each)

communication includes stress, intonation, pace, pitch, articulation, enunciation

problem solving activities are used in the classroom to support conversing in authentic independent or collaborative group work contexts to improve communication. Some suggestions may include respectfully disagreeing, providing constructive feedback, turn taking in conversations, giving evidence to support opinion, advocating self by formulating questions or statements of need. L1 discourse patterns may differ between cultures and English discourse patterns need to be explicitly taught.

refine texts to improve clarity, effectiveness and impact; use techniques to refine text according to genres' function and formats using verbs effectively, using repetition and substitution for effect, maintaining parallelism, adding modifiers and varying sentence types

authentic audiences – students expand their understanding of the range of real world audiences: this can include peers, community members, professionals and local and globally connected digital conversations

Content – Elaborations

strategies:

- **listening:** includes understanding and awareness of the cultural aspects of active listening and engaging with the speaker: eye contact, distance between speaker and listener, volume, pausing
- **reading:** refers to cultural organization of text; students consider what strategies they need to use to deconstruct text; they employ reading strategies with increasing independence depending on the purpose, text, and context
- **speaking:** uses language appropriately in a variety of contexts including debating respectfully, presenting, contributing to discussions; understanding when to use formal (academic) and informal (social) language
- **writing:** refers to organizational planning for writing structures, grouping ideas, note taking, elaborating, summarizing, inferring, and imagery
- **numeracy:** knowing mathematical language

genres includes specifically knowing the descriptive, informative, expository, explanation, persuasive, technical, etc. genres that may occur in other content areas

text features: elements of the text that are not considered the main body. These may include typography (bold, italics, underlined font), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs and sidebars/text boxes

elements of style – stylistic choices that make a specific writer distinguishable from others; can include diction, vocabulary, sentence structure, tone

pragmatic discourse includes understanding meaning through voice, tone, intonation, and non-verbal cues like gestures and other body language

grammatical elements – verb tense, prepositions, control of word order, variety of sentence types, plurals etc.

acculturation processes are the stages that students may experience when learning and adapting to a new culture

social, emotional, and metacognitive skills and strategies: refers to collaboration with others by being a receptive listener, using self-advocacy, self-reflection, self-awareness, building relationships, responsible decision making, using self-regulation skills to be successful in the classroom and gain independence as a language learner

organization includes time management, preparedness (including binders, lockers, travelling), planning for the writing process, scheduling for deadlines

writing process refers to paraphrasing, paragraphing, summarizing, prewriting, drafting, revising, publishing, editing, accessing background knowledge, brainstorming

Text features: elements of the text are not considered the main body. These may include typography (bold, italics, underlined font), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes

Recommended Instructional Components:

- SIOP adaptations /// Examples for teachers to use
 - building background knowledge
 - KWL (Know, Wonder, Learn), KWE (Know, Wonder, What ELSE), anticipation guides, making predictions, 4 squares vocabulary, text-to-self, text-to-text, brainstorming, placemat activities
 - teaching vocabulary explicitly
 - Frayer model, defining new vocabulary, pronunciation of new words, content word walls, anchor charts, personal dictionaries, concept definition maps, definition charts
 - comprehensible input
 - graphic organizers, semantic organizers, appropriate language choice for audience, clear instructions (can include written instructions), wait time (5-7 seconds is recommended), clarifying key concepts in L1, multimedia resources, modelling and paraphrasing
 - scaffolded interaction
 - gradual release model (Teacher to students, Teacher with students, students together, student independently), think aloud strategies, use at least 2 different structures during a lesson – pairs, triads, teams, varied by language proficiency or interest
 - use of first language (L1)
 - analyzing features of recount, narrative and information texts using genre feature overviews and example texts
 - using genre overviews as maps to find information in texts when reading
 - reading a variety of model texts for genre features and information
 - writing for specific audiences and specific disciplines
 - vocabulary development exercises and grammar exercises within context
 - academic language development within context
 - analyzing primary and non-fiction sources
 - group discussions and individual reflections on the cultural meanings of specific topics eg. Terry Fox, Komagata Maru, Japanese Canadian internment, residential schools etc.
 - engaging in the writing process to deconstruct, co-construct and individually write recount, information and narrative texts that follow genre rules
 - practicing the use of genre 'glue' words such as sequence words, adding information words, compare/contrast words and giving reasons words in written assignments
 - review of key concepts

- Provide comprehensive review of key vocabulary: teach, review, assess, teach: use word study books, content word walls, etc.
- Supply comprehensive review of key content concepts: review content directly related to objectives throughout lesson; use graphic organizers as a review
- Regularly give feedback to students on their output: clarify, discuss, correct responses
- Conduct assessment of student comprehension and learning: use a variety of quick/mini-reviews: thumbs-up/down, numbered wheels, small dry-erase boards, 5-finger show, include self-assessment
- pre-reading strategies
 - SQP2RS, scanning, skimming, previewing text, T.H.I.E.V.E.S. (title, headings, introduction, every first sentence, visuals, vocabulary, end of chapter questions, summarize) *see more under building background knowledge above*

Recommended Assessment Components:

Since language is acquired in a spiraling and recursive process, students must be guaranteed a stimulating environment where risk taking is nurtured and errors are viewed as a natural formative part of language development.

Formative:

- Assessment is ongoing and may include in-class assignments, listening exercises, oral presentations, quizzes, tests, homework, projects, tutorial work, group work, participation, and portfolios.
- Oral and written production is measured in reference to matrices of levels of proficiency according to the ELL and the Provincial Performance Standards.
- The teacher conferences regularly with students to assist them in setting realistic standards for their own performance in this course and in the regular classes into which they are integrated.
- Student self-assessment is encouraged through the use of learning logs, personal goal setting, and self-reflection.

Summative:

- Summative assessment may include unit tests, oral presentations, projects, and in-class writing assignments etc.
- Activities are designed to accommodate student learning styles and level of language acquisition. Students are expected to complete all assignments, tests, projects and homework on time.
- The grading scale follows that of the secondary guidelines to reporting. It may be altered to reflect the teaching to mastery, which characterizes some aspects of this course.

Formative	Assessment for learning practical application of skills and strategies	teacher observation daily work/performance tasks oral participation reflection and self-assessment
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		goal setting
Summative	Assessment of learning	written assignments, presentations, debates, tests and quizzes, portfolios

Suggested Learning Resources:

Frameworks

- SIOP (Sheltered Instruction Observation Protocol)
- Knowledge Framework
- Systemic Functional Grammar - Michael Halliday

Teacher Professional Resources

- Doug Buehl, *Classroom Strategies for Interactive Learning*
- Jim Cummins & Margaret Early, *Big Ideas for Expanding Minds*
- Pauline Gibbons, *Scaffolding Language, Scaffolding Learning*
- Debra J. Pickering and Robert J. Marzano *Building Academic Vocabulary: Teacher's Manual*
- Jeff Zwiers, *Building Academic Language*
- Jeff Zwiers and Marie Crawford, *Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings*
- Jennifer Serravallo, *The Reading Strategies Book*
- Jennifer Serravallo, *The Writing Strategies Book*
- How Language Works Program

Information Texts

- The Canadian Reader
- What in the World?
- Newsela

Websites

- <https://sites.google.com/a/bayless.k12.mo.us/ms-barbeau-ell---bayless-elementary-school/ms-barbeau-ell-specialist/about-ms-barbeau/the-go-to-strategies>
- www.empoweringells.com
- <http://www.colorincolorado.org/>
- www.everythingsl.net
- <http://tslater.public.iastate.edu/kf/structures.html> - Knowledge Frameworks

- <https://ellandsiopresources.weebly.com/> SIOP Resources
- <https://www.commonlit.org/>



Board/Authority Authorized Course: Equestrian Studies 11 (Academy)

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Shelley Evans	Date Developed: Sept 2008 (Revised Oct. 2017)
School Name: Thomas Haney Secondary	Principal's Name: Grant Frend
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Equestrian Studies 11 (Academy)	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Application and acceptance to the Academy, (includes: completion of online application/composition, parental letter of consent, personal letter of reference, support from student's school administration),

This is an intermediate level course and students should ideally have successfully completed Equestrian Studies 10 or be able to demonstrate equivalent knowledge.

Special Training, Facilities or Equipment Required:

Teacher must be a member of Horse Council of BC, and Equestrian Canada (Gold), a minimum level one NCP Coaching Certification, and/or an EC Certified Competition Coach or a Certified (carded) Equestrian Judge.

Course Synopsis:

This intermediate course is designed to provide the opportunity for experienced equestrians to expand their knowledge of horses and equestrian sport. Students will be expected to acquire basic knowledge of the following topics of study:

- Buying a horse and the pre-purchase exam
- Parasite Control

- Equine Nutrition (2)
- Lunging and Long Lining
- Ground Handling
- Hauling
- Vaccinations
- Stable Management (2)
- Equine Canada Rules (2)

In addition to teacher instruction, classroom instruction will include guest speakers from equine professionals as well as presentations and demonstrations provided by senior Academy (Equine Studies 12) students.

Goals and Rationale:

The course is designed to give *intermediate* equestrians a more in-depth study of horse care, handling and equestrian sport. Students will explore specific health and maintenance issues connected with equine husbandry. The intent of the course is to give students a lifelong appreciation for horses and an understanding of their physiology and health. EQS 11 is closely linked to the core competencies of Communication, Critical Thinking, Personal Awareness, and Responsibility.

Aboriginal Worldviews and Perspectives:

EQS 11 connects to these First Peoples Principles of Learning:

- Learning involves recognizing the consequences of one's actions
- Learning is Holistic and Experiential
- Learning involves patience and Time

BIG IDEAS

Horse ownership requires coordination and cooperation with equine professionals (veterinarians, farriers, coaches and trainers).

Equine health management is an ongoing commitment and a shared responsibility.

Safe operation and design of an equestrian boarding/training facility limits liability and ensures horse health and safety.

Safe handling and conditioning of horses includes ground work

Equestrian Canada governs rules for national competition and manages allowable medication guidelines.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Unit 1: Purchasing a Horse and the Pre-Purchase Examination</p> <p>Explore the merits and components of a pre-purchase veterinary examination as well as the process of making an equine purchase. Students will engage critical thinking skills to interpreting social media, print and word of mouth as they apply to advertising horses for sale. Students will explore the applications of digital imaging (eg. MRI, ultra sound, x-ray, fluoroscopy) in the pre-purchase examination. Students will become familiar with equine diseases that are manageable through vaccination. Students will familiarize themselves with the efficacy of vaccines and the frequency of their administration. Students will develop strategies for parasite control as well as worming rotations.</p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • How to access on line horse classified sites (Horsetopia, Dreamhorse, Warmbloodsforsale.com etc.), complete a search, then critically deconstruct the wording of the descriptions • Rider to equine compatibility • read critically - media classifieds (Gaitpost, Pacific Horse etc.) • elements of a good sales videos and successful test ride • legal requirements for importing a horse from: overseas, another province, the United States • the need for a Coggins Test and EVA and EIA • role of a bill of sale and what constitutes a legal sales transaction • components of a veterinary pre-purchase examination • pro's and con's of x-rays • means of infection, and the symptoms of Strangles, Rhino, Equine Influenza Encephalomyelitis and West Nile • Understand the efficacy of vaccines

Unit 2: Parasite Control and Vaccinations

Students will become familiar with equine diseases that are manageable through vaccination. Students will familiarize themselves with the efficacy of vaccines and the frequency of their administration. Intravenous, intra muscular and intra nasal vaccines will be examined as will the potential of complications stemming from vaccinating and not vaccinating. Make connections between classifications of vermifuges (wormers) and the types of parasites they target. Students will develop strategies for parasite control as well as worming rotations.

Unit 3: Stable Management (2)

Students will be introduced to intermediate aspects of stable management including: feeding and turnout schedules, managing multiple disciplines, care of the mare and foal and stallion management.

Unit 4: Lunging, Long Lining and Hauling

Students will develop the skills to identify safe lunging and ground driving practices and the benefits of both. Students will be introduced to lunging and ground driving equipment and will be expected to demonstrate an understanding of its use. Students will also learn

about safe hauling practices including GVW/ horsepower of the towing vehicle, types of hitches and braking systems and kinds of trailers. Students will learn safe loading, hauling and unloading practices as well as what to do in the event of an emergency.

Unit 5: Equestrian Canada Regulations Competition (2)

This unit introduces students to intermediate aspects of the Equine Canada rules structure including passports, the competition level membership structure (bronze, silver and gold), medications control, and Sections C (Driving), D (Eventing), E (Dressage), G (Hunter, Jumper, Equitation and Hack) and H (Combined Driving). Students will develop familiarity with the rules and the ability to navigate through the texts (on line) to find specific sections. Students will focus on a specific section of the rules and complete an oral presentation to the Academy members.

- effective vaccination schedules
- non-traditional vaccines for horses in our geographic area (e.g.: Potomac Horse fever)
- types of equine parasites and how horses become infected
- different classes of wormers eradicate specific parasites
- parasite prevention through correct stable management
- how to design a worming schedule including efficient rotations for: a pleasure horse, an international competition horse, a pregnant mare, a breeding stallion, a foal
- identify the pro's and con's of pasture and stable board
- benefits of frequent feedings/free choice versus timed feedings
- importance of water in the equine diet and the challenges of maintaining a clean and consistent source
- specific nutritional, stabling, and turnout needs of the mare and foal
- safety concerns for the mare and foal
- challenges of managing multiple sport activities (e.g. dressage, jumper, reining, cattle penning) at one facility
- equestrian facilities use conflict resolution strategies
- common problems encountered by boarders and how these can be avoided
- specific stabling (including the breeding shed), turn out and nutritional needs of a breeding stallion
- promote a stallion
- the co-correlation between cooled semen, frozen semen and motility
- breed rules governing live cover and artificial insemination
- understand a breeding contract
- purpose of lunging and long lining horses
- unsafe lunging practices
- use of lunging and ground driving equipment
- dangers of incorrect lunging
- Understand the relationship between GVW / horsepower and towing capacity
- Recognize different types of hitches and he

- benefits/disadvantages of each
- Discuss different types of trailers (straight haul, angle haul, loose boxes, stock, aluminum, steel, fiberglass) and trailer manufacturers
 - types of protective equipment available for horses while hauling and understand the advantages and/or disadvantages
 - strategies for desensitization of loading and unloading
 - loading and unloading difficulties
 - effects of the trailer on the towing vehicle (turns, braking, backing)
 - difference between bronze, silver, gold, platinum, corporate, temporary sport licenses, single event sport licenses and how to change a level
 - rules pertaining to Amateur competition
 - understand the examination, sample collection, and testing procedures used by EC at competition to detect banned substances
 - the EC list of permitted medications
 - general rules of competition for Sections: Sections C (Driving), D (Eventing), E (Dressage), G (Hunter, Jumper, Equitation and Hack) and H (Combined Driving)
 - rules of one specific sport division and be prepared to respond to audience questions

Recommended Instructional Components:

- direct instruction
- indirect instruction
- interactive instruction demonstration
- group work
- research
- practical application
- analysis
- modelling
- discussion
- debate

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Student achievement will be assessed regularly throughout the course using a combination of teacher, self and peer evaluation methods. Mark allocation will be 30% formative, with evaluation of projects occurring on an on-going basis to allow incorporation of feedback into future assignments. 70% of evaluation will be summative, based on written, oral, and practical tests and assignments.

Assessments will include: peer assessment, self assessment, teacher assessment using a variety of measurement tools (eg: prezi, group presentations, oral presentations, video, tests, debates, practical demonstrations, as well as student choices in demonstrating how they will demonstrate their learning.

Learning Resources:

Stable Management (Equine Canada) - required text

Selected DVD/ Video and textual resources from the Horse Council BC Bookstore

www.equinecanada.ca

www.hcbc.ca

www.equineguelph.ca

additional selected reference websites

Additional Information:

The THSS Equestrian Academy was the first of its kind in Canada.



Board/Authority Authorized Course: Equestrian Studies 12 (Academy)

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Shelley Evans	Date Developed: Sept 2008 (Revised Sept. 2018)
School Name: Thomas Haney Secondary	Principal's Name: Grant Frend
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Equestrian Studies 12 (Academy)	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Application and acceptance to the Academy, (includes: completion of online application/composition, parental letter of consent, personal letter of reference, support from student's school administration),

This is an intermediate level course and students should ideally have successfully completed Equestrian Studies 11 or be able to demonstrate equivalent knowledge.

Special Training, Facilities or Equipment Required:

Teacher must be a member of Horse Council of BC, and Equestrian Canada (Gold), a minimum level one NCP Coaching Certification, and/or an EC Certified Competition Coach or a Certified (carded) Equestrian Judge.

Course Synopsis:

This advanced course is designed to provide the opportunity for experienced equestrians to expand their knowledge of horses and equestrian sport. Students will be expected to acquire in-depth knowledge of the following topics of study:

- Equine Dentistry
- The Equine Foot: Pathology and Shoeing

- Equine First Aid
- Ethics in the Horse Industry
- Bandaging and wrapping
- Breeding and genetics
- Judging Equestrian Sport

In addition to teacher instruction, classroom instruction will include guest speakers from equine professionals as well as presentations and demonstrations provided by senior Academy peers.

Goals and Rationale:

The course is designed to give *advanced* equestrians a “deeper dive” into the study of horse care and handling and the more abstract aspects of equestrian sport such as ethics and conduct. Students specific health and maintenance issues connected with equine husbandry will explore study of horse care, handling and equestrian sport. Students will explore specific health and maintenance issues connected with equine husbandry. The intent of the course is to give students a lifelong appreciation for horses and an understanding of their physiology and health. EQS 12 is closely linked to the core competencies of Communication, Critical Thinking, Personal Awareness, and Responsibility.

Aboriginal Worldviews and Perspectives:

EQS 12 connects to these First Peoples Principles of Learning:

- Learning involves recognizing the consequences of one’s actions
- Learning is Holistic and Experiential
- Learning involves patience and Time

BIG IDEAS

Horse competition in Canada requires a commitment to ethical standards set out by Equestrian Canada

Equine health management is an ongoing commitment and a shared responsibility.

Judging and competing in equestrian competition requires an continuous evolution of competition standards and an obligation to abide by new regulations.

Breeding of horses involves an awareness of the ethics of adding to the horse population and the potential to pass along genetically transmitted conditions.

Equestrian Canada governs rules for national competition and manages allowable medication guidelines.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Unit 1: Feet, Shoeing and Dentistry Students will be introduced to the course content and expectations, curricular outcomes and authentic assessment strategies that will be used in the course. Students will learn the physiology of the equine foot as well as specific hoof and foot injuries, conformation defects, and appropriate shoeing for each. Students will discuss the pro's and con's of barefoot versus shod. Students will be able to identify the types of teeth as well as the age of a horse as determined by the teeth. Students will learn why equines require floating and the techniques and tools used in modern equine dental practice.</p>	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> • Identify the interior and exterior structures of the equine foot • identify conformation defects of the foot • identify corrective shoes and know their purpose • discuss hot and cold shoeing • determine the appropriate type of shoe for specific conditions

Unit 2: Breeding and Genetics

This unit introduces students to the basics of mare and stallion selection, live cover, AI and surrogacy. Students will also debate the ethics of adding to the existing horse populations with reference to BLM feral horses, horse auctions and slaughter houses. Students are introduced to genetically transmitted deficiencies (SCID/HYPP/Lethal White). It also introduces colour genetics and the breed regulations for breeding and registration.

- recognize dominant and recessive traits
- analyze conformation and pair mares with stallions that will complement each other
- discuss when to and when not to breed
- demonstrate an understanding of different breeding methods and associated pro's and con's of each
- recognize the importance of motility counts
- discuss the process of using surrogate mares and the benefits and possible genetic and ethical issues associated with surrogacy and cloning
- learn the symptoms of HYPP, SCID and other genetically transmitted conditions
- describe white markings using correct terms
- understand what colour pairings will produce what colours- including dilute and double dilute colours

Unit 3: Equestrian Sport discipline / Post Secondary Equestrian Studies

Students will explore post secondary equestrian programs as well as a variety of career opportunities in the equine industry. Students will individually or collaboratively create a multi media presentation or either a specific equestrian discipline OR a post secondary program of study in an equine related profession.

- research the Kwantlan University Farrier program, the Olds College Equestrian Program, Equine Guelph and the Canadian Veterinary Medical faculties
- understand the pre-requisites and application processes for a variety of post secondary equestrian programs
- compare and contrast two veterinary colleges
- report on a non-traditional job connected to the horse industry (clothing designer, photographer, physiotherapist, etc.)

Unit 4: First Aid/ Bandaging and Wrapping

Students will be introduced to basic equine first aid with a focus on basal readings for TPR, colic, allergic reactions, lacerations, swellings and lameness. Students will learn and demonstrate the application and uses of a variety of bandages and protective boots.

- identify the factors that contribute of colic
- recognize the symptoms of colic
- learn how to take an equine temp., respiration, pulse and to listen for "normal" gut sounds, and check capillary refill time
- understand the variety of treatment options available for colic

<p>Unit 5: Conduct, Ethics and Judging</p> <p>Students will develop an understanding of the code of conduct of Equestrian Canada and the ethical practices expectations of Canadian riders both in competition and in recreational riding. Students will learn the qualification standards involved in becoming a judge and the structure of judging within different divisions of equestrian competition. Judging clinic participation will enable students to compare their knowledge of placing against the placing of a qualified judge.</p>	<ul style="list-style-type: none"> • identify the location of lameness by observing the horse in motion • understand the process of nerve blocking to determine a lameness source • develop an understanding of when to treat at home and when to call the vet • how to minimize bleeding and to assess the severity of lacerations • demonstrate how to apply : stable bandages, polo wraps shipping bandages, hock, tail and knee bandages • identify and explain the uses for various protective boots. <hr/> <ul style="list-style-type: none"> • recognize “unspoken” rules of good horsemanship • demonstrate the need to respect the needs of junior/beginner riders • understand the rules of the road as it pertains to horses and riders • discuss how to lodge a protest or how to speak to a judge • discuss the ethic of equine cloning (Cyrozootech) • know judging codes and what they mean • score a basic dressage test and provide comments for a student scribe • discuss the ethics of judging • learn how judges score and access specific events • learn how to use a judge’s score card • place a class and compare your scores to the placings of peers and a judge
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Recommended Instructional Components:

- direct instruction
- indirect instruction
- interactive instruction demonstration
- group work
- research
- practical application
- analysis
- modelling
- discussion
- debate

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Student achievement will be assessed regularly throughout the course using a combination of teacher, self and peer evaluation methods. Mark allocation will be 30% formative, with evaluation of projects occurring on an on-going basis to allow incorporation of feedback into future assignments. 70% of evaluation will be summative, based on written, oral, and practical tests and assignments.

Assessments will include: peer assessment, self assessment, teacher assessment using a variety of measurement tools (eg: prezi, group presentations, oral presentations, video, tests, debates, practical demonstrations, as well as student choices in demonstrating how they will demonstrate their learning.

Learning Resources:

Stable Management (Equine Canada) - required text

Selected DVD/ Video and textual resources from the Horse Council BC Bookstore

www.equinecanada.ca

www.hcbc.ca

www.equineguelph.ca

additional selected reference websites

Additional Information:

The THSS Equestrian Academy was the first of its kind in Canada.



Attachment 15

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Frances Samouilhan, Pamela Preibisch	Date Developed: November 19, 2018
School Name: Thomas Haney Secondary	Principal's Name: Grant Frend
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Food Studies: Baking 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): **Prerequisite – Baking 10 or portfolio**

Special Training, Facilities or Equipment Required: **BCTF certified teacher with experience in Home Economics, Food and Nutrition or equivalent; Red Seal Baker Certification an asset or equivalent experience. Space: Teaching kitchen or Home Economics Food Laboratory containing demonstration area and equipment, 6 kitchen units and equipment.**

Course Synopsis: **Basic baking techniques such as stiff doughs, sour dough, yeast buns and breads, and pastry such as choux, traditional, and phyllo will be investigated along with experimentation with cream and mousse fillings. Advanced chocolate skills such as ganache, garnishing and tempering will be introduced. Food styling and art skills in cake decorating using fondant and gum paste will be explored. Other options may include candy making and deep-fried pastries. Students will engage with design challenges to extend their skill and knowledge.**

Goals and Rationale:

This is a specialized course where those who have completed Baking 10, equivalent courses or portfolio presentations, may explore specific areas of interest for personal or career goals. Students successfully completing Baking 12 may continue to post-secondary culinary arts programs.

Aboriginal Worldviews and Perspectives:

Learning and baking more specifically, supports the well-being of the self, the family and the community.

Learning is holistic, reflexive, reflective, experiential and relational.

Knowledge about baking is cultural, including Indigenous culture, and passed down from generation to generation. It therefore, is embedded in memory, history and story.

Baking involves patience and time.

BIG IDEAS

Social, ethical, and sustainability consideration impact design.

Tools and technologies can be adapted for specific purposes.

Creativity and flavor can enhance food product design and service.

Pastry design interests require the evaluation and refinement of skills

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Applied Design</p> <p><i>Understanding context</i></p> <p>Engage in a period of research and empathetic observation in order to understand design opportunities</p> <p><i>Defining</i></p> <p>Choose a design opportunity</p> <p>Identify potential users and relevant contextual factors</p> <p>Identify criteria for success, intended impact, and any constraints</p> <p><i>Ideating</i></p> <p>Take creative risks in generating ideas and add to others' ideas in ways that enhance them</p> <p>Screen ideas against criteria and constraints</p>	<p><i>Students are expected to know the following:</i></p> <p>Adapting, modifying and designing recipes</p> <p>Artistic elements in baking using the design principles</p> <p>Providing alternatives to address dietary needs</p> <p>Food science in recipe development. Including characteristics, properties, and functions of ingredients and substitutions</p> <p>Interpersonal and consultation skills, including ways to interact with consumers and customers, food trends, nutrition, marketing, and food systems</p> <p>Simple and complex global food systems and how they affect food choices, including environmental, ethical, economical, and health impacts</p> <p>Ethics of cultural appropriation</p> <p>First Peoples food protocols, including land stewardship, harvesting/gathering, ceremonial uses, and preserving methods</p> <p>World cultures and traditions</p>

Critically analyze and prioritize competing factors, including social, ethical, and sustainability considerations, to meet community needs for preferred futures

Choose an idea to pursue, keeping other potentially viable ideas open

Prototyping

Identify and use **sources of inspiration** and information

Choose a form for prototyping and develop a **plan** that includes key stages and resources

Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability

Prototype, making changes to tools, materials, and procedures as needed
Record **iterations** of prototyping

Testing

Identify **sources of feedback**

Develop an **appropriate test** of the prototype

Conduct the test, collect and compile data, evaluate data, and decide on changes

Iterate the prototype or abandon the design idea

Making

Identify and use appropriate tools, **technologies**, materials, and processes for production

Make a step-by-step plan for production and carry it out, making changes as needed
Use materials in ways that minimize waste

Sharing

Decide on how and with whom to **share** their **product** and processes

Demonstrate their product to potential users, providing a rationale for the selected solution, modifications, and procedures, using appropriate terminology

Critically evaluate the success of their product, and explain how their design ideas contribute to the individual, family, community, and/or environment

Critically reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space.

Identify new design issues

Applied Skills

Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments

Identify the skills and skill levels needed, individually or as a group, in relation to specific projects, and develop and refine them as needed

Applied Technologies

Choose, adapt, and if necessary learn about appropriate tools and technologies to use for tasks

Evaluate the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use

Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies

Curricular Competencies – Elaborations

- ☐ **research:** seeking knowledge from other people as experts (e.g., First Peoples Elders), secondary sources, and collective pools of knowledge in communities and collaborative atmospheres
- ☐ **empathetic observation:** aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people
- ☐ **Defining:** setting parameters
- ☐ **constraints:** limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred

- ❑ **Ideating:** forming ideas or concepts
- ❑ **sources of inspiration:** may include experiences; traditional cultural knowledge and approaches, including those of First Peoples; places, including (the land and its natural resources and analogous settings; and people, including users, experts, and thought leaders
- ❑ **plan:** for example, pictorial drawings, sketches, flow charts
- ❑ **iterations:** repetitions of a process with the aim of approaching a desired result
- ❑ **sources of feedback:** may include peers; users; keepers of traditional cultural knowledge and approaches, including those of First Peoples; and other experts
- ❑ **appropriate test:** consider conditions, number of trials
- ❑ **technologies:** things that extend human capabilities
- ❑ **share:** may include showing to others, use by others, giving away, or marketing and selling
- ❑ **product:** for example, a physical product, a process, a system, a service, or a designed environment

Content – Elaborations

Design principles: the art of preparing, baking and presenting to enhance experience.
Complementary and contrasting colours, textures, and flavours. Use of space, form and shape

Alternatives: for gluten-free, lactose-free, and sugar-free cooking; vegetarian cooking; low sodium diets

Food science: gluten development, chocolate tempering, sugar cookery, substitution for allergies, dietary restrictions or health

effects: for example, land and water use, food miles, workers' rights, food security, health, affordability, food waste

Interpersonal and consultation skills: for example, professional communications and collaboration

Cultural appropriation: understanding the appropriate use of culturally sensitive content.

Recommended Instructional Components:

Skills and techniques will be demonstrated and practiced in the laboratory. Students will participate in teacher directed lessons, group projects and complete individual assignments. Guest speakers and community specialists will be invited to demonstrate specialty skills; students will assume this role over the duration of the course to develop their own presentation skills and confidence.

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

Self-reflection based on evidence of learning

Portfolio

Skills based assessment based on rubrics, verbal and written feedback

Learning Resources:

How Baking Works: Exploring the Fundamentals of Baking Science by Paula Figoni

Culinary Reactions: The Everyday Chemistry of Cooking by Simon Quellen Field

Food for Life by Jane Witte (textbook)

Cake Bible by Rose Levy Beranbaum

Where People Feast by Dolly Watts

First Nations Recipes by Gregory Lepinem

Additional Information:



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD42
Developed by: Kristi Lauridsen	Date Developed: January 18, 2019
School Name: SD42 Learning Services	Principal's Name: Michael Scarcella
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Guided Inquiry	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 110

Board/Authority Prerequisite(s): No prerequisites

Special Training, Facilities or Equipment Required: Access to a computer for online components of the course

Course Synopsis:

Guided Inquiry 11 supports students to engage with dispositions, principles and practices of inquiry at an advanced level, as a mode of exploring topics of personal interest that connect big ideas across disciplines and/or extend beyond curricular content and competencies in their core subject courses. Students will learn how to create a formal inquiry project proposal including developing an inquiry question, rationale, objectives, timeline, resources, and means of sharing their learning both with peers and with people working in the disciplines/fields in which their projects are situated. They will understand and engage in authentic inquiry processes including question development, research, critical reflection, self-assessment, cyclical goal-setting, and communication of their learning through multiple modes of expression. Through these inquiry processes, students will develop skills such as problem-posing, critical analysis, timeline management, oral presentation, and audience engagement. Students will participate in group discussions and activities based on classmates' inquiry work, as well as completing several independent inquiry projects

designed in consultation with, and guided by, the instructor. Guided Inquiry 11 follows a blended model of instruction, with students working independently on their projects with online support from the instructor and also attending face-to-face class meetings monthly to share their work through seminar presentations.

Goals and Rationale:

Rationale:

The BC curriculum encourages inquiry as a key mode of engaging with curricular content and aims to have all students experience inquiry processes during their learning. Guided Inquiry 11 is intended to support students who are interested in deepening their understanding of, and capabilities with, inquiry as a mode of learning that connects them with a community of inquirers, both at the classroom level and beyond. 21st Century learning should prepare graduates to be able to move flexibly among, and engage responsively with, a variety of learning communities – whether they be educational or workplace communities. This flexibility is fostered by the development of inquiry dispositions and skills, as students learn to approach new situations with a mindset of questioning and exploring what can be learned and an open-ness to learning from others within community. Through shared inquiry processes, students learn to value multiple perspectives and modes of expression and to seek connections with authentic audiences for their work. Inquiry projects that are highly personalized in their focus and goals, yet carried out with the intention of sharing the insights and new questions they generate, provide students with authentic opportunities to be self-directed in their learning while also developing perspective-taking capacities. For students who intend to pursue post-secondary education, Guided Inquiry 11 allows them to experience engaging in more advanced inquiry work that approximates the kinds of research, and research communities, they may encounter in university settings. The blended model of Guided Inquiry 11, with independent online work and face-to-face seminar meetings, prepares students for the balance of self-directedness and community commitment that is expected in university learning.

Goals:

- Develop dispositions of inquiry including curiosity, flexibility, open-ness to feedback, and community orientation
- Develop skills of inquiry including question generation, reflection, self-assessment, and communication of learning
- Develop capacity to seek out and engage with communities of learners, both peers and beyond the classroom, in disciplines/fields relevant to inquiry questions
- Deepen knowledge and understanding of particular topics of personal interest, which connect ideas across disciplines and/or go beyond topics available for study in regular coursework
- Begin developing capacity to participate in research communities at a post-secondary level

Aboriginal Worldviews and Perspectives:

Declaration of First People's Principles of Learning:

- Guided Inquiry 11 supports the principle that “Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place),” as students engage in reflective practices, engage their peers in experiences about their key learning during seminar presentations, and connect with peers and people working in the disciplines/fields relevant to their projects.
- Students experience firsthand, through inquiry, that “Learning involves patience and time.”
- The personalized nature of developing one's own content and processes for learning, based on exploring one's own interests and questions, supports the principle that “Learning requires exploration of one's identity.”

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are inherent in the design of Guided Inquiry 11. Engaging in guided, facilitated exploration and sharing of personalized inquiry projects is inseparable from Aboriginal worldviews and perspectives, specifically:

- A learner-centered approach, where the learner demonstrates readiness for particular learning and the teacher responsively provides guidance, support, and modeling for this learning
- Experiential learning, where the learner considers how to engage actively with the exploring topics of interest in authentic ways and how to share learning with others through hands-on activities
- Community involvement and relational learning, where learners participate reciprocally with peers in the class and reach out to leaders in the fields/disciplines relevant to their explorations

BIG IDEAS

Inquiry is a means for connecting and engaging with **communities of learners**

Authentic inquiry processes are **self-directed** and personally meaningful

Inquiry is **cyclical** and, through exploration and critical reflection, generates new questions

Engaging with a variety of content, processes, and **modes of expression** fosters flexible thinking

Inquiry supports holistic, **interdisciplinary**, and experiential approaches to learning

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> •Generate multiple ideas for topics and questions to explore and make decisions about which are most personally meaningful to them •Develop project proposals that clearly outline their topic/purpose, goals/objectives, anticipated timeline, resources needed, and vision for the project's impact on themselves and others •Develop capacity to be self-directed and independent in exploring their inquiry questions •Use appropriate research strategies relevant to their inquiry exploration (effective internet searching, primary/secondary resources, citation and referencing) •Participate in developing criteria for their projects and engage in self-assessment of their learning •Engage actively in reflective strategies including weekly reflections on their learning and thinking processes; use learning to generate new questions •Design effective oral presentations and experiential activities to share their learning through multiple modes of expression •Support the class learning community by participating actively in classmates' seminar presentations and providing feedback to peers •Seek out connections with, and feedback from, peers and individuals working in disciplines/fields relevant to their inquiry questions (with support from the instructor) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> •The cyclical nature of inquiry processes •Elements of an effective project proposal •The value and importance of sharing inquiry processes within communities of learners (both classroom and beyond) •Questions to guide reflection on one's inquiry work •Strategies for providing feedback to peers •Ways that authentic inquiry processes embody Aboriginal worldviews and First People's Principles of Learning •Strategies for conducting effective research (internet searching, primary/secondary sources, citing and referencing) •Elements of an effective seminar presentation •Connections between advanced inquiry learning and university-level research

Big Ideas – Elaborations

communities of learners – examples include the classroom community of peers; and disciplinary/field communities (e.g., a student exploring biological anthropology arranges a visit with a university professor working in this field; a student conducting an environment assessment of a local area contacts a local City manager and an Indigenous community leader and seeks their insights and perspectives)

self-directed – learners take responsibility for developing the content of their learning and self-monitoring their learning **processes** (e.g., following their proposed timeline, communicating with the instructor as needed, participating in determining criteria for their projects)

cyclical – authentic inquiry processes happen in a continuous cycle of idea generation → question development → exploration and research → reflection → sharing and communicating → new questions

modes of expression – learners consider the variety of ways they could express their learning (e.g., verbal, visual, kinesthetic) and select modes most appropriate to their topic

interdisciplinary – learners explore how their inquiry questions may overlap with multiple disciplines (e.g., a student inquiring about gun violence incorporates history, politics, science, sociology)

Curricular Competencies – Elaborations

criteria – learners analyze the purpose, goals, and vision of their inquiry project and make decisions about what is most important for audiences to “look for” in evaluating their final product; they determine what each criteria will “look like” if achieved successfully and how much weight each criteria should be given relative to the others

feedback – learners understand effective questions to ask when seeking feedback (e.g., What did you learn from my project that you didn’t know before? What did you find most interesting or intriguing about my project?) and effective strategies for giving feedback (e.g., specific praise, identifying strengths and areas to build on)

Content – Elaborations

questions to guide reflection – students learn to use self-questions such as, What did I feel was most successful or rewarding in my inquiry work this week? What challenges did I encounter in my learning this week? What do I need guidance or help with this week?

Content – Elaborations

seminar presentation – learners understand the structure of an effective participatory seminar (clear introduction that includes topic and purpose; provision of key points and background to allow participants to access the topic; engagement of participants in a relevant experiential activity; leadership of discussion and feedback-giving)

Recommended Instructional Components:

- Direct teaching/instruction (principles, practices, and strategies)
- Modeling/demonstrations (of effective proposal development, research strategies, criteria development, reflection and self-assessment, sharing and communication of work)
- I do/we do/you do (e.g., instructor makes contact with an expert in the field of a student's inquiry and cc's the student; student responds directly to the expert and arranges a meeting with instructor support; student attends the meeting and reports back to instructor)
- Reflective writing and/or speaking (journaling or voice-recording weekly reflections)
- Experiential learning (activities designed for sharing learning with classmates)
- Peer feedback

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

- Rubrics with examples of what various course components “look like” at emergent through to sophisticated levels
- Co-constructed criteria for evaluation of independent inquiry projects (student and instructor)
- Multiple modes of expression of learning for products of independent inquiry projects, relevant to the topic and the student's learning style and preferences
- Journaling and/or voice-recording for weekly reflections
- Oral presentations and communication of learning through experiential activities
- Self-assessment of independent inquiry project, incorporating content, process, and product of learning

Learning Resources:

Resources used by students will vary widely depending on their personalized inquiry questions and topics. They are encouraged to use a variety of kinds of resources including but not limited to:

- Interviews/conversations with people working in the relevant disciplines/fields
- Primary and secondary sources available to them through library or internet searches
- News media
- Film/documentary resources
- Data that they gather relevant to their topics (e.g., surveys of peers, observations)

As a teacher resource, the following texts provide an excellent overview of dispositions, principles, and practices of authentic inquiry:

Dana, N. F. & x Yendol-Hoppey, D. *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*, 2nd Ed. Thousand Oaks, CA: Corwin Press.

Shagoury Hubbard, R. & Miller Power, B. (2003). *The art of classroom inquiry: A handbook for teacher-researchers*. Portsmouth, NH: Heinemann.

Additional Information:

None.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD42
Developed by: Kristi Lauridsen	Date Developed: January 18, 2019
School Name: SD42 Learning Services	Principal's Name: Michael Scarcella
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Guided Inquiry	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 110

Board/Authority Prerequisite(s): No prerequisites

Special Training, Facilities or Equipment Required: Access to a computer for online components of the course

Course Synopsis:

Guided Inquiry 12 supports students to engage with dispositions, principles and practices of inquiry at an advanced level, as a mode of exploring topics of personal interest that connect big ideas across disciplines and/or extend beyond curricular content and competencies in their core subject courses. Students will learn how to create a formal inquiry project proposal including developing an inquiry question, rationale, objectives, timeline, resources, and means of sharing their learning both with peers and with people working in the disciplines/fields in which their projects are situated. They will understand and engage in authentic inquiry processes including question development, research, critical reflection, self-assessment, cyclical goal-setting, and communication of their learning through multiple modes of expression. Through these inquiry processes, students will develop skills such as problem-posing, critical analysis, timeline management, oral presentation, and audience engagement. Students will participate in group discussions and activities based on classmates' inquiry work, as well as completing several independent inquiry projects

designed in consultation with, and guided by, the instructor. Guided Inquiry 12 follows a blended model of instruction, with students working independently on their projects with online support from the instructor and also attending face-to-face class meetings monthly to share their work through seminar presentations.

Goals and Rationale:

Rationale:

The BC curriculum encourages inquiry as a key mode of engaging with curricular content and aims to have all students experience inquiry processes during their learning. Guided Inquiry 12 is intended to support students who are interested in deepening their understanding of, and capabilities with, inquiry as a mode of learning that connects them with a community of inquirers, both at the classroom level and beyond. 21st Century learning should prepare graduates to be able to move flexibly among, and engage responsively with, a variety of learning communities – whether they be educational or workplace communities. This flexibility is fostered by the development of inquiry dispositions and skills, as students learn to approach new situations with a mindset of questioning and exploring what can be learned and an open-ness to learning from others within community. Through shared inquiry processes, students learn to value multiple perspectives and modes of expression and to seek connections with authentic audiences for their work. Inquiry projects that are highly personalized in their focus and goals, yet carried out with the intention of sharing the insights and new questions they generate, provide students with authentic opportunities to be self-directed in their learning while also developing perspective-taking capacities. For students who intend to pursue post-secondary education, Guided Inquiry 12 allows them to experience engaging in more advanced inquiry work that approximates the kinds of research, and research communities, they may encounter in university settings. The blended model of Guided Inquiry 12, with independent online work and face-to-face seminar meetings, prepares students for the balance of self-directedness and community commitment that is expected in university learning.

Goals:

- Develop dispositions of inquiry including curiosity, flexibility, open-ness to feedback, and community orientation
- Develop skills of inquiry including question generation, reflection, self-assessment, and communication of learning
- Develop capacity to seek out and engage with communities of learners, both peers and beyond the classroom, in disciplines/fields relevant to inquiry questions
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Aboriginal Worldviews and Perspectives:

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Authentic inquiry processes are **self-directed** and personally meaningful

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Inquiry supports holistic, **interdisciplinary**, and experiential approaches to learning

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> •Generate multiple ideas for topics and questions to explore and make decisions about which are most personally meaningful to them •Develop project proposals that clearly outline their topic/purpose, goals/objectives, anticipated timeline, resources needed, and vision for the project's impact on themselves and others •Develop capacity to be self-directed and independent in exploring their inquiry questions •Use appropriate research strategies relevant to their inquiry exploration (effective internet searching, primary/secondary resources, citation and referencing) •Participate in developing criteria for their projects and engage in self-assessment of their learning •Engage actively in reflective strategies including weekly reflections on their learning and thinking processes; use learning to generate new questions •Design effective oral presentations and experiential activities to share their learning through multiple modes of expression •Support the class learning community by participating actively in classmates' seminar presentations and providing feedback to peers •Seek out connections with, and feedback from, peers and individuals working in disciplines/fields relevant to their inquiry questions (with support from the instructor) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> •The cyclical nature of inquiry processes •Elements of an effective project proposal •The value and importance of sharing inquiry processes within communities of learners (both classroom and beyond) •Questions to guide reflection on one's inquiry work •Strategies for providing feedback to peers •Ways that authentic inquiry processes embody Aboriginal worldviews and First People's Principles of Learning •Strategies for conducting effective research (internet searching, primary/secondary sources, citing and referencing) •Elements of an effective seminar presentation •Connections between advanced inquiry learning and university-level research

Big Ideas – Elaborations

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Curricular Competencies – Elaborations

criteria – learners analyze the purpose, goals, and vision of their inquiry project and make decisions about what is most important for audiences to “look for” in evaluating their final product; they determine what each criteria will “look like” if achieved successfully and how much weight each criteria should be given relative to the others

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Content – Elaborations

questions to guide reflection – students learn to use self-questions such as, What did I feel was most successful or rewarding in my inquiry work this week? What challenges did I encounter in my learning this week? What do I need guidance or help with this week?

Content – Elaborations

seminar presentation – learners understand the structure of an effective participatory seminar (clear introduction that includes topic and purpose; provision of key points and background to allow participants to access the topic; engagement of participants in a relevant experiential activity; leadership of discussion and feedback-giving)

Recommended Instructional Components:

- Direct teaching/instruction (principles, practices, and strategies)
- Modeling/demonstrations (of effective proposal development, research strategies, criteria development, reflection and self-assessment, sharing and communication of work)
- I do/we do/you do (e.g., instructor makes contact with an expert in the field of a student's inquiry and cc's the student; student responds directly to the expert and arranges a meeting with instructor support; student attends the meeting and reports back to instructor)
- Reflective writing and/or speaking (journaling or voice-recording weekly reflections)
- Experiential learning (activities designed for sharing learning with classmates)
- Peer feedback

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

- Rubrics with examples of what various course components “look like” at emergent through to sophisticated levels
- Co-constructed criteria for evaluation of independent inquiry projects (student and instructor)
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Learning Resources:

Resources used by students will vary widely depending on their personalized inquiry questions and topics. They are encouraged to use a variety of kinds of resources including but not limited to:

- Interviews/conversations with people working in the relevant disciplines/fields
- Primary and secondary sources available to them through library or internet searches
- News media
- Film/documentary resources
- Data that they gather relevant to their topics (e.g., surveys of peers, observations)

As a teacher resource, the following texts provide an excellent overview of dispositions, principles, and practices of authentic inquiry:

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Shagoury Hubbard, R. & Miller Power, B. (2003). *The art of classroom inquiry: A handbook for teacher-researchers*. Portsmouth, NH: Heinemann.

Additional Information:

None.

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Bryan Bailey	Date Developed: Dec. 13, 2018
School Name: Pitt Meadows Secondary School	Principal's Name: Cheryl Schwarz
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Ice Hockey Skills 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

- **Facilities:** Use of local ice arena facility (Pitt Meadows Arena Complex) will be included as part of this program. Students enrolled in the hockey academy will require ice facilities for on ice skill development and training, a classroom setting to learn tactical physiological and basic life style training to excel in sport and weight training equipment. Beyond these needs it is expected that students will be introduced to sport specific equipment as found at facilities throughout the Fraser Valley.
- **Equipment:** Students will be required to provide their own CSA approved hockey equipment (jersey, helmet, pads and stick)

Course Synopsis:

This course builds upon the skills developed in Ice Hockey Skills 10. Like Ice Hockey Skills 10, students at all levels will be provided with coaching appropriate to their development.

Course content includes the development of technical skills (power skating included), individual tactics, team tactics, team play/systems, and strategy, off-ice training specific to hockey and health and wellness. Future course levels may include officiating and/or coaching certifications and curriculum related to hockey team management.

Students will be required to have previous skating experience and preferably some hockey skills. This course provides the opportunity for male and female athletes to improve their hockey skills.

The Academy is proposed to be a partnership between our schools and district and The Pacific Rim Hockey Academy (PRHA).

Students will take a regular program for seven of their eight courses. The eighth course will be a hockey-related course, which takes place in a combination of on-ice, dryland and classroom environments.

The academy course will be taught by a combination of personnel. There will be a teacher from current school staffing assigned to the course, who will ultimately be responsible for actual on-ice instruction, as well as all assessment, evaluation and reporting. The teacher will be assisted in the instructional portion of the course by coaches and hockey professionals from PRHA.

Goals and Rationale:

Like Hockey Skills 10, this course has been designed to allow student athletes the opportunity to increase their hockey skills during the school day. The average 15/16 year old community hockey player averages between 1.5 and 2.5 hours of practice time per week. By taking advantage of the local unused ice available during the day, this course affords students the opportunity to further develop their individual skills, increase their enjoyment of hockey and their engagement in schooling overall.

Research indicates that having students actively involved in their chosen sport, during school hours, will increase positive attitudes towards school in general. Further, by increasing skill development, students will enhance their potential for enjoyment in a sport that will keep them physically engaged and help maintain a healthy, positive lifestyle beyond graduation.

Aboriginal Worldviews and Perspectives:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Physical activity leads to better health, which in turn leads to increased well-being. As stated earlier, because students are involved in a chosen sport during school hours, research shows that student attitudes towards school in general, improve. Engaged and happy students contribute positively towards the school community as a whole.

Learning involves recognizing the consequences of one's actions. Students understand the cause and effect relationship their actions can have on their own development both with regard to hockey skills and the development of their own character.

Learning involves patience and time. Students learn that the development of skills take time and practice.

BIG IDEAS

An effective hockey athlete is part of a team

Students will develop a deeper understanding and passion for the sport of ice hockey and its many components

Learning is holistic, reflective, experiential and relational

Personal fitness can be maintained and improved through regular physical activities

Students will refine their skills, develop their skating, and improve their all-around play through daily practice times

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>On Ice Development</p> <ul style="list-style-type: none"> • Demonstrate power skating skills, including cross overs, pivots, tight turns, backwards skating, and acceleration techniques • Demonstrate the ability to start using T-Starts, front starts and crossover starts • Demonstrate shooting techniques, including slap, snap, wrist, one-timer and back-hand shots and developing puck handling skills and ability to deke • Demonstrate forehand, backhand, saucer, area, one touch passing skills • Demonstrate positional play, from a center, winger, and defence man position • Demonstrate an understanding of the game through scrimmages, situational play, and in controlled conditions <p>Off Ice Conditioning</p> <ul style="list-style-type: none"> • Demonstrate an improvement in cardiovascular endurance, strength agility, balance, quickness, power, core, reaction time and flexibility • Demonstrate proper techniques for warming up and cooling down • Complete nutritional logs and assess their own diets and lifestyle choices 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Understand edges and how they impact skating, speed, and acceleration • Know how to change speeds, when to alter speeds and how to use angling appropriately • Know when to use the appropriate shot and how to adjust shooting locations • Know various ways to stick handle and move around the opposition, while controlling the puck in play • Understand where to be on the attacking zone, defensive zone and neutral zone play • Understand the impact of fitness and how it can improve on-ice play and skating • Understand how to prepare their body and mind in order to optimize their performance

Theory/Tactical Components

- Demonstrate an understanding of an appropriate application for triangulation, cycling, power play, penalty kill, break-outs, re-groups, and face off options
- Demonstrate an understanding of break out options including quick ups, reverse, wheel, off the boards, up and out, and when to use each option
- Apply feedback from coaches and instructors

Healthy and Active Living

- Participate in physical activities designed to enhance and maintain health components of fitness
- Pursue personal and sport-specific goals by setting goals, planning how to achieve them, and reflecting on the on-going process
- Understand the importance and options for recovery, and injury prevention

Set, maintain, assess, evaluate, reflect and adjust personal goals both for themselves and for their team

- **Respond in a timely manner to coaching direction for the benefit of themselves and the group/team.**
- **Be able to make an adjustment to their play, based on coaching feedback.**
- **Demonstrate the ability to receive constructive feedback with an open mind and positive attitude.**
- **Be able to demonstrate the ability to make personal adjustments to their play.**
- **Demonstrate the ability to give positive feedback to their peers**

Sport psychology and motivation

- **Demonstrate an understanding of issues around self esteem, self-confidence and self awareness through reflection on themselves and their observations of others**
- **Demonstrate a process for gaining self awareness and self confidence in a positive manner**
- **Utilize methods for students to enhance their leadership and athletic ability.**

- Understand the benefit of healthy eating and preparing before practices and games
- Understand the theory behind strategy and play options based on different situations
- Understand various offensive and defensive systems and rationale behind each system, like the dump and chase

Big Ideas – Elaborations

Ice Hockey: a fast sport played on an ice rink between two teams of six skaters, who attempt to drive a small rubber disk (the puck) into the opposing goal with hooked or angled sticks. It was developed in Canada in the 19th Century

Effective hockey athlete: demonstrate behaviours of an effective athlete in a group/team setting.

Ice hockey and its many components: Theory/ Tactical/ Performance Training/ Sport Psychology/Motivation

Curricular Competencies – Elaborations

Crossovers: used to change direction while attempting to gain speed, using one's inside and outside skating edges

Pivots: used to change directions, either forward to backwards, or backwards to forwards

T-Starts: used when a player is stationary, and the player knows which direction they will move in next

Crossover starts: used to start rapidly after a two foot stop

Slap shot: a slap shot is a hard shot, usually with a big wind up, wherein the player flexes his stick on the ice and allows the energy stored in the flexing stick to launch the puck forward

Snap shot: the purpose of the snap shot is to combine the main advantage of the wrist shot (accuracy and quick delivery) and the slap shot (puck speed). Unlike the slap shot, there is not backswing and very little follow through

Wrist shot: a type of shot that involves using arm muscles (especially those in the wrist and forearm) to propel the puck forward from the open-faced concave part of the blade of the hockey stick

One-timer: the act of shooting the puck directly off a pass without playing the puck in any way

Deke: When a player handles the puck or himself in such a manner to fool the opponent in moving out of position, allowing the player to get past.

Saucer Pass: an airborne pass from one player to another. The puck is passed off the ice, and over a player's **stick or body**

Cycling: an offensive strategy that moves the puck along the boards in the offensive zone to create a scoring chance by making defenders tired or moving them out of position

Power play: A power play occurs when one team has more players on the ice than the other team as a result of penalties assessed to the shorthanded team

Penalty kill: Also known as being shorthanded. Also refers to lineups, tactics, and play by a team during the shorthanded period. Icing is not enforced on a shorthanded team.

Break out: The ability to quickly move the puck out from your own end, ideally keeping possession and carrying the puck into the neutral zone

Re-groups: The act of re-attempting to enter into the attacking zone in the neutral zone

Wheel: The act of skating behind your own net with the puck as a means of advancing it into the neutral zone

Sport Psychology and Motivation: Students will demonstrate the psychology and motivation related to the game of hockey as processes for gaining **self-confidence, self awareness and motivation in a positive manner, necessary to realizing one's full leadership and athletic potential.**

Content – Elaborations

Angling: The ability to force an opponent to go in the direction you want, normally towards the boards or to the outside of you

Attacking zone: The opposing team's end of the ice; extends from the blue line to the end boards.

Defensive zone: The defending team's zone; extends from the blue line to the end boards

Neutral zone: Area of the ice between the blue lines

Dump and chase: An offensive strategy used to get the puck over the opposing team's blue line and into the corners where players can race to get it, thereby moving the play into the attacking zone.

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modelling
- Simulations
- Peer Teaching

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

- Peer and Self-Assessment/reflection
- Assessment based on fitness levels
- Performance Assessment
- Oral Presentations
- Quizzes

Learning Resources:

- National Coaching Certification Program (NCCP)
- NCCP Level 1 and 2 Hockey Manuals
- Hockey Canada Skills Development Manual
- BC Hockey Athlete Training Manual
- Respect in Sport
- Pacific Rim Hockey Academy (PRHA)

Additional Information:

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Bryan Bailey	Date Developed: Jan. 9, 2019
School Name: Pitt Meadows Secondary School.	Principal's Name: Cheryl Schwarz
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Ice Hockey Skills 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

- **Facilities:** Use of local ice arena facility (Pitt Meadows Arena Complex)) will be included as part of this program. Students enrolled in the hockey academy will require ice facilities for on ice skill development and training, a classroom setting to learn tactical physiological and basic life style training to excel in sport and weight training equipment. Beyond these needs it is expected that students will be introduced to sport specific equipment as found at facilities throughout the Fraser Valley.
- **Equipment:** Students will be required to provide their own CSA approved hockey equipment (jersey, helmet, pads and stick)

Course Synopsis:

This course builds upon the skills developed in Ice Hockey Skills 11. Like Ice Hockey Skills 11, students at all levels will be provided with coaching appropriate to their development.

Course content includes the development of technical skills (power skating included), individual tactics, team tactics, team play/systems, and strategy, off-ice training specific to hockey and diet specific to athletes, and health and wellness. Students will be encourage to take a leadership role within the community through various volunteering opportunities

Students will be required to have previous skating experience and preferably some hockey skills. This course provides the opportunity for male and female athletes to improve their hockey skills.

The Academy is proposed to be a partnership between our schools and district and The Pacific Rim Hockey Academy (PRHA).

Students will take a regular program for seven of their eight courses. The eighth course will be a hockey-related course, which takes place in a combination of on-ice, dryland and classroom environments.

The academy course will be taught by a combination of personnel. There will be a teacher from current school staffing assigned to the course, who will ultimately be responsible for actual on-ice instruction, as well as all assessment, evaluation and reporting. The teacher will be assisted in the instructional portion of the course by coaches and hockey professionals from PRHA.

Goals and Rationale:

Like Hockey Skills 11, this course has been designed to allow student athletes the opportunity to increase their hockey skills during the school day. The average 16/17 year old community hockey player averages between 1.5 and 2.5 hours of practice time per week. By taking advantage of the local unused ice available during the day, this course affords students the opportunity to further develop their individual skills, increase their enjoyment of hockey and their engagement in schooling overall.

Research indicates that having students actively involved in their chosen sport, during school hours, will increase positive attitudes towards school in general. Further, by increasing skill development, students will enhance their potential for enjoyment in a sport that will keep them physically engaged and help maintain a healthy, positive lifestyle beyond graduation.

Aboriginal Worldviews and Perspectives:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Physical activity leads to better health, which in turn leads to increased well-being. As stated earlier, because students are involved in a chosen sport during school hours, research shows that student attitudes towards school in general, improve. Engaged and happy students contribute positively towards the school community as a whole.

Learning involves recognizing the consequences of one's actions. Students understand the cause and effect relationship their actions can have on their own development both with regard to hockey skills and the development of their own character.

Learning involves patience and time. Students learn that the development of skills take time and practice.

BIG IDEAS

An effective hockey athlete is part of a team

Students will develop a deeper understanding and passion for the sport of ice hockey and its many components

Learning is holistic, reflective, experiential and relational

Personal fitness can be maintained and improved through regular physical activities

Students will refine their skills, develop their skating, and improve their all-around play through daily practice times

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>On Ice Development</p> <ul style="list-style-type: none"> • Demonstrate power skating skills, including cross overs, pivots, tight turns, backwards skating, and acceleration techniques appropriate for individual skill and coordination levels • Demonstrate the ability to start using T-Starts, front starts and crossover starts with greater expertise • Demonstrate shooting techniques, including slap, snap, wrist, one-timer and back-hand shots and developing puck handling skills and ability to deke • Demonstrate forehand, backhand, saucer, area, one touch passing skills • Demonstrate a refined understanding and application of positional play, from a center, winger, and defence man position • Demonstrate an understanding of the game through scrimmages, situational play, and in controlled conditions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Understand edges and how they impact skating, speed, and acceleration • Know how to change speeds, when to alter speeds and how to use angling appropriately • Know when to use the appropriate shot and how to adjust shooting locations, and angles • Know various ways to stick handle and move around the opposition, while controlling the puck in play • Understand the use of angles to defend and attack opposing player • Understand where to be on the attacking zone, defensive zone and neutral zone play • Understand the impact of fitness and how it can improve on-ice play and skating

<ul style="list-style-type: none"> • Exhibit leadership by helping setup and demonstrate on-ice skills and drills • Make on-ice adjustments to strategy for one-on-one play and team play <p>Off Ice Conditioning</p> <ul style="list-style-type: none"> • Demonstrate an improvement in cardiovascular endurance, strength agility, balance, quickness, power, core, reaction time and flexibility • Demonstrate proper techniques for warming up and cooling down • Complete nutritional logs and assess their own diets and lifestyle choice • Create a diet specific to an individual sport. <p>Theory/Tactical Components</p> <ul style="list-style-type: none"> • Demonstrate an understanding of an appropriate application for triangulation, cycling, power play, penalty kill, break-outs, re-groups, and face off options • Demonstrate an understanding of break out options including quick ups, reverse, wheel, off the boards, up and out, and when to use each option • Apply feedback from coaches and instructors <p>Healthy and Active Living</p> <ul style="list-style-type: none"> • Participate in physical activities designed to enhance and maintain health components of fitness • Pursue personal and sport-specific goals by setting goals, planning how to achieve them, and reflecting on the on-going process • Understand the of importance and options for recovery, and injury prevention • Understand the importance of a healthy diet 	<ul style="list-style-type: none"> • Understand how to prepare their body and mind in order to optimize their performance • Understand the benefit of healthy eating and preparing before practices and games • Understand the theory behind advanced strategy and play options based on different situations • A greater understand of various offensive and defensive systems and rationale behind each system, like the dump and chase • Understand that dietary needs vary from sport-to-sport and athlete-to-athlete • Understand the importance of volunteerism in building and connecting to community
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- To create a diet designed for high-level athletes and understand the differences between a sport-specific diet and a common healthy diet

Set, maintain, assess, evaluate, reflect and adjust personal goals both for themselves and for their team

- Respond in a timely manner to coaching direction for the benefit of themselves and the group/team.
- Be able to make an adjustment to their play, based on coaching feedback.
- Demonstrate the ability to receive constructive feedback with an open mind and positive attitude.
- Be able to demonstrate the ability to make personal adjustments to their play.
- Demonstrate the ability to give positive feedback to their peers

Sport Psychology and Motivation

- Demonstrate an understanding of issues around self esteem, self-confidence and self-awareness through reflection on themselves and their observations of others
- Demonstrate a process for gaining self-awareness and self-confidence in a positive manner
- Utilize methods for students to enhance their leadership and athletic ability

Coaching & Technical Instruction Development

- Demonstrate leadership and decision making processes and qualities associated with coaching
- Be able to effectively communicate to peers
- Be able to demonstrate progressions in teaching basic hockey specific skills

- Develop and demonstrate team management skills

Volunteerism/Community Service

- Demonstrate an appreciation for leisure and recreational opportunities in their community by volunteering at events and attending as a spectator
- Demonstrate an understanding of what is required to become actively involved in their community by participating in community events

Big Ideas – Elaborations

Ice Hockey: a fast sport played on an ice rink between two teams of six skaters, who attempt to drive a small rubber disk (the puck) into the opposing goal with hooked or angled sticks. It was developed in Canada in the 19th Century

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Sport Psychology and Motivation: Students will demonstrate the psychology and motivation related to the game of hockey as processes for gaining **self-confidence, self awareness and motivation in a positive manner, necessary to realizing one's full leadership and athletic potential.**

Content – Elaborations

Angling: The ability to force an opponent to go in the direction you want, normally towards the boards or to the outside of you

Attacking zone: The opposing team's end of the ice; extends from the blue line to the end boards.

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Dump and chase: An offensive strategy used to get the puck over the opposing team's blue line and into the corners where players can race to get it, thereby moving the play into the attacking zone.

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modelling
- Simulations
- Peer Teaching

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

- Peer and Self-Assessment/reflection
- Assessment based on fitness levels
- Performance Assessment
- Oral Presentations
- Quizzes

Learning Resources:

- National Coaching Certification Program (NCCP)
- NCCP Level 1 and 2 Hockey Manuals
- Hockey Canada Skills Development Manual
- BC Hockey Athlete Training Manual
- Respect in Sport
- Pacific Rim Hockey Academy (PRHA)

Additional Information:

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Lesley Liversidge / Brian Williams	Date Developed: January 16, 2019
School Name: Westview Secondary / Thomas Haney Secondary	Principal's Name: Darren Rowell / Grant Frend
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: International Language, Culture and Travel 11	Grade Level of Course: 11
Number of Course Credits: 4 credits	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Access to computers, LCD projector, speakers, DVD player

Course Synopsis:

This course has been developed to encourage students to explore international cultures, history, geography and languages. The course can be delivered in a traditional classroom or as a hybrid / blended classroom with a balance of online and face to face meeting time. Inquiry based learning will be integrated into the geography, history, art and media component of the course. The course involves an in class or on-line portion and a practical portion where students will travel on a guided tour for 10 - 14 days in an International country. Students who are not participating in a SD42 organized trip or exchange can complete an inquiry project in place of the travel component of the course.

Goals and Rationale:

This course has been developed to introduce students to the languages and cultures of international countries and increase awareness of their importance to Western Civilization. As their knowledge of these cultures increases, so does their ability to make observations about their own cultures. They will examine various aspects of culture through media such as the internet, print material, movies and songs. They will have discussions, research, and give oral presentations utilizing a variety of technology.

Aboriginal Worldviews and Perspectives:

Declaration of First People's Principles of Learning:

- Learning supports the development of self in support of connecting with others.
- Learning is embedded in memory, history and story.
- Leading involves learning from mentors as well as those we are meant to lead.
- Learning is holistic, reflexive, reflective, experiential and relational.
- Being a traveler involves exploring one's identity, philosophy and ethics.

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are inherent in the aspects included in International Language, Culture and Travel 11. Travel and experiencing other cultures is inseparable from connectedness and relationships, specifically:

- Community involvement
- The power of story
- Experiential learning
- Engagement with land, nature and the outdoors
- Flexibility
- Leadership
- A positive learner-centered approach
- Community engagement
- The role of the teacher
- Local focus

BIG IDEAS

Acquiring a new language provides a unique opportunity to access and interact with diverse communities.

Exploring diverse forms of **cultural expression** allows us to experience and appreciate **cultural diversity**

Geographic and environmental factors influence the history and development of different cultures

Art reflects the **interconnectedness** of the individual, community, history and society and is a unique way to represent culture

Planning and organization can allow for experiences outside of school that can expand our skills while providing opportunities of **self-discovery**

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Language</p> <ul style="list-style-type: none"> communicate information orally, using common expressions and vocabulary respond to and ask simple questions exchange information using familiar words and simple phrases use appropriate greetings and expressions of politeness make simple requests ask for simple information participate in short conversations show cultural sensitivity in everyday situations through appropriate behaviours and language <p>Geography, History, Art and Architecture</p> <ul style="list-style-type: none"> employ technology to communicate and complete research communicate effectively in written and spoken English <p><u>Geography</u></p> <ul style="list-style-type: none"> demonstrate an understanding of similarities and differences between the regions in the country gather and process information about an the country's regions from a variety of sources, including the Internet 	<p><i>Students are expected to know the following:</i></p> <p>Language</p> <p>Useful words and expressions for travel. Emphasis will be on oral and aural proficiency of travel expressions. Some reading comprehension will also be taught.</p> <ul style="list-style-type: none"> greetings, numbers, time, currency, prices, meals and food, at the hotel, shopping, directions, sightseeing and transportation. <p>Geography, History, Art and Architecture</p> <p><u>Geography</u></p> <p>Students will study the geography of the target country. Students will be able to:</p> <ul style="list-style-type: none"> identify : <ul style="list-style-type: none"> the regions of the country location physical landscape, climate & vegetation population & major cities industry& economy environmental concerns identify elements that contribute to the regional, cultural, and ethnic diversity of the country's society

History

- understand the key **characteristics** and significance of these periods
- gather and process information about **historical figures** from a variety of sources, including the Internet
- examine the importance of the various **influential figures** in this country's history

Art and Architecture and Religion

- examine **works of art** as expressions of culture
- examine works of art created by artists from this country
- explore various **religious structures** in this country
- gather and process information about the religious structure from a variety of sources, including the Internet
- analyze styles of buildings - ex. cathedrals and churches
- gather and process information about the **architecture** from a variety of sources, including the Internet

Travel Preparation

- plan an itinerary, destination, dates, transportation, travel company
- set a budget
- research travel safety tips from a variety of sources
- obtain documents needed to travel - passports / visas / travel consent letters
- complete **government paperwork** upon return from an international trip
- pack appropriately for different types of travel

Travel

- keep a daily journal connecting their experiences during the trip with the lessons on history, geography, art, architecture they completed prior to their trip.
- take turns updating the travel blog and social media accounts, sharing their experience and learning with others.

History

Students will be exposed to a survey of the country's history. Students will know or be aware of:

- current events in the country of travel
- the main events in the country's history
- the important historical figures in the country's history

Art and Architecture and Religion

Students will identify:

- aspects of the key periods/styles found in this country's Art.
 - Impressionist, Modern, Cubism
- aspects of the key periods/ styles found in this country's Architecture:
 - Classical Antiquity, Byzantine, Romanesque, Gothic, Early Renaissance, High Renaissance and Baroque
- the **religious structure** in this country.
 - Catholic, Muslim

Travel Preparation

The more prepared you are to visit the foreign country, the greater your chances are of having a successful trip that lives up to your expectations. Students work through the required steps to prepare a successful trip to a foreign country. Students will know:

- how to check for **travel advisories** and medical requirements on the Canadian Government websites.
- which documents are required for travel
- passport application requirements
- understand how to make currency conversion
- how to clear customs and travel through an international airport
- regulations regarding what can and cannot be brought back into the country.
- how to give advice for before and during travel - ex. how to deal with medical conditions ex. food allergies.

Travel

Students will spend 10 - 14 days traveling in a foreign country.

Big Ideas – Elaborations

Cultural expression: Those expressions that result from the creativity of individuals, groups and societies, and that have cultural content.

Diversity: the state of being diverse; variety.

Interconnectedness: refers to the manner in which a group of objects interact with one another to form a complex whole that operates as system.

Self-discovery: the process of acquiring insight into one's own character.

Curricular Competencies – Elaborations

Cultural sensitivity: is being aware that **cultural** differences and similarities between people exist without assigning them a value

Characteristics: a feature or quality belonging typically to a person, place, or thing and serving to identify it.

Historical or influential figures: people who changed the course of history who helped shape history.

ex. Louis XIV, Winston Churchill, or **Napoleon**. Picasso, Van Gogh, or Monet. Buddha or Pope Boniface VIII

Work of art: a painting, sculpture, poem, piece of music, or other product of the creative arts, especially one with strong imaginative or aesthetic appeal.

Religious structures: Aspects of Religion The **structure of religion** includes theologies, creeds, practices, rituals, sects and symbols.

Architecture: is both the process and the product of planning, designing, and constructing buildings or any other structures. **Architectural** works, in the material form of buildings, are often perceived as cultural symbols and as works of art.

Government paperwork: passports, visa, declaration of goods.

Content – Elaborations

Aural proficiency: a high degree of competence or skill; expertise relating to the ear or the sense of hearing.

Oral proficiency: a high degree of competence or skill; expertise relating to speaking.

Regional, cultural and ethnic diversity: The quality of **diverse** or different **cultures**, as opposed to monoculture. The variety of human societies or **cultures** in a specific **region**, or in the world as a whole. These attributes include demographic factors (such as **race**, gender, and age) as well as values and **cultural** norms.

Travel advisories: is an official warning statement issued by a government agency to provide information about the relative safety of travelling to or visiting one or more specific foreign countries or destinations.

Recommended Instructional Components:

The student will be exposed to a variety of learning experiences both in the classroom, and in the country we will visit.

The classroom teacher may use (but is not limited to):

- Direct teaching
- Indirect teaching
- Brainstorming
- Modeling
- Group work
- Presentations
- Practical experiences
- Field-trip excursions
- Audio/visual presentations
- Individual and cooperative activities
- Guest speakers
- Journaling

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

Student evaluation is based on the student meeting the learning outcomes, and will be done on an on-going basis including regular self- assessment by the students. Both assessment **of** and **for** learning will be employed by the teacher, with an emphasis on **formative assessment** throughout the course and during the activities. **Summative assessment** will also occur throughout the course to determine the students' learning at a given point in time. A variety of assessment methods to fit the unique learning outcomes and performance nature of this course is used and may include:

- Teacher observation
- Logs/journals
- Written assignments
- Skits
- Journals / Blogs
- Presentations
- Projects
- Reviews and summaries of articles and speakers
- Demonstrations of practical skills
- Peer Assessments
- Self-Assessment
- Performance Assessment

Learning Resources:

Textbook will not be required

Travel guide books for the target country(s) – Fodor, Lonely Planet, DK Eyewitness travel

Travel phrase books and CD / DVD – DK Eyewitness travel

Apps for the iPad / phone

Magazines (in print and on internet):

Internet Websites:

<https://www.lonelyplanet.com>

<https://www.ricksteves.com>

<https://www.fodors.com>

https://europa.eu/european-union/about-eu/euro_en

www.smartertravel.com

<https://travel.gc.ca/travelling/advisories>

<https://www.canada.ca/en/immigration-refugees-citizenship/services/canadian-passports.html>

Additional Information:

Affective Domain:

The affective domain evaluates the student's level of participation, involvement, and skill level. The following criteria will be considered:

On task behaviour/responsible behaviour

Enjoyment, interest, positive attitude

Level of participation or involvement---completes assigned work, participates in discussion, actively engaged in activity.

Performance-demonstration of skills; includes daily assessment of individual skills in each adventure discipline, using a 1 to 5 scale of criteria.

Cooperation---volunteers for special tasks, enjoys helping others

Leadership---shows concern for the welfare of others

Displays safety conscious attitude during all activities

Cognitive Domain:

The cognitive domain will assess understanding in the theoretical and practical aspects of the course curriculum. A trip log will be required as a record of the activities in which the students are involved and a summary of what they learned during the experience.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Kira Sinow with input from Andrea Clayton, Kevin Whalan, and Lisa Coghill	Date Developed: November 8, 2018
School Name: MRSS	Principal's Name: Trevor Conner
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Intramurals 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Classroom, Gym, Fields, lacrosse box, PE Equipment

Course Synopsis:

This course is intended to provide students with strong leadership and team building skills. This will enable students to successfully plan, organize, promote and implement a variety of their own lunch hour programs over the course of the school year. Students will develop the skills to become independent, positive leaders who are able to run programs with minimal assistance from their teacher.

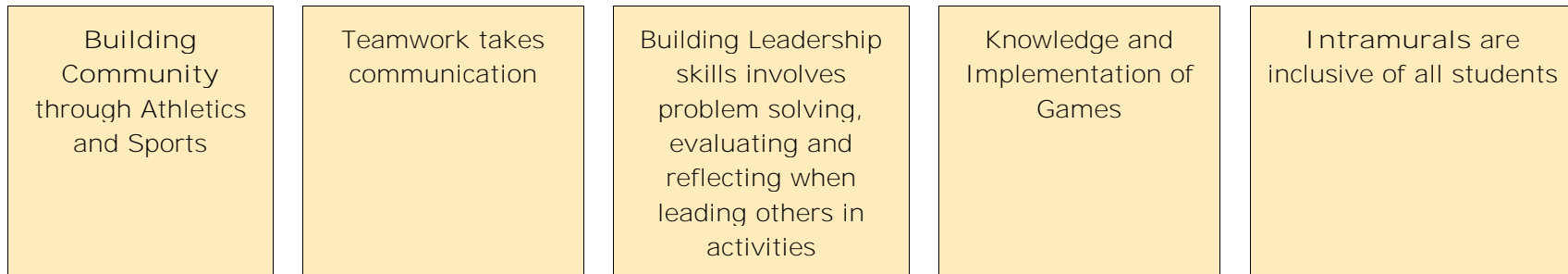
Goals and Rationale:

When youth take on leadership responsibilities and the ownership of their own programs, **overall participation in the groups' activities** increase and program quality improves.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Through the development of intramural activities, students are contributing to their school culture and the development of relationships within the school community. By developing strong leadership skills, students see themselves as contributors and development confidence in their abilities to lead groups.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students are given opportunities to experience leadership through the practical, hands-on activities they help to develop and lead. Students are asked to reflect on their leadership experiences and work with team members to hone skills and refine their planning and implementation processes.
- Learning involves recognizing the consequences of one's actions. Students understand the cause and effect relationship their actions can have in the development and implementation of a program. Learning to make good choices and being prepared are key learnings in this course.
- Learning involves generational roles and responsibilities. Students learn and practice their roles and responsibilities. Every member of every team has roles and responsibilities both in the planning and development of activities for students.
- Learning involves patience and time. Students learn that planning an event takes time and preparation. Students also come to learn that the development and honing of their leadership skills takes time.
- Learning requires exploration of one's identity. Students learn about themselves and their leadership capacity in this course.

BIG IDEAS



Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> ● Create, implement and reflect on the essential components of a healthy intramural activity program ● Apply and analyze appropriate interpersonal skills while organizing, officiating, teaching and participating in intramural activities. ● Utilize effective goal setting strategies when planning and developing games ● Show respect for individual abilities, interests, gender, and cultural backgrounds. ● Implement and apply tactics of good leaders and respected members of a community to organized events. ● Model self-respect and self-confidence while organizing, leading, and officiating intramural games. 	<p><i>Students are expected to know the following:</i></p> <p>Qualities of a leader</p> <ul style="list-style-type: none"> ● Describe the qualities of a leader ● Understand these qualities can be learned and are skill based ● Understand that each leader brings a variety of qualities to the leadership group ● Explore the motivation of self and others <p>Team work</p> <ul style="list-style-type: none"> ● Create a vision ● Learn to rely on each other ● Decision making ● Conflict resolution <p>Planning and promoting activities</p> <ul style="list-style-type: none"> ● Identify all aspects for organizing an event ● Know how to implement an event ● Produce and event timeline ● Building Ladders and draws for tournaments <p>Game Knowledge</p> <ul style="list-style-type: none"> ● Learn and understand the rules of games

<ul style="list-style-type: none"> ● Consistently model and promote fair play, etiquette, participation and preparedness. ● Evaluate, analyze, and modify appropriate safety procedures, rules, routines, and procedures while involved in new and familiar activities ● Apply and refine applicable communication skills when communicating in a leadership role with students and teachers. ● Analyze a problem and apply problem-solving strategies when planning and leading others in specific activities ● Consistently demonstrate leadership, reliability, and teamwork. ● Develop, refine, and apply one's capacity to improve and diversify their capacity to be a leader. 	<p>Organization and implementation of games</p>
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Big Ideas – Elaborations

Building community – building school culture, school spirit through the promotion and planning of events

Intramurals – a sports program promoting a healthy lifestyle for students by providing a variety of athletic activities in which all persons can participate regardless of their degree of athletic ability.

Curricular Competencies – Elaborations

Essential components of a healthy intramural activity program: fun positive competition that is inclusive of all students provides physical, emotional and social benefits.

Interpersonal skills: self-confidence, work ethic, receptiveness to feedback, body language, listening, collaboration, positive attitude.

Goal Setting Strategies: specific, measurable, attainable, relevant, time bound

Problem-solving strategies: determine what is important and what can wait, work on a timeline, use your network, learn from mistakes, celebrate accomplishments

Capacity to be a leader: Self-Awareness, Goal setting and time management

Content – Elaborations

Leadership qualities: eye contact, body aware, engaged, confident communication, assertiveness training, taking initiative, modelling

Conflict Resolution: **outline sources of conflict, investigate impacts of conflict**

Games: Badminton, volleyball, dodgeball, basketball, soccer, pingpong, rugby, field hockey, track and field, bench ball, ball hockey, archery, ultimate frisbee, baseball and others

Organization and implementation of games: sign in, set up/take down equipment, set up bleachers, work the door, refereeing, score keeping, entertainment/music, sweeping floors, photographer, displaying pictures and videos

Recommended Instructional Components:

Direct instruction

Student lead activities

Group activities

Reflective group discussions

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

Rubrics: (self and peer assessment)

Participation/leadership qualities

Organization and implementation of games

Reflective journal

Learning Resources:

CIRA – Canadian Intramural Recreation Association Student Leadership Development Guide

Fevgas, Vasilios. *Eight Tips for Successful Team Leadership*. Tech. Learning 2003

Covey, Stephen R *Principle-Centred Leadership*. New York: Summit Books, 1990

Additional Information:



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Kira Sinow with input from Andrea Clayton, Kevin Whalan, and Lisa Coghill	Date Developed: November 8, 2018
School Name: MRSS	Principal's Name: Trevor Conner
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Intramurals 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Recommended: BAA Intramurals 11

Special Training, Facilities or Equipment Required:

Classroom, Gym, Fields, lacrosse box, PE Equipment

Course Synopsis:

This course is intended to build on the knowledge and experiences taken from intramurals 11 and to work along-side, model and peer teach this course to Intramurals 11 students. Students in intramurals 12 have more responsibilities therefore, higher expectations of them. This course is intended **to provide students with strong leadership and team building skills to prepare them for the "real world" next year.** This will enable students to successfully plan, organize, promote and implement a variety of their own lunch hour programs over the course of the school year. Students will develop the skills to become independent, positive leaders who are able to run programs with minimal assistance from their teacher or employer.

Goals and Rationale:

When youth take on leadership responsibilities and the ownership of their own programs, overall participation in the groups' activities increase and program quality improves.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Through the development of intramural activities, students are contributing to their school culture and the development of relationships within the school community. By developing strong leadership skills, students see themselves as contributors and development confidence in their abilities to lead groups.
- **Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).** Students are given opportunities to experience leadership through the practical, hands-on activities they help to develop and lead. Students are asked to reflect on their leadership experiences and work with team members to hone skills and refine their planning and implementation processes.
- **Learning involves recognizing the consequences of one's actions. Students understand the cause and effect relationship their actions can have in the development and implementation of a program.** Learning to make good choices and being prepared are key learnings in this course.
- **Learning involves generational roles and responsibilities. Students learn and practice their roles and responsibilities. Every member of every team has roles and responsibilities both in the planning and development of activities for students.**
- **Learning involves patience and time. Students learn that planning an event takes time and preparation. Students also come to learn that the development and honing of their leadership skills takes time.**
- **Learning requires exploration of one's identity. Students learn about themselves and their leadership capacity in this course.**

BIG IDEAS

Building Community through Athletics and Sports	Teamwork takes communication	Building Leadership skills involves problem solving, evaluating and reflecting when leading others in activities	Knowledge and Implementation of Games	Intramurals are inclusive of all students
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Create, implement and reflect on the essential components of a healthy intramural activity program • Apply and analyze appropriate interpersonal skills while organizing, officiating, teaching and participating in intramural activities. • Utilize effective goal setting strategies when planning and developing games • Show respect for individual abilities, interests, gender, and cultural backgrounds. • Implement and apply tactics of good leaders and respected members of a community to organized events. • Model self-respect and self-confidence while organizing, leading, and officiating intramural games. • Consistently model and promote fair play, etiquette, participation and preparedness. 	<p><i>Students are expected to know the following:</i></p> <p>Qualities of a leader</p> <ul style="list-style-type: none"> • Describe the qualities of a leader • Understand these qualities can be learned and are skill based • Understand that each leader brings a variety of qualities to the leadership group • Explore the motivation of self and others <p>Team work</p> <ul style="list-style-type: none"> • Create a vision • Learn to rely on each other • Decision making • Conflict resolution <p>Planning and promoting activities</p> <ul style="list-style-type: none"> • Identify all aspects for organizing an event • Know how to implement an event • Produce and event timeline • Building Ladders and draws for tournaments <p>Game Knowledge</p> <ul style="list-style-type: none"> • Learn and understand the rules of games

- **Evaluate, analyze, and modify appropriate safety procedures, rules, routines, and procedures** while involved in new and familiar activities
- **Apply and refine applicable communication skills** when communicating in a leadership role with students and teachers.
- **Analyze a problem and apply** problem-solving strategies when planning and leading others in specific activities
- **Consistently demonstrate leadership, reliability, and teamwork.**
- **Develop, refine, and apply one's capacity** to improve and diversify their capacity to be a leader.

Organization and implementation of games

Big Ideas – Elaborations

Building community – building school culture, school spirit through the promotion and planning of events

Intramurals – a sports program promoting a healthy lifestyle for students by providing a variety of athletic activities in which all persons can participate regardless of their degree of athletic ability.

Curricular Competencies – Elaborations

Essential components of a healthy intramural activity program: fun positive competition that is inclusive of all students provides physical, emotional and social benefits.

Interpersonal skills: self-confidence, work ethic, receptiveness to feedback, body language, listening, collaboration, positive attitude.

Goal Setting Strategies: specific, measurable, attainable, relevant, time bound

Problem-solving strategies: determine what is important and what can wait, work on a timeline, use your network, learn from mistakes, celebrate accomplishments

Capacity to be a leader: Self-Awareness, Goal setting and time management

Content – Elaborations

Leadership qualities: eye contact, body aware, engaged, confident communication, assertiveness training, taking initiative, modelling

Conflict Resolution: outline sources of conflict, investigate impacts of conflict

Games: Badminton, volleyball, dodgeball, basketball, soccer, pingpong, rugby, field hockey, track and field, bench ball, ball hockey, archery, ultimate frisbee, baseball and others

Organization and implementation of games: sign in, set up/take down equipment, set up bleachers, work the door, refereeing, score keeping, entertainment/music, sweeping floors, photographer, displaying pictures and videos

Recommended Instructional Components:

Direct instruction

Student lead activities

Group activities

Reflective group discussions

Peer Mentorship

Peer Role Modeling

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

Rubrics: (self and peer assessment)

- Participation/leadership qualities
- Organization and implementation of games

Reflective journal

Learning Resources:

CIRA – Canadian Intramural Recreation Association Student Leadership Development Guide

Fevgas, Vasilios. *Eight Tips for Successful Team Leadership*. Tech. Learning 2003

Covey, Stephen R *Principle-Centred Leadership*. New York: Summit Books, 1990

Additional Information:

It is important to have both grade 11 and 12 intramurals. This allows for smooth transitions from one year to the next and a chance for students to reflect and build on the previous year. Every year should be better than the last.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Jamie Scoular	Date Developed: December 2018
School Name: Thomas Haney Senior Secondary	Principal's Name: Grant Frend
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Keyboarding 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 3 hours per week

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Equipment needed include devices with traditional keyboards such as laptop and desktop computers, keyboarding software, and access to Microsoft Certification software. All are available, either school provided or students bringing their own device. Presently, all high schools are encouraging students to acquire Microsoft Certification.

Course Synopsis:

The Applied Design, Skills, and Technologies curriculum builds on **students' natural curiosity, inventiveness, and desire to create and work** in practical ways. In Keyboarding 11, students develop and improve their typing and develop business writing and presentation skills.

Goals and Rationale:

The Applied Design, Skills, and Technologies curriculum builds on **students' natural curiosity, inventiveness, and desire to create and work** in practical ways. Practically speaking, many ADST course require keyboarding skill for efficient data entry. Additionally, keyboarding skills enhance student efficiency in English, Science and other academic classes.

Aboriginal Worldviews and Perspectives:

The learning of new skills such as keyboarding is reflexive, reflective and experiential as one gains skill and proficiency. In order to gain competence, one also must be patient and willing to persevere over time. Applying these principles of learning will allow the student to explore their identity as a learner and use this knowledge to gain competency in many areas of life-long learning.

BIG IDEAS

Being able to type efficiently and quickly is a necessary skill in **today's digital** workplace

Digital Certifications are external measures recognized by post-secondary schools and workplaces

Language shapes ideas and influences others.

Business writing has unique forms and places importance on concision.

Digital citizenship requires both knowledge of digital technology and awareness of its impact on individuals and society.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Recognize the complexities of digital citizenship • Explore the relevance, accuracy, and reliability of texts • Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Explore how language constructs personal and social identities • Construct meaningful personal connections between self, text, and world • Respond to text in personal, creative, and critical ways • Assess and refine texts to improve clarity and impact 	<p><i>Students are expected to know the following:</i></p> <p>Develop keyboarding skills using proper technique</p> <ul style="list-style-type: none"> • Increase typing speed consistent with individual goals (such as industry levels for employment) <p>Learn and practice proper:</p> <ul style="list-style-type: none"> • Formatting forms consistent with various commonly use writing standards (such as APA or MLA, for example) • Business Letter forms • Effective Presentation methods (such as Pecha Kucha) • Citations and avoiding plagiarism • Work on mastering PowerPoint and Word Certification via the Microsoft office Certification program • Practicing proper formatting of written forms commonly used in academic writing

- Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences
- Use digital media to collaborate and communicate both within the classroom and beyond its walls
- Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context
- Use acknowledgements and citations to recognize intellectual property rights

Language features, structures, and conventions

- elements of style
- usage and conventions
- citation techniques

Big Ideas – Elaborations

- text: **“Text” and “texts” are generic terms referring to all forms of** oral, written, visual, or digital communication:
 - Oral texts include speeches, poems, plays, oral stories, and songs.
 - Written texts include business letters, memorandums, summaries, and articles.
 - Visual texts include posters, presentations, and other images.
 - Digital texts include electronic forms of all of the above.
 - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- Digital citizens: takes personal responsibility and behaves ethically and cautiously when using technology

Curricular Competencies – Elaborations

- digital citizenship: self-monitored habits and actions of participation and membership in digital communities
- multimodal texts: texts that combine two or more systems, such as linguistic, visual, audio, gestural, and spatial, and that can be delivered via a variety of media or technologies (e.g., music video, graphic novel, postmodern picture book, close-captioned film)
- forms: Within a type of communication, the writer, speaker, or designer chooses a form based on the purpose of the piece. Common written forms include narratives; journals; procedural, expository, and explanatory documents; news articles; e-mails; blogs; advertisements; poetry; novels; and letters.
- formats: refers to the consideration of format choices including layout, sequencing, spacing, topography, and colour
- structures: refers to the way the author organizes text (e.g., cause/effect, compare/contrast, order of importance, chronological sequence, problem/solution, circular or cyclical)
- features of texts: elements of the text that are not considered the main body, including:
 - navigational aids (e.g., table of contents, index, glossary, bibliography, hyperlinks, titles, headings and subheadings, prologue and epilogue, preface or foreword, captions, footnotes and endnotes)
 - illustrations (e.g., inlays, sidebars, photographs, graphs, charts, timelines, maps)
- build shared understanding and extend thinking:
 - listening to and receptively responding to feedback
 - **responding to others’ work with constructive feedback**
 - being open-minded to divergent viewpoints and perspectives
 - asking questions to promote discussion
- refine texts to improve clarity and impact:

- creatively and critically manipulating language for a desired effect
- using techniques such as adjusting diction and form according to audience needs and preferences, using verbs effectively, using repetition and substitution for effect, maintaining parallelism, adding modifiers, and varying sentence types
- speaking and listening skills:
 - Strategies associated with speaking skills may include the conscious use of emotion, pauses, inflection, silence, and emphasis according to context.
 - Strategies associated with listening skills may include receptive body language, eye contact, paraphrasing building on **others' ideas**, asking clarifying questions, and disagreeing respectfully.
- range of purposes: may include to understand, to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to provoke, to problem solve, and to entertain
- writing and design processes: There are various writing and/or design processes depending on context, and these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing, and selecting appropriate format and layout.
- audiences: Students expand their understanding of the range of real-world audiences through locally and globally connected digital conversations. These can include children, peers, community members, professionals, and local and globally connected digital conversations.
- acknowledgements and citations: includes citing sources in appropriate ways to understand and avoid plagiarism

Content – Elaborations

- genres: literary or thematic categories
- Text features: elements of the text that are not considered the main body. These may include typography (bold, italics, underlined font), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes.

Content – Elaborations

- interactivity: the process of two or more people working together and influencing each other, including the ability of a user to interact with the digital media, or with a computer to respond to user input
- oral language strategies: includes speaking with expression, connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing
- metacognitive strategies:
 - thinking about our own thinking, and reflecting on our processes and determining strengths and challenges
 - Students employ metacognitive strategies to gain increasing independence in learning.
- writing processes: There are various writing processes depending on context. These may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising, and/or editing. Writers often have very personalized processes when writing. Writing is an iterative process.
- elements of style: stylistic choices that make a specific writer distinguishable from others, including diction, vocabulary, sentence structure, and tone.
- usage: avoiding common usage errors (e.g., double negatives, mixed metaphors, malapropisms, and word misuse)
- conventions: common practices of standard punctuation, capitalization, quoting, and Canadian spelling
- literary elements and devices: Texts use various literary devices, including figurative language, according to purpose and audience.

Recommended Instructional Components:

25% or greater typing speed and Accuracy

25% or greater Business Writing, Presentations, and Citations

25% Microsoft Certification Skills

25% Personal Writing activities and Editing

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)
Ministry Performance Standard (Grade 10) for Letters, etc.

Microsoft Exam Scoring

Student Self-evaluation and Reflection based on their personal skill development goals and their planning objectives

Learning Resources:

Microsoft Academy School

Additional Information:

Keyboarding has been taught every year at THSS. In the last few years enrollment has increased in part to students not learning these skills earlier and thus sensing that without them, they may be at a disadvantage against student who are quicker and more efficient.

Additionally, students are beginning to appreciate the value of certifications and the opportunities afforded to them to get Microsoft Certification here at their local school through SD42 commitment to this program. Recently a major British Columbia university has recommended that students in first year have this certification.

Finally, business writing and proper, or rather effective, presentation skills are rarely taught *in depth* in regular English classes, yet these forms of writing are common and expected skills in many workplaces.

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Deborah Preddy/ Heather Fischer	Date Developed: September 25, 2018
School Name: Thomas Haney Secondary	Principal's Name: Grant Frend
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Languages For Travel 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 80

Board/Authority Prerequisite(s): **Students must be taking a grade 11 or 12 Languages course (not a Beginner's course).**

Special Training, Facilities or Equipment Required: Consistent access to a computer and projector. Teacher must have skills and knowledge of the languages that are included in the course.

Course Synopsis: This course is offered to give students the opportunity **to learn various European Languages and to encourage their interest in Culture and Travel.** It is being developed to provide students with functional oral ability to aide in their future for traveling abroad.

Unit/Topic	Title	Time (Hours)
Unit 1	Introduction	2
Unit 2	France and French	25
Unit 3	Germany and German	25

Unit 4	Spain and Spanish	25
Unit 5	Course Project	3
Total in-class hours		80 hours

Goals and Rationale: We want our students to become global thinkers and to appreciate different languages and cultures. Our goal is to expose students to a variety of languages and have them come away with travel oriented communication abilities and cultural appreciation. Students will:

- Use a growing number of strategies to construct and negotiate meaning.
- Participate in short conversations
- Express themselves with developing fluency orally
- Identify examples of how cultural identity is expressed through creative works.
- Recognize that choice of words affects meaning.

Aboriginal Worldviews and Perspectives: **Learning requires exploration of one's identity.** Students will have the opportunity to explore their own heritage identity. Learning is holistic, reflexive, reflective, experiential and relational. Identity is influenced by traditions, celebrations and festivals. A sense of place can be influenced by food, clothing and creative works. The students will be reflecting on their identity via researching their heritage language and how it has influenced who they are. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. We hope the students will gain an appreciation for who they are and where they come from.

BIG IDEAS

Listening and viewing with intent supports our acquisition and understanding of world languages.

We can have meaningful conversations using high frequency and sentence structures.

Expressing ourselves in a new language involves courage, risk taking and perseverance.

Exploring diverse forms of cultural expression allows us to experience and appreciate cultural diversity.

Acquiring a new language provides opportunities to explore our own identity and shape our perspective.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><i>Thinking and communicating</i></p> <ul style="list-style-type: none"> • Recognize the relationships between world languages letter patterns and pronunciation. • Recognize the relationships between intonation and meaning. • Use various strategies to support communication. • Seek clarification of meaning • Engage in short conversations about familiar topics • Express themselves and comprehend others through various modes of presentation <p><i>Personal and Social awareness</i></p> <ul style="list-style-type: none"> • Explore and share information about French, Spanish and German communities. • Explore regional variations in French, Spanish and German • Explore the importance of story in personal identity • Explore connections between heritage language and identity 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • French, Spanish and German alphabet, phonemes and letter patterns • Common, high-frequency vocabulary and sentence structures for communication. • Greetings and introductions • Basic information about self and others • Likes, dislikes and preferences (who am I?) • Travel vocabulary • Simple needs • Traditions and other cultural practises in various French, Spanish and German regions • Some idiomatic expressions

Big Ideas – Elaborations

- understand the world: exploring culture and identity
- forms of cultural expression: represent the experiences from whose culture they are drawn; for example, customs, language use, traditions, ways of celebrating

Curricular Competencies – Elaborations

- letter pattern and pronunciation: identify, predict and pronounce groupings of letters
- intonation and meaning: for example, recognizing whether someone is making a statement or asking a question and how it relates to their message
- strategies to support communication:
 - will vary depending on the context and individual student
 - interpreting body language, listening to intonation, reiterating and repeating
- seek clarification: using a variety of statements and questions (eg. Je ne comprends pas.)
- conversations: face-to-face with peers and teachers
- familiar topics: can include personal and regional
- modes of presentation: making use of those best **suited to their own and others' diverse abilities**
- regional variations: accents, idiomatic expressions, slang and other vocabulary

Content – Elaborations

- phonemes-individual sounds for consonants and vowels
- letter patterns: such as groupings of letters that make the same sound
- questions: intonated and questions using different interrogative words
- greetings and introductions: common expressions used in greetings and getting to know others
- basic information: common expressions used to share information about one another
- likes/dislikes-**basic expressions to share likes/dislikes (e.g. J'aime manger du chocolat)**
- **travel vocabulary: hotel/restaurant/shopping/directions/airport etc...**
- Global communities- discussions about where French, Spanish and German are spoken in the world. The differences between these regions (e.g. Quebec vs. France/Spain vs. Latin America), could include information about celebrations, festivals, food, geography, **traditions, etc...**
- Traditions and other cultural practices: relating to celebrations, holidays, festivals and other events, daily practises such as; mealtimes and idiomatic use of language
- **Works of art: e.g. creative works in music, visual arts, etc...**

Recommended Instructional Components:

- Teacher and Student led instruction
- Cooperative learning
- Brainstorming
- Independent research and presentations

After instruction in the languages and cultures of each country, it is expected that students will:

- Use a growing number of strategies to construct and negotiate meaning.
- Participate in short conversations
- Express themselves with developing fluency orally
- Identify examples of how cultural identity is expressed through creative works.
- Recognize that choice of words affects meaning.
- Respond to and ask simple questions.
- Show cultural sensitivity in everyday situations

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

- There will be formative and summative assessments of tasks.
- Students will self-evaluate and set goals for their learning.
- Students will reflect on their learning via journal entries.
- Tasks will be varied to meet the needs of a diverse group of learners. They will include: presentations, group activities, skits, dialogues, self-directed research project on identity, etc...

Learning Resources:

- Internet access
- Tourism videos and cultural films
- Various linguistic resources as teaching aides

Additional Information:

Our hope is that by the end of this course, students will:

- Use a growing number of strategies to construct and negotiate meaning.
- Participate in short conversations
- Express themselves with developing fluency orally
- Identify examples of how cultural identity is expressed through creative works.
- Recognize that choice of words affects meaning.



Attachment 25

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Lesley Liversidge	Date Developed: January 4, 2019
School Name: Westview Secondary School	Principal's Name: Darren Rowell
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Leadership 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

The teacher designated by the principal shall be the advisor or the student leadership class. All students will be registered subject to the advisor's approval.

Special Training, Facilities or Equipment Required:

n/a

Course Synopsis:

The purpose of this course is to train student leaders in the various aspects of student leadership and to provide regular class time for performance of leadership tasks. The course is intended to build upon the study of various models of communication (listening and speaking), working with a group (dynamics and motivation), management skills, self-awareness (self-esteem, assertiveness, being a positive influence) plus human relations including making a positive school and community impact that began in Leadership 10. In Leadership 10 students focused on better understanding themselves. The focus in Leadership 11 will be more on understanding yourself in relation to others and on building relationships with other people.

Students will continue to learn the value of contribution through the volunteer component of this course, which allows students to work with a variety of age groups and projects, activities and events throughout the community. Students will also learn the strategies that are necessary to make and plan effectively to achieve their goals. Students may have the opportunity to attend leadership workshops, retreats and/or conferences.

Goals and Rationale:

The development of leadership capacity in secondary students is key to the culture and organization of schools. Students should be given the opportunity to develop their leadership skills as part of their education. The participants in this course will make valid contributions to both the school and local community in the process of understanding the nature of successful student leadership. Leadership opportunities will help students understand who they are, what is important to them and will aid in preparing the students for their future.

Aboriginal Worldviews and Perspectives:

Declaration of First People's Principles of Learning:

- Leadership supports the development of self in support of connecting with others.
- Learning is embedded in memory, history and story.
- Leading involves learning from mentors as well as those we are meant to lead.
- Leadership and learning is holistic, reflexive, reflective, experiential and relational.
- Being a student leader involves exploring one's identity, philosophy and ethics.
- Becoming a leader involves recognizing that some learning is sensitive and should only be shared with permission and in certain situations.

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are inherent in the aspects included in Leadership 10. Student leadership is inseparable from connectedness and relationships, specifically:

- Community involvement
- The power of story
- Experiential learning
- Flexibility
- Leadership
- A positive learner-centered approach
- Community engagement

- The role of the teacher
- Local focus

BIG IDEAS

Leadership development is an **ongoing process**. The attributes of successful leaders **can be learned**.

Good leaders require a number of skills to help them positively interact with team members and the community.

Building communities creates a sense of belonging, brings people together, and fosters relationships that shape who we become.

Value systems and belief systems shape the structures of power and authority within our culture.

Through experiential **service-learning**, students further their curricular learning, develop life skills, and are inspired to be change-makers for life.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Principles of Leadership <u>Self-Awareness:</u> Develop an attitude for getting along with others founded on the belief that every one is equal. <u>Communication:</u> Develop better listening skills so that you can understand and value others. Use strategies such as genuine listening, standing in someone else's shoes and mirroring. <u>Collaboration:</u> Work with individuals and small groups to create a better solution than either could on their own. This group process will involve celebrating differences, creative cooperation, team work.</p> <p>Community building and collaboration Develop communication strategies for working with group members, elementary students and community members. Look at how groups function, including individual importance to group cohesion plus the need to develop conflict resolution skills for effective group processing. Learn how to delegate effectively and accept delegation.</p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • How to move from being <i>independent</i> to being <i>interdependent</i>. • Habit 4 – Think Win-Win. Having an every one can win attitude. • Habit 5 –Seek First to Understand. Listen to people sincerely. • Habit 6 – Synergize. Work together to achieve more. • Communication methods and when to use different forms • Conflict resolution strategies for effective group processing • Different leadership techniques to encourage inclusion and participation • First Peoples perspectives connecting to self-awareness and one's identity • How to prepare a project plan, monitor the project, make adjustments as needed, and evaluate the project. • Ice breakers, team building and trust building activities that can be used when leading small and large groups of students.

Team Building / Project Planning and implementation

Look for ways to make a positive impact in their school and community work with a group to plan and implement school and community projects
Address motivation, and effective goal setting within a group setting.
Learn to debrief and self-reflect on their group experiences.
Complete 10 -20 hours of service learning in the school and community.
Explore social and global issues to plan service learning projects that will have them make contributions to the developing world.

Big Ideas – Elaborations

- **Leadership** qualities can be learned and are skill-based; leaders seek to provide players with maximum opportunities to achieve success.
- **Leadership philosophy:** Identifying the purpose, your values and choosing your leadership style.

Curricular Competencies – Elaborations

- **Genuine listening** – listening with eyes and heart as well as your ears. Words make up only a small portion of the message the balance comes from body language and tone / feeling reflected in your voice.
- **Standing in someone's shoes:** trying to see the world as someone else may see it and to feel as they feel.
- **Mirroring:** repeating back in your own words what someone is saying and feeling.
- **Celebrating differences:** Diversity is much more than racial and gender differences. We need to consider differences in physical features, dress, language wealth, family, religious beliefs, lifestyle, education, interests, skills, age, style etc. Diversity is not only external but also internal. We all think and learn differently. We need to appreciate what makes each person an individual.
- **Creative cooperation:** Differences create strength. Understanding that the whole is greater than the sum of the parts. Working together to find solutions that are better than what could have been generated by an individual on their own.
- **Teamwork:** Great teams are made up of different types of people, with each member playing a different but important role. Understanding your role when working with a group.
- **Conflict resolution skills:** a set of skills such as emotional awareness, communication, active listening that will help you to understand a problem and move towards resolution of the problem.
- **Group process:** How an organization's members work together to get things done.
- **Service learning:** A teaching and **learning** strategy that integrates meaningful community **service** with instruction and reflection to enrich the **learning** experience.

Content – Elaborations

- **Independent** – being responsible for yourself
- **Interdependent** – being able to work cooperatively with others
- **Win-Win attitude** – an attitude towards life that says I can win and so can you.

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modelling
- Simulations
- Student-in-Role
- Peer teaching
- Experiential Learning
- Reflective Writing

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

- Journaling
- Peer Assessments
- Self-Assessment
- Performance Assessment
- Oral Presentations
- Quizzes and assignments

Learning Resources:

7 Habits of Highly Effective Teens	Sean Covey	CASAA Leadership Handbook	CASAA
The Leader in Me	Stephen Covey	Spirit Works . . . Turn it On	Roberta McDow
Activities That Teach	Tom Jackson	Leadership from A to Z	Karen Kettle
More Activities That Teach	Tom Jackson	Leadership Lessons	CASAA
Still More Activities That Teach	Tom Jackson	More Leadership Lessons	CASAA
Choose to Lead	Kathleen Schafer	Engaging Youth Groups	Karen Kettle

Additional Information:



Attachment 26

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by:	Date Developed: Jan. 4, 2019
School Name: Westview Secondary School	Principal's Name: Darren Rowell
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Leadership 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

The teacher designated by the principal shall be the advisor or the student leadership class. All students will be registered subject to the advisor's approval.

Special Training, Facilities or Equipment Required:

n/a

Course Synopsis:

This course is intended to provide students with the opportunity to build on and apply the knowledge and skills acquired in Leadership 10 & 11 towards individual and group initiatives within the school and throughout the community. This course is very self-directed in nature and requires a significant commitment on the part of the students to use the course to practical advantage for both themselves and the larger community. There is also a service component to the course, which will involve students providing volunteer service to school and community groups.

Goals and Rationale:

The need to facilitate the development of leadership skills and attitudes in today's youth is well documented in research. Students are faced with a wide variety of situations which require them to make decisions based not only on their own best interests but also based on the "greater good" as directed by our society. The need to make choices based on thoughtful analysis combined with the confidence to, in a moral and ethical manner, direct others is key to developing leaders in our country. If we do not give students the necessary skills and attitudes, as well as provide them with the opportunity to practice and apply them to real life leadership opportunities, we run the risk of depriving many individuals of realizing their own goals in life, and also depriving our society of the direction and guidance offered by positive, proactive leaders.

Aboriginal Worldviews and Perspectives:

Declaration of First People's Principles of Learning:

- * Leadership supports the development of self in support of connecting with others.
- * Learning is embedded in memory, history and story.
- * Leading involves learning from mentors as well as those we are meant to lead.
- * Leadership and learning is holistic, reflexive, reflective, experiential and relational.
- * Being a student leader involves exploring one's identity, philosophy and ethics.
- * Becoming a leader involves recognizing that some learning is sensitive and should only be shared with permission and in certain situations.

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are inherent in the aspects included in Leadership 10. Student leadership is inseparable from connectedness and relationships, specifically:

- * Community involvement
- * The power of story
- * Experiential learning
- * Flexibility
- * Leadership

- * A positive learner-centered approach
- * Community engagement
- * The role of the teacher
- * Local focus

BIG IDEAS

Leadership development is an **ongoing process**. The attributes of successful leaders **can be learned**.

Good leaders **require a number of skills** to help them positively interact with team members and the community.

Building communities creates a sense of belonging, brings people together, and fosters relationships that shape who we become.

Value systems and belief systems shape the structures of power and authority within our culture.

Through experiential **service-learning**, students further their curricular learning, develop life skills, and are inspired to be change-makers for life.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Principles of Leadership Qualities and nature of leadership</p> <ul style="list-style-type: none"> • Develop a profile of leadership that suits their own nature and interests. <p>Management and planning skills</p> <ul style="list-style-type: none"> • Apply a variety of organizational skills to plan a class project • Explain the major management styles • Assess the nature and importance of inter-personal and communications skills in leadership • Create a personal management style and structure for themselves • Demonstrate in a series of lessons the importance of planning in the success of an initiative • Evaluate the effectiveness of their own personal planning/management style • Organize and run a meeting – set an agenda, take minutes etc. <p>Group dynamics</p> <ul style="list-style-type: none"> • Demonstrate a variety of problem-solving strategies that occur when working with groups <p>Moral and Ethical Issues</p> <ul style="list-style-type: none"> • Evaluate/Demonstrate belief associated with a moral/ethical issue • Develop a code of ethics to guide their decisions <p>Project Planning, implementation and collaboration</p> <ul style="list-style-type: none"> • Apply knowledge, skills and attitudes they have developed to a variety of personal projects and initiatives throughout the school and community • Record, monitor and evaluate their personal leadership development through advisor / student meetings and reflective journals • Critically evaluate the effectiveness of their development as a leader in our school and community 	<p><i>Students are expected to know the following:</i></p> <p>Qualities and nature of leadership</p> <ul style="list-style-type: none"> • Explain theories pertaining to leadership and the attributes and skills that are associated with leaders • Identify their major leadership style • Articulate the role of leadership in initiating and implementing change in our society <p>Management and planning skills</p> <ul style="list-style-type: none"> • Describe the major organizational skills necessary to plan and manage initiatives within groups • Identify and assess new management and planning skills useful in leadership initiatives. ex. Using Roberts Rules of Order <p>Group dynamics</p> <ul style="list-style-type: none"> • Identify relevant information on new theories of group dynamics • Outline the structures available for monitoring group activity • Identify potential areas of conflict in groups and develop a set of skills for resolving conflict in group situations • Explain the nature of decision-making and articulate the elements necessary for effective decision making <p>Moral and Ethical Issues</p> <ul style="list-style-type: none"> • Outline the similarities and differences between personal and societal responsibility • Identify areas of moral conflict in our society • Describe the major moral and ethic issues relating to leadership in our society • Explain the connections between rights and responsibilities in our society

Complete 10 -20 hours of service learning in the school and community.
Explore social and global issues to plan service learning projects that will have them make contributions to the developing world.

- Explain the importance of morality and ethics in leadership
- Explain the differences between “doing things right” and “doing the right thing”

First Peoples perspectives connecting

- Identify how the local first people's bands are organized, how decisions are made and how their leaders are chosen. Identify how change is initiated and implemented within the local band.

Big Ideas – Elaborations

- **Leadership** qualities can be learned and are skill-based; leaders seek to provide players with maximum opportunities to achieve success.
- **Leadership philosophy:** Identifying the purpose, your values and choosing your leadership style.

Curricular Competencies – Elaborations

- **inter-personal skills:** the skills we use every day when we communicate and interact with other people, both individually and in groups. People skills or soft skills or emotional intelligence skills related to the way you communicate and interact with others.
- **communications skills:** The ability to convey information to another effectively and efficiently.
- **moral/ethical issue:** An issue of moral concern is an issue with the potential to help or harm anyone, including oneself. It involves a difference of belief and not a matter of preference.
- **code of ethics:** A written set of guidelines to help individuals or organizations conduct their actions in accordance with a set of primary values and ethical standards.

Content – Elaborations

- **moral conflict:** a conflict in which you have to choose between two or more actions and have moral reasons for choosing each action.
- **rights:** a moral or legal entitlement to have or obtain something or to act in a certain way.
- **responsibility:** the state or fact of being responsible, answerable, or accountable for something within one's power, control, or management.
- **personal responsibility:** is the idea that human beings choose, instigate, or otherwise cause their own actions.
- **societal responsibility:** an individual, has an obligation to act for the benefit of society at large.

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modelling

- Simulations
- Student-in-Role
- Peer teaching
- Experiential Learning
- Reflective Writing

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

- Journaling
- Peer Assessments
- Self-Assessment
- Performance Assessment
- Oral Presentations
- Quizzes and assignments

Learning Resources:

Apps, Jerold W. *Leadership for the Emerging Age*. San Francisco: Bass, 1994

Blair, Gerard M. *Starting to Manage: the essential skills*. IEE Press: Piscataway, NJ, 2003

Bryson, John M. and Crosby, Barbara C. *Leadership for the Common Good*. Jossey-Bass, 1992.

Burns, James MacGregor. *Leadership*. Harper Colophon, 1978.

Covey, Stephen R. *The Seven Habits of Highly Effective People*. New York: Simon & Schuster, 1989.

Covey, Stephen R. *Principle-Centered Leadership*. New York: Summit Books, 1990.

Clemmer, Jim. *Leading in Turbulent Times*. Kitchener, Ont. 2004 De Pree, Max. *Leadership Is An Art*. Dell, 1990.

Dreher, Diane. *The Tao of Personal Leadership*. New York: Harper Business, 1996.

Fevgas, Vasilios. *Eight Tips for Successful Team Leadership*. Tech.Learning. 2003

Hesselbein, Frances; Goldsmith, Marshall; and Beckhard, Richard (eds.). *The Leader of the Future*. San Francisco: Jossey, 1996.

Hickman, Craig R. *Mind of a Manager, Soul of a Leader*. John Wiley, 1990.

Kotter, John P. *Leading Change*. Boston: Harvard Business School Press, 1996.

Kouzes, James J. and Posner, Barry A. *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations*. San Francisco: Jossey-Bass, 1990.

Lewis, C. Patrick. *Building a Shared Vision: A Leader's Guide to Aligning the Organization*. Portland, Oregon: Productivity Press, 1997.

Parker, Glenn M. *Team Players and Teamwork*. San Francisco: 1990

Peters, Tom J. and Austin, Nancy K. *A passion for Excellence*. New York: Warner Books, 1989.

Schon, Donald A. *The Reflective Practitioner: How Professionals Think in Action*. Basic, 1983.

Additional Information:



Board/Authority Authorized Course Application—Library Science 11

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Rhondalee Brema	Date Developed: January 10 th , 2019
School Name: Pitt Meadows Secondary School	Principal's Name: Cheryl Schwarz
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Library Science 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Must be a grade 11 or grade 12 student; Application must be approved by Teacher Librarian

Special Training, Facilities or Equipment Required:

Instruction must be delivered in a school library under the direct supervision of a Teacher Librarian

Course Synopsis:

This course provides students with an in depth study of library management, organization and services. Students will learn research and information technology skills that will be useful in their future studies. This course provides students with an opportunity to practice work related skills in serving the public and facilitating small group activities. Students have an opportunity to explore library or information related careers.

Goals and Rationale:

This course introduces students to library work. This includes philosophies, procedures and practical skills involved in running a Library/Learning Commons. Built on the philosophy of students helping students and peer leadership, Library Science 11 will give students who are motivated, self-starters the opportunity to take a course that has a hands-on approach and develops skills related to many careers. Many students currently working in the Library Commons are receiving a general Student Aide credit, but they are learning and doing so much more than simply aiding students.

Aboriginal Worldviews and Perspectives:

Library Science 11 incorporates many of the characteristics of Aboriginal Worldviews and Perspectives as outlined in the Aboriginal Studies curriculum. These include the following:

- Community Involvement: Process & Protocols
- The Power of Story
- Experiential Learning
- Flexibility
- Leadership
- A Positive, Learner
- Learning ultimately supports the well-being of the self
- Learning is holistic, reflexive, reflective, experiential
- Learning involves recognizing the **consequences of one's actions**
- Learning recognizes the role of indigenous knowledge
- Learning involves patience and time

BIG IDEAS

<p><u>Library Management</u></p> <p>Library management is a complex blending of organization, technological competency and provision of a multitude of services.</p>	<p><u>Research & Information Technology</u></p> <p>Understanding the methods for in depth research and the importance of embracing information technology skills.</p> <p>Understanding the complexities of modern versus traditional ways of acquiring information.</p>	<p><u>Evaluation of Sources</u></p> <p>The importance of being able to evaluate/assess resources for their authenticity, relevancy and appropriateness.</p>	<p><u>Marketing & Promotion</u></p> <p>Understanding the complex problem of advertising and promoting library resources to an audience who may not initially see the value of such resources.</p>	<p><u>Multimedia</u></p> <p>Delivering information by using multi-media platforms increases the engagement of learners.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><u>Library Organization</u></p> <ul style="list-style-type: none"> • Process resources • Put books away according to Dewey Decimal System • Assist students in finding print resources within the library using the Library Management System and the Dewey Decimal System • Assist in entering books and other resources into the Library Management System 	<p><i>Students are expected to know the following:</i></p> <p><u>Library Organization</u></p> <ul style="list-style-type: none"> • What makes an effective Learning Commons • How to process resources • How to use the Library Management System to check materials in/out & search • How to catalogue using the Dewey Decimal System

<ul style="list-style-type: none"> • Organize displays and furniture • Follow opening or closing procedures the library (depending on schedule) <p><u>Circulation Desk</u></p> <ul style="list-style-type: none"> • Prepare the circulation desk/materials • Check materials in/out for patrons <p><u>Evaluating & Selecting Resources</u></p> <ul style="list-style-type: none"> • Take an active role in selecting fiction and non-fiction reading materials • Assist staff and students in finding appropriate resources to meet their needs • Complete book reviews on selected fiction <p><u>Library Promotion</u></p> <ul style="list-style-type: none"> • Curate materials and construct library displays (boards and cabinets) • Manage social media library account(s) (Instagram, Facebook, Twitter) • Create and administer library contests <p><u>Research Skills</u></p> <ul style="list-style-type: none"> • Assist staff and students in finding digital or print materials • Research and create pathways for specific subjects/topics • Assist students with citation of sources 	<p><u>Circulation Desk</u></p> <ul style="list-style-type: none"> • How the library management system software works (ex: LS2, Destiny) <p><u>Evaluating & Selecting Resources</u></p> <ul style="list-style-type: none"> • How to evaluate and select authentic, credible and appropriate Web-based resources • How to evaluate and select relevant and appropriate print-based resources <p><u>Library Promotion</u></p> <ul style="list-style-type: none"> • What makes an effective library display • How to promote the library resources <p><u>Research Skills</u></p> <ul style="list-style-type: none"> • Efficient ways to use print resources • How to effectively and efficiently navigate through several online databases to find resources and information • How to use google shortcuts to efficiently find information • How to appropriately cite materials
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<p><u>Information Technology</u></p> <ul style="list-style-type: none"> • Manage website using digital resources • Assist students in using library and online databases • Assist students in finding <i>credible</i> sources of information • Curate virtual resources • Help students by sharing expertise of a variety of multimedia forms to present information • Assist students in using Office 365 <p><u>Technology</u></p> <ul style="list-style-type: none"> • Maintain library devices (cleaning, updating software, inspection) • Troubleshoot (help students troubleshoot) when problems arise • Assist students with a variety of different digital interfaces and programs • Help staff and students connect devices to wifi <p><u>Explore Library/Information Technology Related Careers</u></p> <ul style="list-style-type: none"> • Research jobs that may use the same type of skills learned as a Library Science student. 	<p><u>Information Technology</u></p> <ul style="list-style-type: none"> • How to develop and maintain a website using a variety of platforms • How to curate data • How to work within a virtual environment • How to use a variety of multimedia forms to present information • How to use Office 365 <p><u>Technology</u></p> <ul style="list-style-type: none"> • Basic knowledge on how to operate digital devices such as, but not exclusive, laptops (Windows, IOS, Chrome), printers, projectors, document cameras, 3D printers etc. • Knowledge about several common programs such as Microsoft Office, Google Suite and presentation software <p><u>Explore Library/Information Technology Related Careers</u></p> <ul style="list-style-type: none"> • Know what skills developed in the library are transferable to either a career in the library or other
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Big Ideas – Elaborations

Library Management: students will work closely with Teacher Librarians to ensure that the library is most useful to staff and students. This means maintaining the physical environment, but also keeping technology up to date and providing services to patrons. These services may include helping students with technology, checking materials in/out, assisting in finding resources and making book recommendations.

Managing Information: Students will learn about digital citizenship and learn how to curate information in an age where there is an over-abundance of information online.

Curricular Competencies – Elaborations

Process Resources: This involves the Teacher Librarian AND the Library Science students working together to navigate the Library Management System to enter new resources. It also is the process of stamping, attaching barcodes and spine labels on books.

Research Pathways: Pathways are digital links that act as maps to important, relevant and accurate information. Pathways help students narrow down a search and focus on relevant information.

Content – Elaborations

Library Learning Commons: A combination of a **traditional “Library” including an appropriate selection of print materials and a Learning Commons** with a more contemporary collaborative learning design where technology competencies evolve.

Recommended Instructional Components:

There should be flexibility in the instruction of the course. For example, students enrolled in the course should be able to attend the class (the library) at a time that works for their schedule. For example, a student may be enrolled in an out of the timetable course, but attend any block of time within the timetable. This will allow flexibility for students and ensure that the library has at least one Library Science student for each period.

Differentiated instruction is key to the success of this course. The Teacher Librarian will design lessons based on individual learning styles and implement a variety of instruction methods including direct teaching, modelling, assigned readings, assignments and inquiry projects. Informal instructional strategies will provide for much needed flexibility and allow the teacher and the student to collaborate and investigate together as learning occurs.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)
Assessment for Library Science 11 will align with the Principles of Quality Assessment, specifically the following:

- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction

- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported
- is fair, transparent, meaningful and responsive to all learners

Students will complete a monthly journal and log of activities in which they will use to reflect on a monthly self-reflection *as one of the methods of incorporated the principles of quality assessment*. Students will critically self-reflect and create goals. Students will review and reflect upon goals on a monthly basis. This self-reflection and reassessment of their goals will help develop metacognitive skills.

Learning Resources:

Additional Information:



Board/Authority Authorized Course Application—Link Crew 11

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Rhondalee Brema, Matthew Mikes, Nathalie Wallisch	Date Developed: December 16 th , 2018
School Name: Pitt Meadows Secondary School	Principal's Name: Cheryl Schwarz
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Link Crew 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Staff referral; Application

Special Training, Facilities or Equipment Required:

Link Crew teachers (Coordinators) must achieve certification in the Link Crew curriculum by attending a training session facilitated by trainers from the Boomerang Foundation.

Link Coordinators need to have access to the school gymnasium and several classrooms to facilitate both Link Leader training and the Grade 8 Orientation Day.

Course Synopsis:

Link Crew is a high school transition program that welcomes grade eight students and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, the program trains grade eleven students to be Link Leaders. The Link Crew curriculum provides the structure for grade eights to receive support and guidance from senior students who have already been through the challenges high school poses. Link leaders understand that the transition to a larger school can sometimes be overwhelming.

Goals and Rationale:

As positive role models, Link Crew Leaders are mentors and student leaders who help facilitate grade eight success by guiding the grade eight students to discover what it takes to be successful during the transition to high school. Link Crew creates a positive and caring school culture. Link Crew intentionally and structurally creates a sense of connection and purpose through a variety of ways.

Aboriginal Worldviews and Perspectives:

The Link Crew Curriculum incorporates elements from several Aboriginal Worldviews and Perspectives:

- Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning involves recognizing **the consequences of one's actions**
- Learning involves generational roles and responsibilities
- Learning is embedded in memory, history and story
- Learning involves patience and time
- Learning requires exploration of **one's identity**

BIG IDEAS

<p><u>Positive Connection</u></p> <p>Connected grade 8s who feel welcomed and wanted also feel safe and, therefore, behave differently; they are more respectful, less antagonistic, more involved and care more about themselves and the school community in general. The peer mentorship model creates connections that facilitates self-motivation for both the transitioning students and the leaders.</p>	<p><u>Building Character</u></p> <p>The development of character education and the emergence of an anti-bullying environment. Students who connect with one another, who are involved in their school and who are empowered to make a difference will develop empathy, a respect for others and the courage to stand up for and take care of fellow students.</p>	<p><u>Student Voice</u></p> <p>The Link Crew Program helps position students in a place of ownership of their school environment. The program gives them an opportunity to lead other students and gives them a voice and a role that is integral to the success of the entire school community.</p>	<p><u>Building Community</u></p> <p>The Link Crew program affects all members of the school community. The curriculum fosters relationships that continues throughout their high school career. Link Crew students have the opportunity and permission to care about each other and provides the structure in which to do it.</p>	<p><u>Shared Leadership</u></p> <p>With a cross-section of the student body being Link Leaders, the natural leaders of all groups in the school have a place where they can significantly contribute to their community. In addition to the shared Leadership within the school, Link Crew schools across Canada and the United States collaborate, through the Boomerang Foundation, with a community of engaged and dedicated educators.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Communication</p> <ul style="list-style-type: none"> •Practice communication skills while developing an awareness of their personal positive and negative qualities and their impact as applied to leadership •Be able to communicate with others by accessing other individual's view points and responding effectively <p>Group Process</p> <ul style="list-style-type: none"> •Be responsive to the elements of organization that typically influence group proceedings: communication, participation, decision making and organizational roles <p>Leadership Skills</p> <ul style="list-style-type: none"> •Demonstrate the ability to lead activities <p>Self-Awareness</p> <ul style="list-style-type: none"> •Recognize and respect individual morals, values and boundaries •Understand individual capacity •Practice self-care <p>Cooperation & Collaboration</p> <ul style="list-style-type: none"> •Work as a team in collaborative groups •Be able to delegate tasks and actions •Demonstrate the ability to cooperate and collaborate with a diverse group of peers. <p>Decision Making</p> <ul style="list-style-type: none"> •Make educated decisions while in a leadership position •Make educational and ethical decisions <p>Inter-personal Skills</p> <ul style="list-style-type: none"> •Keep an open mind and attempt to connect with students from a variety of backgrounds 	<p><i>Students are expected to know the following:</i></p> <p>Link Crew Training:</p> <ul style="list-style-type: none"> •The Link Crew Small Group Curriculum •How to work with other Link Leaders, Commissioners and Coordinators •How to be a good listener •How to lead peers through activities •Strategies to keep activities engaging and moving forward •How to incorporate "drip messaging" into activities •How to effectively and efficiently organize and communicate with grade 8 students •How to work with other Link Leaders with the common goal of connecting with grade 8 students •How to plan and implement a successful Grade 8 Orientation <p>High School Orientation:</p> <ul style="list-style-type: none"> •How to begin building the mentor relationship and deliver information to the grade eights about how to be successful in high school •How to successfully facilitate small group activities •How to manage a small group of grade 8 students •How to answer questions •How to improvise and problem solve on the fly •How to be positive leaders and role models in all situations •How to identify students who may need extra attention •How to approach students in a positive and caring manner •How to manage their time within a highly structured program

<ul style="list-style-type: none"> •Use respectful language when conversing with members of the community <p>Goal-Setting</p> <ul style="list-style-type: none"> •After self-reflection, students will be able to evaluate past practice and use the information to create sustainable and attainable goals to support the Link Crew Program <p>Stress/Time Management</p> <ul style="list-style-type: none"> •Handle stress and respond positively, especially in leadership situations •Understand the impact of planning and efficient use of time in personal and leadership situations •Use a variety of organizational tools (digital and non-digital) to manage time <p>Working With Others</p> <ul style="list-style-type: none"> •Recognize the need for trust and personal responsibility within the groups they lead and develop skills in addressing group leadership challenges •Consider the impact of adult expectations of them in youth-adult partnerships •Treat others with dignity and respect <p>Conflict Resolution</p> <ul style="list-style-type: none"> •Understand the impact that multiple perspectives may have on their interactions with others •Investigate their attitudes concerning conflict •Navigate a conflict situation to a positive end <p>Engaging and Empowering Others</p> <ul style="list-style-type: none"> •Recognize their impact as a motivational leader to help others accomplish a task or achieve a common goal •Gain self esteem in their personal, organizational and their community leadership skills <p>Motivation</p> <ul style="list-style-type: none"> •Be self-motivated •Complete activities and follow through with commitments <p>Managing Others:</p> <ul style="list-style-type: none"> •Gain skills in group decision making 	<p>Social Follow Ups:</p> <ul style="list-style-type: none"> •How to connect with grade eight students outside the classroom at social events to increase student engagement and positive school climate. •How to work with other Link Leaders and Commissioners to plan and implement social opportunities for Link Leaders and grade eight students to connect. •How to organize and manage time to effectively keep in communication with grade 8s <p>Academic Follow Ups:</p> <ul style="list-style-type: none"> •How to support grade 8 academic success and character development through structured classroom visits <p>Leader-Initiated Contacts:</p> <ul style="list-style-type: none"> •How to connect with the grade 8 students on an individual basis •How to keep Link Crew appropriate boundaries in interacting with grade 8s •How to be proactive and foster positive connections to ensure that transitioning students stay on track
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<ul style="list-style-type: none"> •Be practiced in planning and carrying out effective and efficient meetings with their peers •Use lists and other organizational tools to manage other leaders •Be a project leader for at least one event or activity <p>Team Building</p> <ul style="list-style-type: none"> •Students will work in their leadership position to build relationships and trust among participants in order to create strong teams/ groups. <p>Creative Thinking</p> <ul style="list-style-type: none"> •Use creativity when planning events and activities •Use creativity in solving problems <p>Critical Thinking</p> <ul style="list-style-type: none"> •Critically analyze relationships to determine the best way to proceed with any situation •Problems solve both individually and with other Link Leaders to support the grade 8s •Analyze a problem and find a solution that benefits all <p>Positive Personal Culture & Identity</p> <ul style="list-style-type: none"> •Engage in learning and respecting cultural diversity and identify personal cultural traits •Recognize and appreciate the diversity of their school community •Practice cultural sensitivity in all interactions with grade 8s and other Link Leaders/Coordinators <p>Personal Awareness and Responsibility</p> <ul style="list-style-type: none"> •By knowing how they define themselves, Link Leaders will be more aware of their strengths and weaknesses and can improve themselves as leaders and individuals •Act as role models to grade eights •Conduct themselves in a positive and responsible manner both in and outside of school <p>Social Responsibility</p> <ul style="list-style-type: none"> •Act in a socially responsible way and encourage grade 8 students to do the same •All events/activities that are planned will be done so through a socially responsible lens 	
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Big Ideas – Elaborations

Shared Leadership: An intentional and proactive approach to the selection of Link Leaders ensures that students who would otherwise not socialize with each other a common purpose and a common goal, thus diminishing antagonism that might exist between these groups. Link Leaders are positive, natural leaders from a broad social cross-section so student leadership is shared by a variety of groups and the climate reflects the diversity of the school population

Curricular Competencies – Elaborations

Positive Personal and Cultural Identity: **"A positive personal and cultural identity is the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. Students who have a positive personal and cultural identity value their personal and cultural narratives, and understand how these shape their identity. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they can do to contribute to their own well-being and to the well-being of their family, community, and society".** Excerpt taken from the Positive Personal and Cultural Identity Ministry Core Competencies (<https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/PPCICompetencyProfiles.pdf>)

Content – Elaborations

Commissioner: Grade 10, 11 or 12 students who cannot become a Link Leader but can participate in the program in a meaningful and **supportive way. Typically, these "commissioners" will receive a separate Leadership-related credit.**

Coordinator: A BCTF member who takes the Link Crew Training through the Boomerang Foundation and either teaches the curriculum or coordinates with the teacher of the course to facilitate training, orientation and events.

Drip Messaging: Content that is delivered in a **"soft" and indirect manner that connects directly to the activity at hand. For example, while facilitating a learn-your-name game, a Link Leader may talk about the importance of a name, the importance of relationships, the importance of making eye contact etc.**

Recommended Instructional Components:

It is essential for the Link Crew program to have the following:

- a designated classroom where Link Leaders meet each other and their teacher at designated times
- Access to music, media, sound systems, projectors and basic classroom supplies.
- Access to school-wide PA system
- Flexibility in the instructional model is an asset
- Access to a robust budget

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

Portfolio based Self-Assessment on the three components of the curriculum model—knowing, doing and understanding. Portfolio consists of self-reflection, goal setting and examples of student learning:

- Students complete a monthly journal and log of activities in which they will use to reflect on a monthly self-reflection
- As part of the portfolio process, students will critically self-reflect and create goals. Students will review and reflect upon goals on a monthly basis. This self-reflection and reassessment of their goals will help develop metacognitive skills.
- Students will evaluate their experiences in order to deepen their own reflection on intergroup relations and personal leadership development. This process includes peer-reflection with the goal of improving group dynamics
- Students will reflect on how they are valuable in leadership positions within their school community

Learning Resources:

- Link Crew Handbook
- Link Crew Follow Up Handbook
- The Boomerang Project: boomerangproject.com

Additional Information:

- Collaboration with other Link Crew Coordinators is helpful.
- Collaboration and cooperation with school senior administration is essential.
- A substantial financial contribution is necessary for successful implementation of this program.
- In addition to all Coordinators, Commissioners and Link Leaders, each grade-associated counsellor and administrator need Link Crew T-shirts.



Attachment 29

Board/Authority Authorized Course Application—Link Crew 12

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Rhondalee Brema, Matthew Mikes, Nathalie Wallisch	Date Developed: December 16 th , 2018
School Name: Pitt Meadows Secondary School	Principal's Name: Cheryl Schwarz
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Link Crew 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Successful completion of Link Crew 11; Approved Application

Special Training, Facilities or Equipment Required:

Link Crew teachers (Coordinators) must achieve certification in the Link Crew curriculum by attending a training session facilitated by trainers from the Boomerang Foundation.

Link Coordinators need to have access to the school gymnasium and several classrooms to facilitate both Link Leader training and the Grade 8 Orientation Day.

Course Synopsis:

Link Crew is a high school transition program that welcomes grade eight students and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Link Crew 12 students will not only lead grade 8 students, but be leaders and mentors to Link Crew 11 students. The Link Crew curriculum provides the structure for grade eights to receive support and guidance from senior students who have already been through the challenges high school poses. Link leaders understand that the transition to a larger school can sometimes be overwhelming. Link Crew 12 will continue to develop leadership and

mentoring skills for students who have successfully completed Link Crew 11. There is an expectation that Link Leader 12 students will take on more responsibility in leading events and take an active role in mentoring Link Crew 11 students.

Goals and Rationale:

As positive role models, Link Crew Leaders are mentors and student leaders who help facilitate grade eight success by guiding the grade eight students to discover what it takes to be successful during the transition to high school. Link Crew creates a positive and caring school culture. Link Crew intentionally and structurally creates a sense of connection and purpose through a variety of ways. Link Crew 12 students will continue to provide mentorship to grade 8s, but will also mentor Link Crew 11 students.

Aboriginal Worldviews and Perspectives:

The Link Crew Curriculum incorporates elements from several Aboriginal Worldviews and Perspectives:

- Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning involves recognizing **the consequences of one's actions**
- Learning involves generational roles and responsibilities
- Learning is embedded in memory, history and story
- Learning involves patience and time
- **Learning requires exploration of one's identity**

<p><u>Positive Connection</u></p> <p>Connected grade 8s who feel welcomed and wanted also feel safe and, therefore, behave differently; they are more respectful, less antagonistic, more involved and care more about themselves and the school community in general. The peer mentorship model creates connections that facilitates self-motivation for the transitioning students, the Link Crew 11 leaders and the Link Crew 12 leaders.</p>	<p><u>Building Character</u></p> <p>The development of character education and the emergence of an anti-bullying environment. Students who connect with one another, who are involved in their school and who are empowered to make a difference will develop empathy, a respect for others and the courage to stand up for and take care of fellow students. Link Crew 12 continues this focus, but also directly influences Link Crew 11 students.</p>	<p><u>Student Voice</u></p> <p>The Link Crew Program helps position students in a place of ownership of their school environment. The program gives them an opportunity to lead other students and gives them a voice and a role that is integral to the success of the entire school community. Link Crew 12 builds upon this concept by providing the opportunity for Link Crew 12 students to take on more responsibility and mentor Link Crew 11 students.</p>	<p><u>Building Community</u></p> <p>The Link Crew program affects all members of the school community. The curriculum fosters relationships that continues throughout their high school career. Link Crew students have the opportunity and permission to care about each other and provides the structure in which to do it. Link Crew 12 students will take on the role of mentor to Link Crew 11 students.</p>	<p><u>Shared Leadership</u></p> <p>With a cross-section of the student body being Link Leaders, the natural leaders of all groups in the school have a place where they can significantly contribute to their community. In addition to the shared Leadership within the school, Link Crew schools across Canada and the United States collaborate, through the Boomerang Foundation, with a community of engaged and dedicated educators. Link Crew 12 students will begin to share the responsibilities of Link Crew Coordinators when organizing events and leading meetings.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Curricular Competencies for Link Crew 12 are consistent with Curricular Competencies of Link Crew 11. However, Link Crew 12 students will delve further into the curriculum and take on more leadership roles and responsibilities throughout the course.</i></p> <p><i>Students are expected to do the following:</i></p> <p>Communication</p> <ul style="list-style-type: none"> •Practice communication skills while developing an awareness of their personal positive and negative qualities and their impact as applied to leadership •Be able to communicate with others by accessing other individual's view points and responding effectively <p>Group Process</p> <ul style="list-style-type: none"> •Be responsive to the elements of organization that typically influence group proceedings: communication, participation, decision making and organizational roles <p>Leadership Skills</p> <ul style="list-style-type: none"> •Demonstrate the ability to lead activities as well as lead other Link leaders <p>Self-Awareness</p> <ul style="list-style-type: none"> •Recognize and respect individual morals, values and boundaries •Understand individual capacity •Practice self-care <p>Cooperation & Collaboration</p> <ul style="list-style-type: none"> •Work as a team in collaborative groups •Be able to delegate tasks and actions •Demonstrate the ability to cooperate and collaborate with a diverse group of peers. <p>Decision Making</p> <ul style="list-style-type: none"> •Make educated decisions while in a leadership position •Make educational and ethical decisions •Help mentor Link Crew 11 students in the decisions they need to make 	<p><i>Content for Link Crew 12 is consistent with curriculum for Link Crew 11 except that Link Crew 12 students will further develop knowledge, skills and have more responsibility.</i></p> <p><i>Students are expected to know the following:</i></p> <p>Link Crew Training:</p> <ul style="list-style-type: none"> •The Link Crew Small Group Curriculum: Link Crew 12 students will work with Link Crew Coordinators to help teach this curriculum to Link Crew 11 students •How to work with other Link Leaders, Commissioners and Coordinators •How to be a good listener •How to lead peers through activities •Strategies to keep activities engaging and moving forward •How to incorporate "drip messaging" into activities •How to effectively and efficiently organize and communicate with grade 8 students •How to work with other Link Leaders with the common goal of connecting with grade 8 students •How to plan and implement a successful Grade 8 Orientation •How to demonstrate the skills the Link Coordinators teach <p>High School Orientation:</p> <ul style="list-style-type: none"> •How to begin building the mentor relationship and deliver information to the grade eights about how to be successful in high school •How to successfully facilitate small group activities •How to manage a small group of grade 8 students •How to answer questions •How to improvise and problem solve on the fly •How to be positive leaders and role models in all situations

<p>Inter-personal Skills</p> <ul style="list-style-type: none"> •Keep an open mind and attempt to connect with students from a variety of backgrounds •Use respectful language when conversing with members of the community • <p>Goal-Setting</p> <ul style="list-style-type: none"> •After self-reflection, students will be able to evaluate past practice and use the information to create sustainable and attainable goals to support the Link Crew Program <p>Stress/Time Management</p> <ul style="list-style-type: none"> •Handle stress and respond positively, especially in leadership situations •Understand the impact of planning and efficient use of time in personal and leadership situations •Use a variety of organizational tools (digital and non-digital) to manage time. Link Crew 12 leaders will need to develop tools and strategies to manage Link Crew 11 leaders. <p>Working With Others</p> <ul style="list-style-type: none"> •Recognize the need for trust and personal responsibility within the groups they lead and develop skills in addressing group leadership challenges. •Consider the impact of adult expectations of them in youth-adult partnerships •Treat others with dignity and respect <p>Conflict Resolution</p> <ul style="list-style-type: none"> •Understand the impact that multiple perspectives may have on their interactions with others •Investigate their attitudes concerning conflict •Navigate a conflict situation to a positive end <p>Engaging and Empowering Others</p> <ul style="list-style-type: none"> •Recognize their impact as a motivational leader to help others accomplish a task or achieve a common goal •Gain self esteem in their personal, organizational and their community leadership skills 	<ul style="list-style-type: none"> •How to identify students who may need extra attention •How to approach students in a positive and caring manner •How to manage their time within a highly structured program •How to lead the grade 11 leaders in events <p>Social Follow Ups:</p> <ul style="list-style-type: none"> •How to connect with grade eight students outside the classroom at social events to increase student engagement and positive school climate. •How to work with other Link Leaders and Commissioners to plan and implement social opportunities for Link Leaders and grade eight students to connect. •How to organize and manage time to effectively keep in communication with grade 8s and grade 11 Link Leaders <p>Academic Follow Ups:</p> <ul style="list-style-type: none"> •How to support grade 8 academic success and character development by leading structured classroom visits •How to develop lesson plans to be delivered to grade eight students <p>Leader-Initiated Contacts:</p> <ul style="list-style-type: none"> •How to connect with the grade 8 students on an individual basis •How to keep Link Crew appropriate boundaries in interacting with grade 8s •How to be proactive and foster positive connections to ensure that transitioning students stay on track •How to teach Link Crew 11 leaders to connect with grade eight students
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<p>Motivation</p> <ul style="list-style-type: none"> •Be self-motivated •Complete activities and follow through with commitments <p>Managing Others:</p> <ul style="list-style-type: none"> •Gain skills in group decision making •Be practiced in planning and carrying out effective and efficient meetings with their peers •Use lists and other organizational tools to manage other leaders •Be a project leader for the Grade 8 Lock-In <p>Team Building</p> <ul style="list-style-type: none"> •Students will work in their leadership position to build relationships and trust among participants in order to create strong teams/ groups. •Students will lead team building activities for the Link Crew 11 students <p>Creative Thinking</p> <ul style="list-style-type: none"> •Use creativity when planning events and activities •Use creativity in solving problems <p>Critical Thinking</p> <ul style="list-style-type: none"> •Critically analyze relationships to determine the best way to proceed with any situation •Problems solve both individually and with other Link Leaders to support the grade 8s •Analyze a problem and find a solution that benefits all <p>Positive Personal Culture & Identity</p> <ul style="list-style-type: none"> •Engage in learning and respecting cultural diversity and identify personal cultural traits •Recognize and appreciate the diversity of their school community •Practice cultural sensitivity in all interactions with grade 8s and other Link Leaders/Coordinators <p>Personal Awareness and Responsibility</p> <ul style="list-style-type: none"> •By knowing how they define themselves, Link Leaders will be more aware of their strengths and weaknesses and can improve themselves as leaders and individuals •Act as role models to grade eights 	
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<ul style="list-style-type: none">•Conduct themselves in a positive and responsible manner both in and outside of school <p>Social Responsibility</p> <ul style="list-style-type: none">•Act in a socially responsible way and encourage grade 8 students to do the same•All events/activities that are planned will be done so through a socially responsible lens	
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Big Ideas – Elaborations

Shared Leadership: An intentional and proactive approach to the selection of Link Leaders ensures that students who would otherwise not socialize with each other a common purpose and a common goal, thus diminishing antagonism that might exist between these groups. Link Leaders are positive, natural leaders from a broad social cross-section so student leadership is shared by a variety of groups and the climate reflects the diversity of the school population. The Link Crew 12 program differs from Link Crew 11 in that the focus of the 12 program is to teach, mentor and assist the grade 11 students as they make the important connections.

Curricular Competencies – Elaborations

Positive Personal and Cultural Identity: **"A positive personal and cultural identity is the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. Students who have a positive personal and cultural identity value their personal and cultural narratives, and understand how these shape their identity. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they can do to contribute to their own well-being and to the well-being of their family, community, and society".** Excerpt taken from the Positive Personal and Cultural Identity Ministry Core Competencies (<https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/PPCICompetencyProfiles.pdf>)

Content – Elaborations

Commissioner: Grade 10, 11 or 12 students who cannot become a Link Leader but can participate in the program in a meaningful and **supportive way. Typically, these "commissioners" will receive a separate Leadership-related credit.**

Coordinator: A BCTF member who takes the Link Crew Training through the Boomerang Foundation and either teaches the curriculum or coordinates with the teacher of the course to facilitate training, orientation and events.

Drip Messaging: Content **delivered in a "soft" and indirect manner that connects** directly to the activity at hand. For example, while facilitating a learn-your-name game, a Link Leader may talk about the importance of a name, the importance of relationships, the importance of making eye contact etc.

Recommended Instructional Components:

It is essential for the Link Crew program to have the following:

- a designated classroom where Link Leaders meet each other and their teacher at designated times
- Access to music, media, sound systems, projectors and basic classroom supplies.
- Access to school-wide PA system
- Flexibility in the instructional model is an asset
- Access to a robust budget

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

Portfolio based Self-Assessment on the three components of the curriculum model—knowing, doing and understanding. Portfolio consists of self-reflection, goal setting and examples of student learning:

- Students complete a monthly journal and log of activities in which they will use to reflect on a monthly self-reflection
- As part of the portfolio process, students will critically self-reflect and create goals. Students will review and reflect upon goals on a monthly basis. This self-reflection and reassessment of their goals will help develop metacognitive skills.
- Students will evaluate their experiences in order to deepen their own reflection on intergroup relations and personal leadership development. This process includes peer-reflection with the goal of improving group dynamics
- Students will reflect on how they are valuable in leadership positions within their school community

Learning Resources:

- Link Crew Handbook
- Link Crew Follow Up Handbook
- The Boomerang Project: boomerangproject.com
- *Optional:* Link Crew Year Long Course Curriculum Handbook

Additional Information:

- Collaboration with other Link Crew Coordinators is helpful.
- Collaboration and cooperation with school senior administration is essential.
- A substantial financial contribution is necessary for successful implementation of this program.
- In addition to all Coordinators, Commissioners and Link Leaders, each grade-associated counsellor and administrator need Link Crew T-shirts.

BAA Course- Peer Social Support

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Amanda Buchan and Christine Sanchez, Cathryn Blanco	Date Developed: Nov 15, 2018
School Name: Pitt Meadows Secondary, Maple Ridge Secondary	Principal's Name: Cheryl Schwartz (PMSS), Trevor Connor (MRSS)
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Peer Social Support 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

none

Special Training, Facilities or Equipment Required:

none

Course Synopsis:

This course offers students the opportunity to develop the knowledge and skills necessary to be more empathetic peers and community members towards individuals with diverse abilities. Students will develop background knowledge on diverse abilities/needs and how they impact an individual physically, socially, behaviorally, and emotionally as well as investigate the environmental factors that impact individuals. Students will have the opportunity to work directly with students who have varied abilities including: mild and severe intellectual disabilities, autism, physical disabilities etc. Through various tasks, Peer Social Support students will work towards gaining empathy, respect, and appreciation for their peers with diverse abilities and help to build a peer support network and a more inclusive school environment at the school for these students.

Goals and Rationale:

A positive school environment involves positive relationships with staff and same age or similar age peers. Peer Social Support allows students to investigate their interests in working with individuals with varying needs. Through investigating a variety of world views peer social support students will be able to build more authentic relationships with students with disabilities thereby creating a more positive and inclusive school culture.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. **The development of reciprocal relationships between peer social support students and students with learning challenges will positively contribute to their personal well-being and to a more positive and inclusive school climate.**
- Learning is holistic, reflexive, reflective, experiential, and relational. The reflective and reflexive nature of this course will help to develop the social emotional well-being of the students involved both holistically and methodically.
- **Learning requires the exploration of one's identity.** Students will develop an understanding of who they are as mentors and peers.
- Learning is embedded in memory, history, and story. Students will develop their personal and social narratives.

BIG IDEAS

Individuals have
unique worldviews

People
communicate in a
variety of ways

Strategies can be
used to support
individuals with
disabilities

Supportive
communities are
built through
inclusive
practices

Learning happens
through peer
interaction

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Interact with peers in a positive and encouraging ways • Utilize strategies to communicate with peers in effective and pro-social ways. • Demonstrate an ability to listen to peers in a non-judgemental manner • Use appropriate and varied communication tools when interacting with peers • Paraphrase written text into accessible everyday language for the students they are working with. • Use key visuals and graphic organizers as communication tools. • Utilize learning styles to develop an appropriate learning plan • Interact with peers in a way that supports positive social emotional growth. • Certification relevant to student passion. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Different disabilities and how they may impact learning • Different learning styles • Strategies that support learning • Verbal and non-verbal communication skills • Impacts of discrimination in school and the community on self-esteem & self-worth • How societal, cultural and socioeconomic factors impact experiences in school and the community.

Big Ideas – Elaborations

Inclusive Practices: providing diverse learning opportunities to support each learner leading to the development of well rounded individuals through providing choices for all learners, and equity of access to all programs.

Curricular Competencies – Elaborations

Appropriate learning plan - Goal setting, reflective and reflexive practices, identifying strengths, stretches and growth.

Positive social emotional growth- Self-awareness, self-esteem, self-efficacy

Certifications- May include (but not limited to): Braille, Sign Language, First Aid, High 5

Content – Elaborations

Different disabilities - Autism Spectrum Disorder, Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Down syndrome, Fetal Alcohol Syndrome, Mild to severe intellectual disabilities, vision, hearing, and motor skills.

Learning styles-The learning styles are: Visual-Spatial, Physical-Kinesthetic, Oral- auditory, Verbal-linguistic.

Strategies - Building a repertoire of skills (ex. Asking for help, self-assess, building a schedule, graphic organizer, draw a picture) to support learning.

Non-verbal: Body language, visuals, Picture Exchange Communication System (PECS),

Recommended Instructional Components:

- Direct instruction (for example: Special Needs Peer Support Day)
- Indirect instruction through modelling by teacher and EAs
- Interactive instruction, group work and group learning
- Independent practice and learning
- Practical creativity, on-the-spot thinking and problem solving
- Relevant articles and readings as provided by the teacher
- Hands on learning with direct teacher access required
- Supplementary teaching/learning tools (i.e. key visual frameworks, graphic organizers, etc.)

- Scaffolding method employed, teacher support is diminished as Peer Supporters confidence increases
- Peer to peer modelling
- Access to internet resources
- Access to instructional tools
- Regular feedback and guidance through bi-weekly summary reports
- Teacher/Peer Supporter conferences and discussions

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

- Self-Evaluation/Self-Reflection
- Self-Rating Profile
- Special Needs Peer Support Logs
- Reflections that identify skills learned and examples to support learning
- Portfolio
- Application of skills/theories learned through observations by classroom teacher

Learning Resources:

- Internet Resources: InclusiveSchools.org, castle.org, <https://blogsomemoore.com>, learnsomemoore.com, <http://www.learningforallab.ca>, autismspeaks.ca, www.engagingalllearners.ca, Keltymentalhealth.ca,
- Books: One Without the Other: Stories of unity through diversity and inclusion, Shelley Moore.
- Canucks Autism Network
- Anxiety BC
- The power of peers in the classroom, Karen R. Harris and Lynn Meltzer

Additional Information:



Board/Authority Authorized Course Framework

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD42
Developed by: Gary Lozinski	Date Developed: January 30, 2018
School Name: All Secondary Schools in SD42	Principal's Name: All Secondary Principals
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Principals of Social Interaction 10	Grade Level of Course: Grade 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

- Grade level student referred for additional supports by the Student Support Team and/or School-Based Team
- Student is on a "Dogwood" graduation track

Special Training, Facilities or Equipment Required:

- Staff should be familiar with Ministry of Education Special Education policies and secondary school curriculum
- Staff should have training in Student Support ('Special Education')
- Staff should have direct experience working with students who have learning, self-regulation, social and communication challenges
- Staff should have training and experience in developing I.E.P.s for students with disabilities and other challenges that impact social skill development

Course Synopsis:

This course has been designed to help students develop skills in order to become successful in their personal and social interactions with others. Students will have the opportunity to practice techniques and strategies taught, to examine effective techniques connected to social learning situations and skills and to engage in problem-solving activities that are personalized and relevant. In addition to teacher assessment, instruction and coaching, students will have the opportunity to self-reflect and self-assess.

Goals and Rationale:

Rationale:

“Principles of Social Interaction” (PSI) provides direct and specific instruction to develop student knowledge, self-awareness and skills and to engage students in positive and effective social interactions over a flexible time period. Students will have the opportunity to demonstrate progressive learning and personal growth in the context of their personal social environment. The course is designed to offer opportunities for cross-curricular connections and assessment and focusses on competencies that will support learners in their participation and interactions in the school, community and workplace settings. Students will develop the knowledge, skills and understanding to be able to implement successful social interactions, to adapt to social situations and to be self-aware in their communication and social interactions.

PSI has been developed to support the needs of struggling learners who face challenges in their efforts to engage and interact in the school and outside community; it typically supports students who are identified by school support teams as needing supports and instruction in this area. Some examples of students who will benefit from the course include those who are identified as having autism, non-verbal learning disabilities and anxiety disorders. Students who struggle with social interaction and communication due to challenges associated with anxiety, social/personal situations, self-regulation and learning will also benefit from the course.

PSI is strongly linked to all of the core competencies. Teaching effective **communication** strategy and skills is at the heart of the course. Students will be able to implement learning in both the school and community setting. For example, the course supports student community transition needs by addressing organization, presentation and interaction skills that foster success in the workplace and work experience placements. Students will also be provided with the opportunity to engage in **critical thinking** exercises and activity as they explore their interactions and engage learned techniques that they assess for effectiveness and personal preference. **Personal and social identity** are also key components of the course, as students will: reflect on their strengths in the context of different kinds of social interactions; review, assess and reflect on how others perceive their interactions; and identify cause-and-effect relationships that highlight personal and social responsibilities.

PSI recognizes that students develop and learn differently. The students in the PSI course will be provided targeted intervention and instruction to support social learning needs, the development of metacognitive awareness and the growth of a positive personal identity. Differentiated instruction and assessment are used to ensure that learning opportunities are relevant to the needs of the individual student. Moreover, the

course is organized so that it can be implemented through small group instruction, personalized program planning, or collaboratively between teachers through the implementation of I.E.P. objectives and strategies.

Goals:

- Develop self-awareness and understanding
- Develop students' social and abstract thinking skills
- Develop the ability to identify social interaction challenges
- Develop students' self-awareness and self-management skills for managing anger/frustration
- Develop students' self-awareness and self-management skills for managing anxiety
- Develop students' ability to identify potential strategies for resolving conflict

Aboriginal Worldviews and Perspectives:

Principles of social interaction incorporates the following aboriginal values and perspectives:

Referenced from "Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward" (2015) Province of British Columbia

- Connectedness and relationships: PSI supports the development of identity -- making meaning out of life and finding value in our connections with others
- Emphasis on identity: PSI acknowledges the individuality of the learner and encourages the knowledge of self – who is the student and where does she or he come from? Students have the opportunity to explore how personal identity shapes their interactions highlighting that there is an interconnection between the student and their world.
- Traditional teaching: The PSI course teaches "expectations of respect, behavior, generosity, and how we live together respectfully."
- Experiential learning: PSI ensures that students have the opportunity to "learn from real life situations that will help them to do the right things" and to "learn practical life skills as a part of their daily work at school".
- A positive, learner-centred approach: PSI emphasizes promoting student initiative in to respect to personal learning needs. Student self-assessment activities are incorporated into the course, as are opportunities for students to engage in learning through self-reflection.

BIG IDEAS

Non-verbal communication effects interactions with others

Communication involves interpretation

Emotional states shape our social interactions.

Interpersonal skills are guided through self-awareness

Positive social interactions involve effective listening skills

Learning Standards

Engagement of course content and competencies is personalized and can be paced over multiple grade levels to ensure opportunities for individual learning and growth.

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Self-Awareness and Understanding</p> <ul style="list-style-type: none"> Recognize forms of communication (facial expression, language, tone, body language) Identify emotions in self and in others Initiate conversations with peers and adults Recognize First People's perspectives on community and identity Quantify emotions on a continuum Identify anxiety/stress signals (causes and effects) Develop a map of personal social strengths and growth areas <p>Identifying and Applying the Elements of Social Communication/Interaction</p> <ul style="list-style-type: none"> Use basic conversational responses Apply active listening strategies Express verbal wants and needs Differentiate between positive and negative social and communication examples (video and role play) Identify 'hidden rules' of social conduct in varied environments Demonstrate appropriate use of greetings and good-byes Develop a set of rules to initiate conversations Identify appropriate attention getting strategies Identify appropriate strategies to avoid uncomfortable interactions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Basics of positive social interactions Signs and signals of anxiety and anger Principles of whole body communication Rules of appropriate touch Difference between friend, acquaintance, trusted adults and strangers Identify the four functions of behaviour Recognize First Peoples perspectives and knowledge on experiential learning Indicators and function of peer pressure Social turn-taking Rules of safe conduct Personal setting events and antecedents for anxiety and anger Identify racist and bullying language and interaction The negative impact of bullying (language and interaction) Recognize the negative impact of racism (language and interaction) Recognize and label a range of emotions Express emotions Principles of positive social choices Friendship rules, boundaries and guidelines

<ul style="list-style-type: none"> • Identify non-verbal communication skills • Identify and demonstrate conversational manners/etiquette • Identify strategies to introduce themselves • Distinguish appropriate topics, activities and places for private vs. public social communications • Identify how and when to offer and ask for help <p>Abstract Thinking Skills</p> <ul style="list-style-type: none"> • Understand the implications of non-literal speech (context, tone of voice, non-verbal cues) in changing meaning <p>Anger/Frustration Management</p> <ul style="list-style-type: none"> • Identify self-regulation strategies that support redirecting negative thoughts to positive thoughts • Understand degrees of anger • Identify and label personal levels of anger • Recognize non-verbal clues to personal anger • Develop a personal inventory of setting events and triggers for anger • Develop strategies to limit the influence of setting events and triggers • Identify effective strategies to manage anger <p>Anxiety/Stress Management</p> <ul style="list-style-type: none"> • Redirect negative thoughts to positive thoughts • Recognize stress signals • Recognize causes and effects of stress. • Develop a personal inventory of setting events and triggers for anxiety • Develop strategies to limit the influence of setting events and triggers • Develop personal relaxation strategies • Use self-monitoring strategies/stress prevention strategies <p>Conflict Resolution</p> <ul style="list-style-type: none"> • Understand the value of working towards positive outcomes • Express emotions in written form • Identify what to think, say, and do in bullying situations • Identify how to report a bullying or racism 	<ul style="list-style-type: none"> • Describe and identify self-regulation strategies
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Big Ideas – Elaborations

- **interpersonal skills** involve listening, questioning and understanding body language. They also include the skills and attributes associated with emotional intelligence, or being able to understand and manage your own and others' emotions.
- **positive social interactions** are safe and incorporate sharing, collaboration, kindness and emotional and physical appropriateness.

Curricular Competencies – Elaborations

- **hidden rules** are consistent unspoken 'social contracts' that are relevant to the culture and situation
- **active listening strategies** are used during social interaction and involve both verbal and physical turn-taking and interaction. Examples include: nodding, smiling, repeating verbal information, appropriate eye-contact... This is often described as "whole body listening".
- **non-verbal communication skills** includes aspects of communication such as personal space, eye contact, acknowledgement, responding, appropriate facial expression and 'whole body listening'.
- **conversational manners** – turn-taking, interjections, staying on topic, topic transitions, appropriate tone of voice and volume
- **self-regulation strategies** are any techniques that address the needs of the five senses ('sensory diet') and/or assessment of personal elevation or de-escalation needs. Specific strategies are available to be taught; examples include 'Mindfulness', 'Zones of Regulation' and the 'Alert System'.
- **degrees of anger** – rating scale of level of functioning (e.g. 5 = highly elevated... 1 = calm)
- **setting events** – events that establish a higher probability that a behaviour will occur. Examples include hunger, sleepiness, hallway movement...
- **triggers (antecedents)** – events that occur just prior to an undesired behaviour. Examples include being touched, being called to answer a question in class, being told "no", being 'bumped' in the hallway...
- A **personal inventory** can take on a variety of forms: collage, checklist, drawing, portfolio, journal...

Content – Elaborations

- **setting events** – events that establish a higher probability that a behaviour will occur. Examples include hunger, sleepiness, hallway movement...
- **triggers (antecedents)** – events that occur just prior to an undesired behaviour. Examples include being touched, being called to answer a question in class, being told "no", being 'bumped' in the hallway...

Content – Elaborations

- **principles of whole body communication** – including physical space, use of eyes, facial expression, rules of touch... See **active listening strategies** and **non-verbal communication skills** above.
- **rules** – socially understood boundaries of interaction that are based on cultural and individual context.
- **indicators** – social signals... both implicit and explicit
- **four functions of behaviour** – from ‘functional behaviour assessment’ language: Attention, Escape, Sensory, Tangible
- **positive social choices** – decisions that lead to acceptance and engagement of those with whom an individual interacts
- **self-regulation strategies** are any techniques that address the needs of the five senses (‘sensory diet’) and/or assessment of personal elevation or de-escalation needs. Specific strategies are available to be taught; examples include ‘Mindfulness’, ‘Zones of Regulation’ and the ‘Alert System’.

Recommended Instructional Components:

- Direct teacher based instruction
- Interactive instruction
- Cross-curricular teacher collaboration on learning goals
- Social stories
- Independent instruction
- Fiction (storybooks/novels/comics)
- Roleplay
- Modeling
- Games
- Social stories and scripts
- Brainstorming
- Graphic organizer and communication tools
- Check-in/Check-out
- Group work
- Student handouts
- Discussion
- Interviews

Recommended Assessment Components:

- Self-Assessment
- Performance Assessment
- Student portfolio
- Cross-curricular goal based checklists
- Support and/or I.E.P. programing objectives and strategies outcomes
- Student conference
- I.E.P. review and program planning

Assessment details

Student evaluation includes self-assessment & teacher assessments of:

- in class acquisition & use of communication and abstract thinking skills in structured situations
- application of skills & strategies in classroom daily work activities
- application of skills & strategies outside of the classroom
- self-monitoring of skills, strategies, and stress levels
- self-advocacy through communication
- teacher observation based on established rubrics / rating scales
- student reports
- checklists
- teacher and student (self-rating) rating scales

Learning Resources:

- ***Navigating the Social World*** by Jeanette McAfee
- ***Tribes: A process for Social Development and Cooperative Learning*** by Jeanne Gibbs
- ***The Social Skills Picture Book for the High School and Beyond*** by Dr. Jed Baker
- ***Skillstreaming the Adolescent*** by Goldstein & McGinnis
- ***Social Thinking Thinksheets for Teens and Tweens: Learning to read between the Social Lines*** by Michelle Garcia Winner
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- ***The New Social Story Book*** by Carol Gray
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- **“Friendzee”** and other Social Skills games
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- ***Thinking About You, Thinking about Me*** by Michelle Garcia Winner
- ***Think Social: A Social Thinking Curriculum for School-Age Students*** by Michelle Garcia Winner
- ***Worksheets for Teaching Social Thinking and Related Skills*** by Michelle Garcia Winner

Additional Information:

This course was originally developed by teachers in the Quesnel School District (SD #28), as a Board Authority/Authorized course in 2005. The Ministry of Education approved the course (course code YPSI 10, 11 and 12) after its organizational, instructional, and assessment components were adapted and revised by the Maple Ridge-Pitt Meadows School District (SD #42) in 2008. This update takes into considerations opportunities presented through the redesigned curriculum language and structure.



Board/Authority Authorized Course Framework

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD42
Developed by: Gary Lozinski	Date Developed: January 30, 2018
School Name: All Secondary Schools in SD42	Principal's Name: All Secondary Principals
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Principals of Social Interaction 11	Grade Level of Course: Grade 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

- Grade level student referred for additional supports by the Student Support Team and/or School-Based Team
- Student is on a "Dogwood" graduation track

Special Training, Facilities or Equipment Required:

- Staff should be familiar with Ministry of Education Special Education policies and secondary school curriculum
- Staff should have training in Student Support ('Special Education')
- Staff should have direct experience working with students who have learning, self-regulation, social and communication challenges
- Staff should have training and experience in developing I.E.P.s for students with disabilities and other challenges that impact social skill development

Course Synopsis:

This course has been designed to help students develop skills in order to become successful in their personal and social interactions with others. Students will have the opportunity to practice techniques and strategies taught, to examine effective techniques connected to social learning situations and skills and to engage in problem-solving activities that are personalized and relevant. In addition to teacher assessment, instruction and coaching, students will have the opportunity to self-reflect and self-assess.

Goals and Rationale:

Rationale:

“Principles of Social Interaction” (PSI) provides direct and specific instruction to develop student knowledge, self-awareness and skills and to engage students in positive and effective social interactions over a flexible time period. Students will have the opportunity to demonstrate progressive learning and personal growth in the context of their personal social environment. The course is designed to offer opportunities for cross-curricular connections and assessment and focusses on competencies that will support learners in their participation and interactions in the school, community and workplace settings. Students will develop the knowledge, skills and understanding to be able to implement successful social interactions, to adapt to social situations and to be self-aware in their communication and social interactions.

PSI has been developed to support the needs of struggling learners who face challenges in their efforts to engage and interact in the school and outside community; it typically supports students who are identified by school support teams as needing supports and instruction in this area. Some examples of students who will benefit from the course include those who are identified as having autism, non-verbal learning disabilities and anxiety disorders. Students who struggle with social interaction and communication due to challenges associated with anxiety, social/personal situations, self-regulation and learning will also benefit from the course.

PSI is strongly linked to all of the core competencies. Teaching effective **communication** strategy and skills is at the heart of the course. Students will be able to implement learning in both the school and community setting. For example, the course supports student community transition needs by addressing organization, presentation and interaction skills that foster success in the workplace and work experience placements. Students will also be provided with the opportunity to engage in **critical thinking** exercises and activity as they explore their interactions and engage learned techniques that they assess for effectiveness and personal preference. **Personal and social identity** are also key components of the course, as students will: reflect on their strengths in the context of different kinds of social interactions; review, assess and reflect on how others perceive their interactions; and identify cause-and-effect relationships that highlight personal and social responsibilities.

PSI recognizes that students develop and learn differently. The students in the PSI course will be provided targeted intervention and instruction to support social learning needs, the development of metacognitive awareness and the growth of a positive personal identity. Differentiated instruction and assessment are used to ensure that learning opportunities are relevant to the needs of the individual student. Moreover, the

course is organized so that it can be implemented through small group instruction, personalized program planning, or collaboratively between teachers through the implementation of I.E.P. objectives and strategies.

Goals:

- Develop the ability to identify the elements of effective and positive social communication
- Develop students' social and abstract thinking skills
- Develop the ability to problem-solve social interaction challenges
- Develop students' self-awareness and self-management skills for managing anger/frustration
- Develop students' self-awareness and self-management skills for managing anxiety
- Develop students' ability to engage strategies for resolving conflict

Aboriginal Worldviews and Perspectives:

Principles of social interaction incorporates the following aboriginal values and perspectives:

Referenced from "Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward" (2015) Province of British Columbia

- Connectedness and relationships: PSI supports the development of identity -- making meaning out of life and finding value in our connections with others
- Emphasis on identity: PSI acknowledges the individuality of the learner and encourages the knowledge of self – who is the student and where does she or he come from? Students have the opportunity to explore how personal identity shapes their interactions highlighting that there is an interconnection between the student and their world.
- Traditional teaching: The PSI course teaches "expectations of respect, behavior, generosity, and how we live together respectfully."
- Experiential learning: PSI ensures that students have the opportunity to "learn from real life situations that will help them to do the right things" and to "learn practical life skills as a part of their daily work at school".
- A positive, learner-centred approach: PSI emphasizes promoting student initiative in to respect to personal learning needs. Student self-assessment activities are incorporated into the course, as are opportunities for students to engage in learning through self-reflection.

BIG IDEAS

How we communicate shapes our interactions with others

Communication is a learned social skill.

Social interactions occur in **different environments and situations.**

Communication and social interactions are shaped by the ability to **self-regulate**

Positive and negative social interactions are characterized by different qualities

Learning Standards

Engagement of course content and competencies is personalized and can be paced over multiple grade levels to ensure opportunities for individual learning and growth.

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Self-Awareness and Understanding</p> <ul style="list-style-type: none"> Recognize personal ranges of emotional states Identify emotions in self and in others Identify strategies that support engaging conversations with peers and adults Recognize First People's perspectives on community and identity Quantify emotions on a continuum Identify and rate personal comfort with social/communication interactions Identify anxiety/stress signals (causes and effects) Develop a map of personal social strengths and growth areas <p>Identifying and Applying the Elements of Social Communication/Interaction</p> <ul style="list-style-type: none"> Use open-ended conversational responses Apply active listening strategies Express verbal wants and needs Differentiate between positive and negative social and communication examples (video and role play) Identify 'hidden rules' of social conduct <u>in varied environments</u> Demonstrate appropriate use of questions and ascertions Apply a set of rules to initiate conversations Apply appropriate attention getting strategies Apply appropriate strategies to avoid uncomfortable interactions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Characteristics of positive and negative social interactions Signs and signals of anxiety and anger Principles of whole body communication Rules of appropriate touch Identify five forms of thinking Recognize First Peoples perspectives and knowledge on experiential learning Indicators and function of peer pressure Distinguish different social environments Social turn-taking Rules of safe conduct with social media Personal setting events and antecedents for anxiety and anger Identify racist and bullying language and interaction The negative impact of bullying (language and interaction) Recognize the negative impact of racism (language and interaction) Recognize and label a range of emotions Principles of positive social choices Friendship rules, boundaries and guidelines Describe and identify self-regulation strategies

- Use **non-verbal communication skills**
- Demonstrate conversational etiquette
- Identify strategies to introduce themselves
- Distinguish appropriate topics, activities and places for private vs. public social communications
- Identify how and when to offer and ask for help

Abstract Thinking Skills

- Identify phrases can have different meanings from what the words mean literally
- Recognize and interpret non-verbal and contextual clues in other people (i.e. thinking with eyes to predict what others are thinking)
- Recognize four types of non-literal speech (similes, metaphors, irony, and sarcasm)
- Understand the implications of non-literal speech (context, tone of voice, non-verbal cues) in changing meaning
- Identify pros and cons of text and image/video based communication using technology

Anger/Frustration Management

- Apply **self-regulation strategies** that support positive social interaction
- Identify and label personal **degrees of anger**
- Recognize non-verbal clues to personal anger
- Develop and review a personal inventory of **setting events** and **triggers** for anger
- Develop strategies to limit the influence of setting events and triggers
- Identify effective strategies to manage anger

Anxiety/Stress Management

- Redirect negative thoughts to positive thoughts
- Recognize stress signals
- Recognize causes and effects of stress.
- Develop and review a **personal inventory** of setting events and triggers for anxiety
- Develop strategies to limit the influence of setting events and triggers
- Apply personal relaxation strategies
- Use self-monitoring strategies/stress prevention strategies

Conflict Resolution

- Express emotions in written form
- Demonstrate the ability to use language and strategies to avoid conflict
- Identify what to think, say, and do in bullying situation
- Identify how to report a bullying or racism

Big Ideas – Elaborations

- **different environments and situations** – different kinds of interactions take place in different environments and situations: the classroom, at work, in the hallway, in the cafeteria, at home, with a friend, with a teacher, with a boss...
- **positive social interactions** are safe and incorporate sharing, collaboration, kindness and emotional and physical appropriateness.

Curricular Competencies – Elaborations

- **hidden rules** are consistent unspoken 'social contracts' that are relevant to the culture and situation
- **active listening strategies** are used during social interaction and involve both verbal and physical turn-taking and interaction. Examples include: nodding, smiling, repeating verbal information, appropriate eye-contact... This is often described as "whole body listening".
- **non-verbal communication skills** includes aspects of communication such as personal space, eye contact, acknowledgement, responding, appropriate facial expression and 'whole body listening'.
- **conversational manners** – turn-taking, interjections, staying on topic, topic transitions, appropriate tone of voice and volume
- **self-regulation strategies** are any techniques that address the needs of the five senses ('sensory diet') and/or assessment of personal elevation or de-escalation needs. Specific strategies are available to be taught; examples include 'Mindfulness', 'Zones of Regulation' and the 'Alert System'.
- **degrees of anger** – rating scale of level of functioning (e.g. 5 = highly elevated... 1 = calm)
- **setting events** – events that establish a higher probability that a behaviour will occur. Examples include hunger, sleepiness, hallway movement...
- **triggers (antecedents)** – events that occur just prior to an undesired behaviour. Examples include being touched, being called to answer a question in class, being told "no", being 'bumped' in the hallway...
- A **personal inventory** can take on a variety of forms: collage, checklist, drawing, portfolio, journal...

Content – Elaborations

- **positive and negative social interactions** - framed under 'physical interactions' (touch, proximity, body language, facial expression), 'contextual interactions' (tone, purpose, group vs. single interaction), and verbal (language used, questions, implicit/explicit, etiquette, voice level)
- **setting events** – events that establish a higher probability that a behaviour will occur. Examples include hunger, sleepiness, hallway movement...

Content – Elaborations

- **triggers (antecedents)** – events that occur just prior to an undesired behaviour. Examples include being touched, being called to answer a question in class, being told “no”, being ‘bumped’ in the hallway...
- **principles of whole body communication** – including physical space, use of eyes, facial expression, rules of touch... See **active listening strategies** and **non-verbal communication skills** above.
- **rules** – socially understood boundaries of interaction that are based on cultural and individual context.
- **indicators** – social signals... both implicit and explicit
- **different social environments**- social media, telephone/text, one-on-one, work, social, public place, group.... (other contexts that are relevant to the existing learning environment)
- **forms of thinking** – includes everyday thinking, creative thinking, logical/scientific thinking, intelligent thinking and machine thinking. (*Types of Thinking, S. Ian Robertson*). Other resources that separate thinking processes into functional components can be used.
- **positive social choices** – decisions that lead to acceptance and engagement of those with whom an individual interacts
- **self-regulation strategies** are any techniques that address the needs of the five senses (‘sensory diet’) and/or assessment of personal elevation or de-escalation needs. Specific strategies are available to be taught; examples include ‘Mindfulness’, ‘Zones of Regulation’ and the ‘Alert System’.

Recommended Instructional Components:

- Direct teacher based instruction
- Interactive instruction
- Cross-curricular teacher collaboration on learning goals
- Social stories
- Independent instruction
- Fiction (storybooks/novels/comics)
- Roleplay
- Modeling
- Games
- Social stories and scripts
- Brainstorming
- Graphic organizer and communication tools

- Check-in/Check-out
- Group work
- Student handouts
- Discussion
- Interviews

Recommended Assessment Components:

- Self-Assessment
- Performance Assessment
- Student portfolio
- Cross-curricular goal based checklists
- Support and/or I.E.P. programming objectives and strategies outcomes
- Student conference
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Assessment details

Student evaluation includes self-assessment & teacher assessments of:

- in class acquisition & use of communication and abstract thinking skills in structured situations
- application of skills & strategies in classroom daily work activities
- application of skills & strategies outside of the classroom
- self-monitoring of skills, strategies, and stress levels
- self-advocacy through communication
- teacher observation based on established rubrics / rating scales
- student reports
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- teacher and student (self-rating) rating scales

Learning Resources:

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- ***The Social Skills Picture Book for the High School and Beyond*** by Dr. Jed Baker

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- ***The Walker Social Skills Curriculum – The ACCESS Program*** by Hill M. Walker et al
- ***The New Social Story Book*** by Carol Gray
- ***Types of Thinking*** by S. Ian Robertson
- ***“Be Cool”*** video series
- ***“Friendzee”*** and other Social Skills games
- ***Exploring Feelings: Cognitive Behaviour Therapy to Manage Anxiety*** by Tony Attwood
- ***Exploring Feelings: Cognitive Behaviour Therapy to Manage Anger*** by Tony Attwood
- ***“Gray’s Guide to Bullying”***, Jenison Autism Journal
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- ***Worksheets for Teaching Social Thinking and Related Skills*** by Michelle Garcia Winner

Additional Information:

This course was originally developed by teachers in the Quesnel School District (SD #28), as a Board Authority/Authorized course in 2005. The Ministry of Education approved the course (course code YPSI 10, 11 and 12) after its organizational, instructional, and assessment components were adapted and revised by the Maple Ridge-Pitt Meadows School District (SD #42) in 2008. This update takes into considerations opportunities presented through the redesigned curriculum language and structure.



Board/Authority Authorized Course Framework

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD42
Developed by: Gary Lozinski	Date Developed: January 30, 2018
School Name: All Secondary Schools in SD42	Principal's Name: All Secondary Principals
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Principals of Social Interaction 12	Grade Level of Course: Grade 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

- Grade level student referred for additional supports by the Student Support Team and/or School-Based Team
- Student is on a “Dogwood” graduation track

Special Training, Facilities or Equipment Required:

- Staff should be familiar with Ministry of Education Special Education policies and secondary school curriculum
- Staff should have training in Student Support (‘Special Education’)
- Staff should have direct experience working with students who have learning, self-regulation, social and communication challenges
- Staff should have training and experience in developing I.E.P.s for students with disabilities and other challenges that impact social skill development

Course Synopsis:

This course has been designed to help students develop skills in order to become successful in their personal and social interactions with others. Students will have the opportunity to practice techniques and strategies taught, to examine effective techniques connected to social learning situations and skills and to engage in problem-solving activities that are personalized and relevant. In addition to teacher assessment, instruction and coaching, students will have the opportunity to self-reflect and self-assess.

Goals and Rationale:

Rationale:

“Principles of Social Interaction” (PSI) provides direct and specific instruction to develop student knowledge, self-awareness and skills and to engage students in positive and effective social interactions over a flexible time period. Students will have the opportunity to demonstrate progressive learning and personal growth in the context of their personal social environment. The course is designed to offer opportunities for cross-curricular connections and assessment and focusses on competencies that will support learners in their participation and interactions in the school, community and workplace settings. Students will develop the knowledge, skills and understanding to be able to implement successful social interactions, to adapt to social situations and to be self-aware in their communication and social interactions.

PSI has been developed to support the needs of struggling learners who face challenges in their efforts to engage and interact in the school and outside community; it typically supports students who are identified by school support teams as needing supports and instruction in this area. Some examples of students who will benefit from the course include those who are identified as having autism, non-verbal learning disabilities and anxiety disorders. Students who struggle with social interaction and communication due to challenges associated with anxiety, social/personal situations, self-regulation and learning will also benefit from the course.

PSI is strongly linked to all of the core competencies. Teaching effective **communication** strategy and skills is at the heart of the course. Students will be able to implement learning in both the school and community setting. For example, the course supports student community transition needs by addressing organization, presentation and interaction skills that foster success in the workplace and work experience placements. Students will also be provided with the opportunity to engage in **critical thinking** exercises and activity as they explore their interactions and engage learned techniques that they assess for effectiveness and personal preference. **Personal and social identity** are also key components of the course, as students will: reflect on their strengths in the context of different kinds of social interactions; review, assess and reflect on how others perceive their interactions; and identify cause-and-effect relationships that highlight personal and social responsibilities.

PSI recognizes that students develop and learn differently. The students in the PSI course will be provided targeted intervention and instruction to support social learning needs, the development of metacognitive awareness and the growth of a positive personal identity. Differentiated instruction and assessment are used to ensure that learning opportunities are relevant to the needs of the individual student. Moreover, the

course is organized so that it can be implemented through small group instruction, personalized program planning, or collaboratively between teachers through the implementation of I.E.P. objectives and strategies.

Goals:

- Develop the ability to express effective and positive social communication
- Develop students' social and abstract thinking skills
- Develop the ability to express multiple ways to problem-solve social interaction challenges
- Develop students' self-awareness and self-management skills for managing anger/frustration
- Develop students' self-awareness and self-management skills for managing anxiety
- Develop students' ability to create strategies for resolving conflict

Aboriginal Worldviews and Perspectives:

Principles of social interaction incorporates the following aboriginal values and perspectives:

Referenced from "Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward" (2015) Province of British Columbia

- Connectedness and relationships: PSI supports the development of identity -- making meaning out of life and finding value in our connections with others
- Emphasis on identity: PSI acknowledges the individuality of the learner and encourages the knowledge of self – who is the student and where does she or he come from? Students have the opportunity to explore how personal identity shapes their interactions highlighting that there is an interconnection between the student and their world.
- Traditional teaching: The PSI course teaches "expectations of respect, behavior, generosity, and how we live together respectfully."
- Experiential learning: PSI ensures that students have the opportunity to "learn from real life situations that will help them to do the right things" and to "learn practical life skills as a part of their daily work at school".
- A positive, learner-centred approach: PSI emphasizes promoting student initiative in to respect to personal learning needs. Student self-assessment activities are incorporated into the course, as are opportunities for students to engage in learning through self-reflection.

BIG IDEAS

How we communicate shapes how others perceive us

Communication skills are a foundation of learning

Friendships and identity is shaped by the ability to connect with others

Positive social interactions are a foundation of safe, respectful and caring communities.

Learning Standards

Engagement of course content and competencies is personalized and can be paced over multiple grade levels to ensure opportunities for individual learning and growth.

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Self-Awareness and Understanding</p> <ul style="list-style-type: none"> Recognize emotional states in others Recognize and label a range of emotions Initiate conversations with peers and adults Recognize First People's perspectives on community and identity Quantify emotions on a continuum Identify and rate personal comfort with social/communication interactions Identify anxiety/stress signals (causes and effects) Predict, identify and define social problems Develop a map of personal social strengths and growth areas <p>Identifying and Applying the Elements of Social Communication/Interaction</p> <ul style="list-style-type: none"> Use basic conversational responses Apply active listening strategies different environments and situations Differentiate between positive and negative social and communication examples (video and role play) Identify 'hidden rules' of social conduct in varied environments Demonstrate appropriate use of greetings and good-byes 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Characteristics of positive social interactions Qualities of friendship (self-articulated and defined through instruction) Signs and signals of anxiety and anger Principles of whole body communication Rules of appropriate touch Difference between friend, acquaintance, trusted adults and strangers Recognize First Peoples perspectives and knowledge on experiential learning Indicators and function of peer pressure Social turn-taking Rules of safe conduct Personal setting events and antecedents for anxiety and anger Identify racist and bullying language and interaction The negative impact of bullying (language and interaction) Recognize the negative impact of racism (language and interaction) Recognize and label a range of emotions Express emotions

- Develop a set of rules to initiate conversations
- Apply appropriate attention getting strategies
- Apply appropriate strategies to avoid uncomfortable interactions
- Use **non-verbal communication skills**
- Demonstrate conversational manners
- Identify strategies to introduce themselves
- Distinguish appropriate topics, activities and places for private vs. public social communications
- Identify how and when to offer and ask for help

Abstract Thinking Skills

- Identify phrases can have different meanings from what the words mean literally
- Recognize and interpret non-verbal and contextual clues in other people (i.e. thinking with eyes to predict what others are thinking)
- Recognize four types of non-literal speech (similes, metaphors, irony, and sarcasm)
- Understand the implications of non-literal speech (context, tone of voice, non-verbal cues) in changing meaning
- Identify pros and cons of text and image/video based communication using technology

Anger/Frustration Management

- Identify **self-regulation strategies** that support redirecting negative thoughts to positive thoughts
- Understand **degrees of anger**
- Identify and label personal levels of anger
- Recognize non-verbal clues to personal anger
- Develop a personal inventory of **setting events** and **triggers** for anger
- Develop strategies to limit the influence of setting events and triggers
- Identify effective strategies to manage anger

Anxiety/Stress Management

- Redirect negative thoughts to positive thoughts
- Recognize stress signals
- Recognize causes and effects of stress.
- Develop, review and apply a **personal inventory** of setting events and triggers for anxiety
- Develop and implement strategies to limit the influence of setting events and triggers
- Develop and use personal relaxation strategies
- Use self-monitoring strategies/stress prevention strategies

- Principles of **positive social choices**
- Friendship rules, boundaries and guidelines
- Describe and identify **self-regulation strategies**

Conflict Resolution

- Understand the value of working towards positive outcomes
- Express emotions in written form
- Demonstrate the ability to use language and strategies to avoid conflict
- Identify what to think, say, and do in bullying situation
- Identify how to report a bullying or racism

Big Ideas – Elaborations

- **positive social interactions** are safe and incorporate sharing, collaboration, kindness and emotional and physical appropriateness.

Curricular Competencies – Elaborations

- **hidden rules** are consistent unspoken 'social contracts' that are relevant to the culture and situation
- **active listening strategies** are used during social interaction and involve both verbal and physical turn-taking and interaction. Examples include: nodding, smiling, repeating verbal information, appropriate eye-contact... This is often described as "whole body listening".
- **different environments and situations** – different kinds of interactions take place in different environments and situations: the classroom, at work, in the hallway, in the cafeteria, at home, with a friend, with a teacher, with a boss...
- **non-verbal communication skills** includes aspects of communication such as personal space, eye contact, acknowledgement, responding, appropriate facial expression and 'whole body listening'.
- **conversational manners** – turn-taking, interjections, staying on topic, topic transitions, appropriate tone of voice and volume
- **self-regulation strategies** are any techniques that address the needs of the five senses ('sensory diet') and/or assessment of personal elevation or de-escalation needs. Specific strategies are available to be taught; examples include 'Mindfulness', 'Zones of Regulation' and the 'Alert System'.
- **degrees of anger** – rating scale of level of functioning (e.g. 5 = highly elevated... 1 = calm)
- **setting events** – events that establish a higher probability that a behaviour will occur. Examples include hunger, sleepiness, hallway movement...
- **triggers (antecedents)** – events that occur just prior to an undesired behaviour. Examples include being touched, being called to answer a question in class, being told "no", being 'bumped' in the hallway...
- A **personal inventory** can take on a variety of forms: collage, checklist, drawing, portfolio, journal...

Content – Elaborations

- **setting events** – events that establish a higher probability that a behaviour will occur. Examples include hunger, sleepiness, hallway movement...
- **triggers (antecedents)** – events that occur just prior to an undesired behaviour. Examples include being touched, being called to answer a question in class, being told "no", being 'bumped' in the hallway...

Content – Elaborations

- **principles of whole body communication** – including physical space, use of eyes, facial expression, rules of touch... See **active listening strategies** and **non-verbal communication skills** above.
- **rules** – socially understood boundaries of interaction that are based on cultural and individual context.
- **indicators** – social signals... both implicit and explicit
- **positive social choices** – decisions that lead to acceptance and engagement of those with whom an individual interacts
- **self-regulation strategies** are any techniques that address the needs of the five senses ('sensory diet') and/or assessment of personal elevation or de-escalation needs. Specific strategies are available to be taught; examples include 'Mindfulness', 'Zones of Regulation' and the 'Alert System'.

Recommended Instructional Components:

- Direct teacher based instruction
- Interactive instruction
- Cross-curricular teacher collaboration on learning goals
- Social stories
- Independent instruction
- Fiction (storybooks/novels/comics)
- Roleplay
- Modeling
- Games
- Social stories and scripts
- Brainstorming
- Graphic organizer and communication tools
- Check-in/Check-out
- Group work
- Student handouts
- Discussion
- Interviews

Recommended Assessment Components:

- Self-Assessment
- Performance Assessment
- Student portfolio
- Cross-curricular goal based checklists
- Support and/or I.E.P. programing objectives and strategies outcomes
- Student conference
- I.E.P. review and program planning

Assessment details

Student evaluation includes self-assessment & teacher assessments of:

- in class acquisition & use of communication and abstract thinking skills in structured situations
- application of skills & strategies in classroom daily work activities
- application of skills & strategies outside of the classroom
- self-monitoring of skills, strategies, and stress levels
- self-advocacy through communication
- teacher observation based on established rubrics / rating scales
- student reports
- checklists
- teacher and student (self-rating) rating scales

Learning Resources:

- ***Navigating the Social World*** by Jeanette McAfee
- ***Tribes: A process for Social Development and Cooperative Learning*** by Jeanne Gibbs
- ***The Social Skills Picture Book for the High School and Beyond*** by Dr. Jed Baker
- ***Skillstreaming the Adolescent*** by Goldstein & McGinnis
- ***Social Thinking Thinksheets for Teens and Tweens: Learning to read between the Social Lines*** by Michelle Garcia Winner
- ***Social Skills for the Secondary Students with Special Needs*** by Darlene Mannix
- ***“Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward” (2015) Province of British Columbia***
- ***The Walker Social Skills Curriculum – The ACCESS Program*** by Hill M. Walker et al

Principals of Social Interaction 12

- ***The New Social Story Book*** by Carol Gray
- ***“Be Cool”*** video series
- ***“Friendzee”*** and other Social Skills games
- ***Exploring Feelings: Cognitive Behaviour Therapy to Manage Anxiety*** by Tony Attwood
- ***Exploring Feelings: Cognitive Behaviour Therapy to Manage Anger*** by Tony Attwood
- ***“Gray’s Guide to Bullying”***, Jenison Autism Journal
- ***“Planning and Support for Students with Autism Spectrum Disorder”*** POPARD
- ***Teaching Friendship Skills*** by Pat Huggins, Larry Moen, and Donna Wood Manion
- ***Communication Skills for Teens: How to Listen, Express, and Connect for Success*** by Dudley Cahn
- ***Inside Out: What Makes a Person with Social Cognitive Deficits Tick?*** by Michelle Garcia Winner
- ***Thinking About You, Thinking about Me*** by Michelle Garcia Winner
- ***Think Social: A Social Thinking Curriculum for School-Age Students*** by Michelle Garcia Winner
- ***Worksheets for Teaching Social Thinking and Related Skills*** by Michelle Garcia Winner

Additional Information:

This course was originally developed by teachers in the Quesnel School District (SD #28), as a Board Authority/Authorized course in 2005. The Ministry of Education approved the course (course code YPSI 10, 11 and 12) after its organizational, instructional, and assessment components were adapted and revised by the Maple Ridge-Pitt Meadows School District (SD #42) in 2008. This update takes into considerations opportunities presented through the redesigned curriculum language and structure.



Attachment 34

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Sarah Van Nuys, Jim Watson, Delee LaBelle, Carolyn Jennings, Phillip Gray	Date Developed: April 17, 2018
School Name: PMSS, GSS, WSS, THSS, MRSS	Principal's Name: Mike Keenan, Darren Rowell, Grant Frend, Kristy Blakeway, Trevor Connor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Psychology 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

No Prerequisites Required

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

This course is designed to give students a deeper understanding human mind and behavior. At the heart of the curriculum is the fundamental psychological question of 'Nature vs. Nurture'; that is to say, whether the human experience and behavior are driven by genetic and/or hereditary elements or by the environment in which an individual is raised. Emphasis will be placed on how to use research and scientific inquiry to understand psychology.

Goals and Rationale:

Psychology 11 (Psy11) is designed to provide students with an introduction to the core psychological principles and ideas that will allow them to have a greater understanding of human cognition, behavior and motivation.

Psy11 will focus on key topics reviewing the role of the mind and body, how humans learn and process information, as well as how people change and develop over the course of their lifespan. In addition to these core topics, Psy11 will begin to explore the scientific method, research methodology and statistical analysis as they apply to psychological research, both past and present. Psy11 will also analyze how bias and cultural values may interact with our understanding and analysis of human behavior.

Psy11 will also challenge students to analyze their own behavior and thought processes and through this become more self-reflective and self-aware. Many elements of the Aboriginal Worldview and Perspective will be present throughout the course; these include but are not limited to: the development of self in support of connecting with others, exploration of one's identity, philosophy and ethics, experiential learning and a positive learner-centered approach.

Aboriginal Worldviews and Perspectives:

Declaration of First People's Principles of Learning:

- Psychology supports the development of self in support of connecting with others
- Learning is embedded in memory, history and story
- Psychology is holistic, reflexive, reflective, experiential and relational.
- Psychology requires an exploration of one's identity, philosophy and ethics.

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are key aspects included in Psy11 as they are closely aligned with the concepts of connectedness and relationships; specifically:

- Community involvement
- The power of story
- Experiential learning
- Flexibility
- A positive learner-centered approach
- **The relationship between student and teacher**
- **Local focus**

BIG IDEAS

Psychology is driven by the question of 'Nature vs. Nurture'.

Psychological concepts can be learned through scientific inquiry.

Psychology is the study of behavior and mental processes.

Psychological study can help us better understand both ourselves and others

Psychological concepts and beliefs have developed over time.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Observing and Questioning:</p> <ol style="list-style-type: none"> 1. Demonstrate a sustained intellectual curiosity about a psychological topic 2. Recognize how personal bias and cultural values influence our assumptions about human behaviour and cognitive processes. 3. Evaluate behaviour and thinking in terms of the relative contributions of heredity (nature) and the environment (nurture). 4. Formulate testable hypotheses about human behaviour and mental processes, and predict outcomes. <p>Planning and conducting:</p> <ol style="list-style-type: none"> 1. Collaboratively and individually plan, select, and use appropriate investigation methods. 2. Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods to systematically and accurately collect and record data. 3. Apply the scientific method to research. <p>Processing and analyzing data and information:</p> <ol style="list-style-type: none"> 1. Observe how human behaviour and interactions vary in different cultural and social environments. 2. Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information. 3. Seek and analyze patterns, trends, and connections in data. 4. Analyze cause-and-effect relationships. <p>Evaluating:</p> <ol style="list-style-type: none"> 1. Describe specific ways to improve their investigation methods and the quality of the data 	<p><i>Students are expected to know the following:</i></p> <p>Definition of Psychology</p> <ul style="list-style-type: none"> • The progression of psychology as a science • Psychology includes biology, processes of the mind, and social influence. • There are many different approaches to psychology • How technology has contributed to our understanding of psychology <p>Workings of the Mind and Body</p> <ul style="list-style-type: none"> • Understand the role of the brain and endocrine system in behavior • The roles that the senses play in understanding the world around us • Understand the question of 'nature vs. nurture' and how it applies to workings of the mind and body • Motivation and emotion • How the human body can influence behaviour <p>Learning and Cognition</p> <ul style="list-style-type: none"> • The basic principles through which humans learn • Various ways in which humans gather information about their world and organize it into meaningful cognition • The role of memory in human behavior <p>The Life Span</p> <ul style="list-style-type: none"> • Understand the stages of life and development that humans go through

<ol style="list-style-type: none"> 2. Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources 3. Self- reflect on one's own opinions and values based on insights from psychology. <p>Applying and innovating (so what):</p> <ol style="list-style-type: none"> 1. Contribute to care for self, others, community, and world through individual or collaborative approaches 2. Solve problems in real-life, and conceptual situations <p>Communicating:</p> <ol style="list-style-type: none"> 1. Formulate physical or mental theoretical models to describe a phenomenon 2. Communicate psychological ideas, information, and perhaps a suggested course of action. <p>Express and reflect on a variety of experiences, perspectives, and worldviews through place.</p>	<ul style="list-style-type: none"> •How humans change throughout the lifespan
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Big Ideas – Elaborations

- **Nature vs. Nurture** is a key question and concept within Psychology. The degree to which both human biology and an individual's environment impact their behaviour is under constant analysis.
- **Psychological study** provides deeper insight into the motivations and purposes of our own behaviour as well as the behaviour of those around us. Through this we can develop a stronger grasp of a variety of psychological states and disorders.

Curricular Competencies – Elaborations

- Investigation methods: survey research, naturalistic observation, case study analysis or lab experiments.
- Scientific method: control groups, scientific method, statistical analysis and acceptable formatting of research reports.
- Data analysis: describing relationships between variables, performing calculations, and identifying inconsistencies.
- Evaluating methods and conditions: identifying sources of bias or uncertainty, confounding variables, & possible alternative explanations and conclusions.
- Communicating Ideas: for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations.

Content – Elaborations

- **Brain:** understand the various parts and lobes, their function and purpose, as well as the potential impacts of brain injury.
- **Endocrine System:** distinguish between hormones and neurotransmitters and understand their role in human behaviour.
- **Altered States of Consciousness:** sleep, dreams, hypnosis, hallucinations, drugs & substances and how each impacts consciousness.
- **Addiction:** both physiological and psychological as pertaining to drugs, alcohol and gambling.
- **Learning:** classical conditioning, operant conditioning, learning, shaping and modeling.
- **Memory:** sensory storage, short term memory, long term memory and their role in human cognition.
- **Stages of life:** in utero, infants, children, adolescents, adults & the elderly as well as the various landmarks and declines that occur with aging.

Suggestions for Inquiry

- Various ways in which human consciousness can be altered
- How addiction impacts human behaviour
- How physiological changes can impact human behavior
- Connect psychology explorations to careers in psychology

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Simulations
- Student-in-Role
- Peer Teaching
- Experiential Learning
- Reflective Writing
- Inquiry (research/experimental)

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

- Performance Assessment
- Peer Assessment
- Self-Assessment
- Oral Presentations
- Teacher assessment (Teachers will use a variety of assessment techniques)
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Learning Resources:

- Psychology Today Magazine: <https://www.psychologytoday.com/>
- Canadian Psychological Association: <https://www.cpa.ca/>
- Psychology Tools: <https://psychologytools.com/>
- Understanding Psychology – Student Ed. by Richard Kasschau
- Myer's Psychology for AP by David Myers
- The Psychology Book: Big Ideas Simply Explained by DK

Additional Information:

We will also integrate new ideas centered on aboriginal traditions and understandings of psychological beliefs, principles and theories as they become available to us.



Attachment 35

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Sarah Van Nuys, Jim Watson, Delee LaBelle, Carolyn Jennings, Phillip Gray	Date Developed: April 17, 2018
School Name: PMSS, GSS, WSS, THSS, MRSS	Principal's Name: Mike Keenan, Darren Rowell, Grant Frend, Kristy Blakeway, Trevor Connor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Psychology 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Completion of Psychology 11 recommended but not required.

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

This course will review the key concepts learned in Psychology 11 and delve deeper into the question and understanding of human behavior. Further discussion of the concept of 'nature vs. nurture' will occur along with a consideration of more abstract concepts such as research ethics and abnormal psychology. Emphasis will be placed on student research and scientific inquiry.

Goals and Rationale:

Psychology 12 (Psy12) is designed to further student learning around core psychological principles and ideas that will allow them to have a greater understanding of human cognition, behavior and motivation.

Psy12 will delve deeply into the scientific method, research methodology as they apply to psychological research, both past and present. Psy12 will also further analyze how bias and cultural values may interact with our understanding and analysis of human behavior.

Psy12 will also challenge students to analyze their own behavior and thought processes and through this become more self-reflective and self-aware. Many elements of the Aboriginal Worldview and Perspective will be present throughout the course; these include but are not limited to: the development of self in support of connecting with others, exploration of one's identity, philosophy and ethics, experiential learning and a positive learner-centered approach.

Aboriginal Worldviews and Perspectives:

Declaration of First People's Principles of Learning:

- Psychology supports the development of self in support of connecting with others
- Learning is embedded in memory, history and story
- Psychology is holistic, reflexive, reflective, experiential and relational.
- Psychology requires an exploration of one's identity, philosophy and ethics.

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are key aspects included in Psy11 as they are closely aligned with the concepts of connectedness and relationships; specifically:

- Community involvement
- The power of story
- Experiential learning
- Flexibility
- A positive learner-centered approach
- **The relationship between student and teacher**
- **Local focus**

BIG IDEAS

	Human biology plays a major role in motivation and behavior.	Human beings are impacted by the family, community and culture in which they are raised.	Psychological study can help us better understand both ourselves and others.	Psychological concepts can be learned through scientific inquiry.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Observing and Questioning:</p> <ol style="list-style-type: none"> 1. Demonstrate a sustained intellectual curiosity about a psychological topic 2. Recognize how personal bias and cultural values influence our assumptions about human behaviour and cognitive processes. 3. Evaluate behaviour and thinking in terms of the relative contributions of heredity (nature) and the environment (nurture). 4. Formulate testable hypotheses about human behaviour and mental processes, and predict outcomes. <p>Planning and conducting:</p> <ol style="list-style-type: none"> 1. Collaboratively and individually plan, select, and use appropriate investigation methods. 2. Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods to systematically and accurately collect and record data. 3. Apply the scientific method to research. <p>Processing and analyzing data and information:</p> <ol style="list-style-type: none"> 1. Observe how human behaviour and interactions vary in different cultural and social environments. 2. Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information. 3. Seek and analyze patterns, trends, and connections in data. 4. Analyze cause-and-effect relationships. <p>Evaluating:</p> <ol style="list-style-type: none"> 1. Describe specific ways to improve their investigation methods and the quality of the data 2. Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources 	<p><i>The following broad concepts are suggested; however, Psychology 12 students may choose to pursue a topic of their choice by delving into research and scientific inquiry for an extended period of time:</i></p> <p>Review of Psychology 11 Concepts:</p> <ul style="list-style-type: none"> • The workings of the mind and body, learning and cognition and the lifespan <p>Research Methods, Statistics and Ethics:</p> <ul style="list-style-type: none"> • Various methods and conditions through which research can be conducted • The purpose and use of statistics in organizing research data • Understand the question of ethics in research and why the protection of human subjects is imperative <p>Personality & Individuality</p> <ul style="list-style-type: none"> • Various ways personality can be analyzed and categorized • The importance of reliability and validity in testing • The creation and use of tests & other measurement tools <p>The Person & Society</p> <ul style="list-style-type: none"> • Humans are social beings • Humans respond to society <p>Adjustment & Deviation</p> <ul style="list-style-type: none"> • The sources of, and reactions to, stress • Various ways in which humans can cope with stress

<p>3. Self- reflect on one's own opinions and values based on insights from psychology.</p> <p>Applying and innovating (so what):</p> <ol style="list-style-type: none"> 1. Contribute to care for self, others, community, and world through individual or collaborative approaches 2. Solve problems in real-life, and conceptual situations <p>Communicating:</p> <ol style="list-style-type: none"> 1. Formulate physical or mental theoretical models to describe a phenomenon 2. Communicate psychological ideas, information, and perhaps a suggested course of action. Express and reflect on a variety of experiences, perspectives, and worldviews through place. 	<ul style="list-style-type: none"> • Various ways in which humans are expected to adjust to society • Various ways in which humans can deviate from social norms and various disorders which can be classified under the umbrella of 'abnormal psychology' • Methods that can be used to treat individuals who are struggling to adjust to societyn
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Big Ideas – Elaborations

- **Psychological study** provides deeper insight into the motivations and purposes of our own behaviour as well as the behaviour of those around us. Through this we can develop a stronger grasp of a variety of psychological states and disorders.

Curricular Competencies – Elaborations

- Investigation methods: survey research, naturalistic observation, case study analysis, self-reflection or lab experiments.
- Scientific method: control groups, scientific method, statistical analysis and acceptable formatting of research reports.
- Data analysis: describing relationships between variables, performing calculations, and identifying inconsistencies.
- Evaluating methods and conditions: identifying sources of bias or uncertainty, confounding variables, & possible alternative explanations and conclusions.
- Communicating Ideas: for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations.

Content – Elaborations

- Psychology 11 concepts: refer to psychology 11 BAA Course Framework
- Research methods: survey research, naturalistic observation, case study analysis, longitudinal study, lab experiments, etc.
- Data analysis: mean, median, mode, frequency, bell curve, standard deviations and outliers.
- Personality Theory: psychoanalytical, behavioural, cognitive, humanistic and trait theories.
- Reactions to Stress: psychological, behavioural and physical reactions.
- Adjustment to Society: relationships, parent-child dynamics, college, careers, retirement, etc.
- Abnormal Psychology: anxiety based, somatoform, dissociative, mood, and personality disorders as well as schizophrenia.

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Simulations
- Student-in-Role
- Peer Teaching
- Experiential Learning

- Reflective Writing
- Inquiry (research/experimental)

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

- Performance Assessment
- Peer Assessment
- Self-Assessment
- Oral Presentations
- Teacher assessment (Teachers will use a variety of assessment techniques)
-

Learning Resources:

- Psychology Today Magazine: <https://www.psychologytoday.com/>
- Canadian Psychological Association: <https://www.cpa.ca/>
- Psychology Tools: <https://psychologytools.com/>
- Understanding Psychology – Student Ed. by Richard Kasschau
- Myer's Psychology for AP by David Myers
- The Psychology Book: Big Ideas Simply Explained by DK

Additional Information:

We will also integrate new ideas centered on aboriginal traditions and understandings of psychological beliefs, principles and theories as they become available to us.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Lydia Maras, Danielle Zagar	Date Developed: January 16, 2019
School Name: Garibaldi Secondary School	Principal's Name: Ian Liversidge
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Sociology 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):
Social Studies 10

Special Training, Facilities or Equipment Required:
Familiarity with subject material.

Course Synopsis:

Sociology is commonly defined as the scientific study of society. This course is designed to introduce students to the sociological tradition. While the discipline has a commitment to the pursuit of truth and a fundamental loyalty to empirical research, it also explores various value positions such as the empowerment of women, social justice, and modes of inquiry affirming the freedom and dignity of the person. The course will survey and assess questions posed, and explanations offered by sociology about a range of social phenomena. Students will understand that sociology teaches us that our individual and personal circumstances, actions, and beliefs are shaped by (but also shape) the wider social world.

Goals and Rationale:

In our increasingly complex, integrated and globally connected society, sociological analysis and research are vital to understanding, adapting, and changing our social world. This course offers the student an educational experience that is both intellectually rewarding and practically useful as a preparation for future career opportunities. It provides the student with the theoretical and analytical tools to better understand the complex social forces that affect our lives, contributing to personal enrichment and more effective citizenship.

This course aims to increase the fitness of students to live useful, productive, and examined lives. Further, high school students, at this period in their lives – developmental and psychologically – are already investigating and questioning the world around them, their immediate society, and themselves. This course aims to capitalize on this developmental time period. Further, it is one of the intentions of this course to help prevent/reduce religious, racial, and cultural prejudice, all of which are often tightly bound together, and to promote a culture not only of tolerance, but also of understanding and respect.

Aboriginal Worldviews and Perspectives:

Declaration of First People's Principles of Learning:

- Learning **requires an exploration of one's identity.**
- **Learning involves recognizing the consequences of one's actions.**
- Learning is embedded in memory, history and story
- Learning is holistic, reflexive, reflective, experiential and relational.
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors

Declaration of Aboriginal Worldviews and Perspectives:

- Awareness of history
- Emphasis on identity
- The power of story
- Experiential learning
- Local focus

BIG IDEAS

Social behaviour is influenced by cultural and environmental factors

Individual circumstances, actions, and beliefs are shaped by (and also shape) the wider social world

Sociological concepts can be learned through scientific inquiry

Social norms and values vary across time and space

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Use scientific inquiry processes and skills to observe and question; plan and conduct an investigation; process and analyze data; evaluate results and research process; apply and communicate findings • Assess the significance of people, places, events, phenomena, ideas, or developments (significance) • Assess the credibility and justifiability of evidence, data, and interpretations (evidence) • Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change) • Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments (cause and consequence) • Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective) • Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgment) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> - social inequality and unequal distribution of prestige, power, and wealth - the reciprocal relationship between the individual and society - social patterns and organization - development, role, and impact of social institutions - changes in social norms, values, and culture - indigenous social structures and identity

Big Ideas – Elaborations

Curricular Competencies – Elaborations

- Use scientific inquiry processes and skills to observe and question; plan and conduct an investigation; process and analyze data; evaluate results and research process; apply and communicate findings:
 - *Observing and questioning:*
 - Demonstrate a sustained intellectual curiosity about a sociological topic
 - Recognize how personal bias and cultural values influence our assumptions.
 - Formulate testable hypotheses and predict outcomes.
 - *Planning and conducting:*
 - Collaboratively and individually plan, select, and use appropriate investigation methods.
 - Assess risks and address ethical, cultural, and/or environmental issues associated with proposed methods.
 - Systematically and accurately collect and record data.
 - Apply the scientific method to research.
 - *Processing and analyzing data and information:*
 - Observe how human behaviour and interactions vary in different cultural and social environments.
 - Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information.
 - Seek and analyze patterns, trends, and connections in data.
 - Analyze cause-and-effect relationships.
 - *Evaluating:*
 - Describe specific ways to improve investigation methods and the quality of the data
 - Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources
 - Self- **reflect on one's own opinions and values based on** insights gained.
 - *Applying and innovating:*
 - Contribute to care for self, others, community, and world through individual or collaborative approaches
 - Solve problems in real-life, and conceptual situations
 - *Communicating:*
 - Formulate physical or mental theoretical models to describe a phenomenon
 - Communicate ideas, information, and perhaps a suggested course of action.
 - Express and reflect on a variety of experiences, perspectives, and worldviews through place.

Content – Elaborations

- social inequality and unequal distribution of prestige, power, and wealth
 - gender inequality
 - race and ethnicity
 - class system
 - immigration
- the reciprocal relationship between the individual and society
 - individual agency and identity
 - conformity, deviance, and crime
 - sociology of health and illness
 - culture and socialization
 - social patterns and organization
- development, role, and impact of social institutions
 - sociology of education
 - sociology of religion
 - impact of social institutions on worldviews
 - impact of media and advertising on socialization and human behaviour
- changes in social norms, values, and culture
 - gender roles and gender relations
- indigenous social structures and identity
 - development of indigenous and non-indigenous relationships and identities

Recommended Instructional Components:

- Direct instruction
- Inquiry and independent research
- Experimental design
- Novel study

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

- Research assignments
- Classroom discussion
- Journals and reflections
- Examination (written and/or oral)
- Self and peer assessment

Learning Resources:

- Textbook: *Sociology & You* (or comparable)
- Relevant studies and academic journals
- Novel: *Ishmael*
- Topic videos: TedEd, Sociology Crash Course, etc.

Additional Information:



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Matthew Mikes	Date Developed: Dec. 13, 2018
School Name: PMSS	Principal's Name: Cheryl Schwarz
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Strength Training 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

A school weight room (resistance equipment/weights), fitness mats, gym

Course Synopsis:

This year-long course is available to students in grades 11-12. The course is designed to provide students with the knowledge and experience to improve individual physical well-being and strength, power and muscular endurance. Students will learn how to train for stamina, strength, flexibility, power, speed, agility, balance, coordination, and accuracy in an accepting and encouraging environment. Students will learn about the muscles involved during the training activities. Fitness safety issues and health concerns will be taught. Individual fitness and nutritional programs will be developed. Goal setting will be introduced with emphasize on the FITT principle. Each day, the workout will test a different part of your functional strength or conditioning, not specializing in one particular thing, but rather with the goal of building a body that's capable of practically anything and everything.

Goals and Rationale:

There is an awareness of the importance of providing youth with meaningful and enjoyable daily physical activity. Team sports are not for everyone. This strength training course brings the awareness to students that they can be physically active, have fun, and train safe without competing or playing on a team. This course teaches the youth in our community that life-long fitness and health can be financially free and easily attainable. This course will give students the opportunity to develop the knowledge, skills, and attitudes necessary to incorporate physical activity into regular routines and leisure pursuits to live an active and healthy lifestyle.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. This strength training course will encourage student self-awareness and reflection as they begin to understand how setting and attaining physical fitness goals will lead to overall well-being. As students are not competing with each other and are encouraged to measure growth against personal goals, this will also lead to a greater sense of community within the classroom and hopefully will extend to **the student's lives outside the classroom as well.**
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Strength Training 11 will encourage a holistic sense of self as increasing overall physical health plays such an important role in mental and spiritual well-being. Strength training will be a reflexive endeavor as the students reflect on their experiences in strength training and continue to set new goals.
- **Learning involves recognizing the consequences of one's actions. Students will understand the cause and effect relationship their actions will have on their overall physical development.**
- Learning involves patience and time. Students learn that increasing muscular strength safely takes time.

BIG IDEAS

Foundation of
Strength and
Conditioning and
the Science of
Body Mechanics

Nutrition and
Supplement use

Promoting Life Long
Health and Active
living

Safe Participation in
a Variety of
Activities and
Environments

**Create and implement a
personalized fitness
program**

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Develop a positive attitude towards weight training in the pursuit of lifelong health and well-being • Demonstrate efficient and effective weight lifting skills • Demonstrate proper body mechanics to ensure safe lifting • Develop positive personal and social behaviors within the weight room, especially important for spotting and safety concerns • Continual goal setting and reflection regarding a personal strength training and nutritional program • Design and implement plans for balanced, healthy living • Plan and participate safely in a variety of activities and environments in the community • Demonstrate an understanding of the factors that affect the choice of physical activity throughout life 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • anatomical terminology • skeletal system, including bones and joints • ways to train the muscular system • different types of muscle, including cardiac and skeletal muscle • different types and functions of connective tissue • understand the principles and concepts of resistance training • understanding the components of a personalized fitness program • training principles to enhance personal strength levels, such as the FITT principle, SAID

<ul style="list-style-type: none"> • Develop self-respect and self-confidence while involved in strength training activities • Demonstrate an understanding of the prevention and treatment of athletic injuries 	<p>principle, and specificity</p> <ul style="list-style-type: none"> • spotting and safety • Injury rehabilitation and health issues • Set and track nutritional goals • performance-enhancing supplements and drugs
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Big Ideas – Elaborations

Science of Body Mechanics: human anatomy (structure, function and connectedness between muscles, tendons and bones)

Lifelong Health and Active Living: Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle

Personalized Fitness program: **A training program developed to suit an individual's needs and desires. The program will support personal fitness and health goals and follow the FITT principal**

Curricular Competencies – Elaborations

Variety of activities and environments in the community: open gym in the community recreation center, competing in strength based activities such as *Tough Mudder*, Hay bailing, working out in private gyms etc.

Prevention: stability exercises and stretching, use of foam rollers

Treatment: athletic taping and rehabilitation exercises.

Continual goal setting and reflection regarding a personal strength training and nutritional program: Students will be constantly making new short and long-term goals and re-evaluating their programs accordingly. Students will evaluate the effectiveness of their programs and their goals on a regular basis. Students will document progress and challenges through journal entries and workout logs.

balanced, healthy living - nutrition - exercise - rest - work

body mechanics: balance, motion, force, levers, buoyancy to improve performance

factors that affect the choice of physical activity throughout life: age - gender - time - culture - environment

Content – Elaborations

Resistance training: repetitive and consistent training increases muscle strength

Components of a personalized fitness program: warm up, training, stretching and cool down

Spotting: act of supporting another person during a particular exercise with an emphasis with allowing the participant to lift or push more than they could normally do safely

Safety: applying appropriate rules, routines, procedures and safety practices in a variety of activities and environments.

Content – Elaborations

Performance-enhancing supplements and drugs: short-and long-term impacts of legal and illegal supplements and drugs (e.g., steroids, creatine, protein powder, weight-loss pills)

Recommended Instructional Components:

- Direct instruction
- Indirect instruction
- Interactive instruction
- Modeling
- Partner training
- Video instruction
- Peer motivation
- Group work
- Goal analysis/re-analysis
- Journal communication/fitness log
- Question/answer

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

- **Daily rubrics for: daily training exertion participation, social responsibility(behaviors), weight room etiquette/safety**
- **Daily Log for personal training plan (goal setting and self-reflection)**
- **Written assignments/ presentations**

Learning Resources:

- **The CFES Fitness Knowledge Course – Educator Kit, Student Resource Manual, Student Program Booklet**

Additional Information:



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Matthew Mikes	Date Developed: Jan. 09. 2018
School Name: PMSS	Principal's Name: Cheryl Schwarz
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Strength Training 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

A school weight room (resistance equipment/weights), fitness mats, gym

Course Synopsis:

This year-long course is available to students in grades 11-12. This course builds on the knowledge and experience gained in Strength Training 11. The course is designed to further improve and support development of individual physical well-being, strength, power and muscular endurance. Students will learn how to train for stamina, strength, flexibility, power, speed, agility, balance, coordination, and accuracy in an accepting and encouraging environment. Students will gain a deeper understanding about the muscles involved during training activities. Fitness safety issues and health concerns will be refreshed and further explored. Individual fitness and nutritional programs will be redesigned with an understanding that individual growth and development will continually encourage reflection towards individual fitness programs. Goal setting will be ongoing with emphasize on the FITT principle. Daily, individual, workouts will be specialized, developing specific strength and conditioning.

Goals and Rationale:

There is an awareness of the importance of providing youth with meaningful and enjoyable daily physical activity. Team sports are not for everyone. This advanced strength training course brings the awareness to students that they can be physically active, have fun, and train safe without competing or playing on a team. This course teaches the youth in our community that life-long fitness and health can be financially free and easily attainable. This course will give students the opportunity to develop the knowledge, skills, and attitudes necessary to incorporate physical activity into regular routines and leisure pursuits to live an active and healthy lifestyle.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. This strength training course will encourage student self-awareness and reflection as they begin to understand how setting and attaining physical fitness goals will lead to overall well-being. As students are not competing with each other and are encouraged to measure growth against personal goals, this will also lead to a greater sense of community within the classroom and hopefully will extend to **the student's lives outside the classroom** as well.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Strength Training 11 will encourage a holistic sense of self as increasing overall physical health plays such an important role in mental and spiritual well-being. Strength training will be a reflexive endeavor as the students reflect on their experiences in strength training and continue to set new goals.
- Learning involves recognizing the **consequences of one's actions**. **Students will understand the cause and effect relationship their actions will have on their overall physical development.**
- Learning involves patience and time. Students learn that increasing muscular strength safely takes time.

BIG IDEAS

Foundation of
Strength and
Conditioning and
the Science of
Body Mechanics

Nutrition and
Supplement use

Promoting Life Long
Health and Active
living

Safe Participation in
a Variety of
Activities and
Environments

**Create and implement a
personalized fitness
program**

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Develop a positive attitude towards weight training in the pursuit of lifelong health and well-being • Demonstrate efficient and effective weight lifting skills • Demonstrate proper body mechanics to ensure safe lifting • Become a positive role model within the weight room, especially important for spotting and safety concerns • Continual goal setting and reflection regarding a personal strength training and nutritional program. With and deeper understanding towards ongoing reflection • Design weekly, monthly and yearlong plans for balanced, healthy living • Plan and participate safely in a variety of activities and environments in the community 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Demonstrate a clear understanding of anatomical terminology • Specific ways to isolate and train the muscular system • different types and functions of connective tissue, exploring common injuries and rehabilitation • Understand the principles and concepts of resistance training. • Understanding the components of a personalized fitness program. Develop specific short term and long term fitness programs • training principles to enhance personal strength levels, such as the FITT principle, SAID

<ul style="list-style-type: none"> • Demonstrate an understanding of the factors that affect the choice of physical activity throughout life • Develop self-respect and self-confidence while involved in strength training activities • Explore sport specific injuries, prevention and rehabilitation 	<p>principle, and specificity</p> <ul style="list-style-type: none"> • spotting and safety • Sport specific Injury rehabilitation and health issues • Set and track long term nutritional goals • Demonstrate a deep understanding towards performance-enhancing supplements and drugs
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Big Ideas – Elaborations

Science of Body Mechanics: human anatomy (structure, function and connectedness between muscles, tendons and bones)

Lifelong Health and Active Living: Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle

Personalized Fitness program: **A training program developed to suit an individual's needs and desires. The program will support personal fitness and health goals and follow the FITT principal**

Curricular Competencies – Elaborations

Variety of activities and environments in the community: open gym in the community recreation center, competing in strength based activities such as *Tough Mudder*, Hay bailing, working out in private gyms etc.

Prevention: stability exercises and stretching, use of foam rollers

Treatment: athletic taping and rehabilitation exercises.

Continual goal setting and reflection regarding a personal strength training and nutritional program: Students will be constantly making new short and long-term goals and re-evaluating their programs accordingly. Students will evaluate the effectiveness of their programs and their goals on a regular basis. Students will document progress and challenges through journal entries and workout logs.

balanced, healthy living - nutrition - exercise - rest - work

body mechanics: balance, motion, force, levers, buoyancy to improve performance

factors that affect the choice of physical activity throughout life: age - gender - time - culture - environment

Content – Elaborations

Resistance training: repetitive and consistent training increases muscle strength

Components of a personalized fitness program: warm up, training, stretching and cool down

Spotting: act of supporting another person during a particular exercise with an emphasis with allowing the participant to lift or push more than they could normally do safely

Safety: applying appropriate rules, routines, procedures and safety practices in a variety of activities and environments.

Content – Elaborations

Performance-enhancing supplements and drugs: short-and long-term impacts of legal and illegal supplements and drugs (e.g., steroids, creatine, protein powder, weight-loss pills)

Recommended Instructional Components:

- Direct instruction
- Indirect instruction
- Interactive instruction
- Modeling
- Partner training
- Video instruction
- Peer motivation
- Group work
- Goal analysis/re-analysis
- Journal communication/fitness log
- Question/answer

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

- **Daily rubrics for: daily training exertion participation, social responsibility(behaviors), weight room etiquette/safety**
- **Daily Log for personal training plan (goal setting and self-reflection)**
- **Written assignments/ presentations**

Learning Resources:

- **The CFES Fitness Knowledge Course – Educator Kit, Student Resource Manual, Student Program Booklet**

Additional Information:



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)	School District/Independent School Authority Number (e.g. SD43, Authority #432): 42
Developed by: Penny Griffin, Sarah Van Nuys	Date Developed: March 1, 2018
School Name: Pitt Meadows Secondary School	Principal's Name: Mike Keenan
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Student Aide 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Classroom equipped with tables, chairs (for discussion purposes), TV and DVD players, computers (for research and word processing), research materials, books, periodicals, videos, in-class placement with sponsor teacher.

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to others in their schools and communities. Students will develop skills in communication, interpersonal relations, coaching, leadership, role modeling, teamwork, and conflict management, and apply these skills in roles such as tutoring, mentoring, and school involvement. Students will also learn the value and complexity of social diversity which acquiring an appreciation of the importance of contributing to their communities and helping others throughout their lives.

Goals and Rationale:

Student Aide 11 (SA11) has been developed and designed to teach students skills in leadership and interpersonal relations. It give them opportunity to help other students in a safe and familiar environment. They will be involved in a mentoring role with an expert teacher. Students will learn about a variety of learning issues/problems and how to help students experiencing them. They will recognize their importance as a leader, role model, and helper not only in the school but in the community as well. They will explore a variety of opportunities for helping roles in society. They will be exposed to a variety of situations that include tutoring, counselling, mentoring, and involvement opportunities. They will research a specific learning issue write weekly journals that encourage reflection and questioning, teach lesson plans, participate in an elementary work experience and write a case study. The approach to this course is one that encourages observation, interpretations, questioning, presentations, initiative, and most important, involvement.

Goals:

- Develop the skills to facilitate success in a classroom placement
- Identify elements that contribute to a high, average, and low final result
- Develop leadership skills
- Develop empathy
- Demonstrate responsibility and maturity
- Develop inter-personal communication skills

Aboriginal Worldviews and Perspectives:Declaration of First People's Principles of Learning:

- Student Aide supports the development of self in support of connecting with others
- Learning is imbedded in memory, history and story
- Student Aide is holistic, reflexive, reflective, experiential and relational.
- Student Aide requires an exploration of generational roles and responsibility.
- Learning involves patience and time

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are key aspects included in SA11 as it is closely aligned with the concepts of connectedness and relationships; specifically:

- Community involvement
- The power of story
- Experiential learning
- Flexibility
- A positive learner-centered approach
- The role of the teacher
- Local focus

BIG IDEAS

Learning styles vary from student to student

Self-reflection allows us to become better learners and helpers.

Different **educational techniques** work better with different age groups.

Observation and analysis will allow us to better assist those we work with.

When working with others we must be respectful and confidential.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Identify elements that contribute to a high, average, low final result • Be exposed to evaluation that is similar to that of an adult job situation • Understand why students do poorly in school and their role in changing this • Reflect on their own skills and success/failure in school • Develop skills that will facilitate success in their classroom placement • Participate in all discussions and activities • Be exposed to situations, ideas, and strategies they may want to use in class • Develop leadership skills • Develops their ability to assist weaker students • Develop an understanding of what characteristics a successful student must possess • Develop empathy • Develop initiative • Demonstrate responsibility and maturity • Develop a working relationship with their sponsor teacher • Assist in creating an environment of respect within the class • Compare and contrast working with older and younger children • Formulate recommendations and suggestions 	<p><i>Students are expected to know the following:</i></p> <p>Pre-training</p> <ul style="list-style-type: none"> • Expectations of the course • Understand learning styles • Consider factors of learning that create success or failure in school • Develop conflict resolution skills <p>Monthly Meetings</p> <ul style="list-style-type: none"> • Journal requirements • Work experience and volunteer opportunities • Instructional strategies <p>In-Class Experience</p> <ul style="list-style-type: none"> • Components of a 15 minute lesson plan • Demonstrate an awareness of which students require assistance • How to develop a rapport that encourages respect <p>Elementary Work Experience</p> <ul style="list-style-type: none"> • Which techniques and approaches work with different ages • How to connect with people of differing ages • Contrast their experience with that of a high school class <p>Case Study</p> <ul style="list-style-type: none"> • How to be subtle and discreet in their observation • Being non-judgemental in their analysis • How to formulate recommendations and suggestions • Be aware of the confidentiality of this type of assignment

Big Ideas – Elaborations

Learning Styles: There are 3 key learning styles: auditory, visual and tactile learners.

Educational techniques: Include, but are not limited to: modeling, tutoring, providing examples or analogies, giving hints and re-teaching material or ideas

Curricular Competencies – Elaborations

Sponsor Teacher: students must find a sponsor teacher willing to provide placement within their class

Meetings: Students will meet month to participate in discussion, activities and to reflect on their own practice

Career opportunities: students will use their experience to explore job opportunities in sectors that assist others

Content – Elaborations

Pre-training: Students will become familiar with the expectations, demands, skills, and evaluation they will experience in the course. They will be exposed to situations, ideas, and role modelling that they will have to develop skills to deal with. They will practice using role play, discussion and reflection.

Monthly meetings: Students will meet once a month to discuss issues/conflicts/situations that they have encountered in their classroom placements. Discussion, brainstorming, and problem solving will be encouraged.

In-Class Experience: Students will work closely with their sponsor teachers to help provide support and role modeling to all students in the class. Teachers are expected to closely monitor the student aide's work, provide them with suggestions, ideas and opportunities to develop leadership and assistance skills.

Elementary Work Experience: Students will be responsible to arrange their own elementary age work experience (elementary school, day care, Sunday school, local library, Girl Guides, Cub Scouts etc.) Through this they must compare and contrast the experience with that of working in a high school.

Case Study: Students will spend at least 3 hours using observation and note taking skills to record information regarding a student they have spent time working with. They will then analyze, question and synthesize to write a case study on their student and their learning style.

Recommended Instructional Components:

- Direct instruction
- Indirect instruction
- Discussion
- Role play
- Interactive instruction
- Independent instruction
- Modeling
- Creativity
- Brainstorming
- Group work
- Videotapes

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

- Written assignments
- Sponsor teachers evaluation
- Weekly journals and reflection
- Self-assessment
- Oral presentation
- Case study

Learning Resources:

- Access to internet, magazines, books, and videos regarding learning issues and disabilities
- “Inside the Teenage Brain” Video (produced by Magic Lanterns Communications Ltd.)
- Work Experience Video (Produced by Oh Boy Productions) Note: “Confidentiality” and “Expectations” used
- Sponsor teacher expertise/availability of classroom placement
- Community opportunities for elementary work experience

Additional Information:

This course is currently in its 17th year of operation. It was created through a need to formalize and create common curriculum and evaluation for all students enrolled in a peer helping course. It is the ultimate goal of this course to create a school culture that creates success for all students and allows students to share their talents and strengths. It is also an opportunity for students to be exposed to “helping” professions and gain knowledge and experience that may help them choose a post-secondary career path.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Board of Education of School District No.42 (Maple Ridge-Pitt Meadows)	School District/Independent School Authority Number (e.g. SD43, Authority #432): 42
Developed by: Penny Griffin, Sarah Van Nuys	Date Developed: March 1, 2018
School Name: Pitt Meadows Secondary School	Principal's Name: Mike Keenan
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Student Aide 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Student Aide 11

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

Student Aide 12 (SA12) has been developed to support and encourage students who have an interest in education. Specifically, an interest in how teachers operate and how all students can best take advantage of their learning opportunity. Students learn a variety of attentive, motivational, and instructional strategies. Not only do they have an opportunity to learn them but they also have an opportunity to reinforce, test, or reject them through multiple tutoring situations. The course is sequential beginning with expansion of basic topics and skills from Student Aide 11 experiences. The course ends with the more challenging tasks of lesson planning and teaching, completing a case study, and specialization in one to one tutoring. The structure of the course supports learning through doing, evaluating performance, then re-doing in an improved

manner. The self-directed component of the course encourages the development of student ownership of learning. Students learn to analyze an academic breakdown, plot a course correction, and objectively evaluate its success. Finally, students gain a realistic, practical perspective on education as a career.

Goals and Rationale:

SA12 has been developed to provide secondary students with the opportunity to experience a practical immersion into the working dynamics of a particular teaching/learning situation. By becoming an active and valued contributor to the curriculum support team of their school, students are given a broader appreciation of the struggles and successes that are inherent to a secondary school classroom. Student Aides are able to receive mentoring from an experienced teacher in a course they have an opportunity to select. By taking this course, these students will be challenged to help peers overcome difficulties in academics, discipline, motivation, and a wide variety of core student skills. Through their efforts to become effective Student Aides, students also have the opportunity to fine-tune their own academic efforts. Finally, taking the course will offer students the opportunity to develop and refine diagnostic, prescriptive, and reflect one-to-one tutoring skills.

Goals:

- Develop the skills to facilitate success in a classroom placement
- Identify elements that contribute to a high, average, and low final result
- Develop leadership skills
- Develop empathy
- Demonstrate responsibility and maturity
- Develop inter-personal communication skills

Aboriginal Worldviews and Perspectives:**Declaration of First People's Principles of Learning:**

- Student Aide supports the development of self in support of connecting with others
- Learning is imbedded in memory, history and story
- Student Aide is holistic, reflexive, reflective, experiential and relational.
- Student Aide requires an exploration of generational roles and responsibility.
- Learning involves patience and time

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are key aspects included in SA12 as it is closely aligned with the concepts of connectedness and relationships; specifically:

- Community involvement
- The power of story
- Experiential learning
- Flexibility
- A positive learner-centered approach
- The role of the teacher
- Local focus

BIG IDEAS

Learning styles vary from student to student

Self-reflection allows us to become better learners and helpers

Different **educational techniques** work better with different age groups.

Observation and analysis will allow us to better assist those we work with.

When working with others we must be respectful and confidential.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Identify key strategies for gaining students' attention and technique for instructing • Identify 3 key attention deficit control problem types: mental energy, processing & production • Identify traditional and alternative approaches to self-esteem building • Identify instructional sequence based on recent brain research • Use instructional sequence template to plan their lesson • Reinforce key concepts of daily lessons • Regularly check for student understanding of key concepts • Offer sponsor teacher organizational and logistical support • Provide 1 to 1 support to a variety of students • Teacher at least on lesson • Complete a case study • Complete weekly journal and self-evaluation • Determine student task and ability • Determine student organizational needs • Question and check for understanding • Employ a variety of strategies to assist student understanding and task completion • Consciously seek to build student self-confidence 	<p><i>Students are expected to know the following:</i></p> <p>Awareness and Development</p> <ul style="list-style-type: none"> • Understand approaches to tutoring • Different types of learning disabilities and how they impact student progress • The impacts of positive and negative self-esteem on learning • How to sequence a lesson in an effective manner <p>Application and Refinement</p> <ul style="list-style-type: none"> • How to provide 1 to 1 support • The rules of the classroom and how to respectfully enforce them • Classroom's daily routines and function • How they are being evaluated by their sponsor teacher and how to improve their practice as a Student Aide <p>Specialization in One to One Tutoring</p> <ul style="list-style-type: none"> • How to question and check for understanding • How to encourage student organization • Strategist to assist with understanding • Stimulus reduction techniques

Big Ideas – Elaborations

Learning Styles: There are 3 key learning styles: auditory, visual and tactile learners.

Educational techniques: Include, but are not limited to: modeling, tutoring, providing examples or analogies, giving hints and re-teaching material or ideas

Curricular Competencies – Elaborations

Identifying key strategies: attempt to use these strategies in their daily tutoring opportunities & further research and read on the topic of 'How to Tutor'

Three Key deficit control problems: identify symptoms, behaviors and intervention strategies

Self-esteem: further research the topic and attempt to employ self-esteem awareness in tutoring

Self-evaluation: question and analyze their own efforts and skills in the classroom

Content – Elaborations

Research: how to produce research analysis with quotations and annotated bibliography

Teach a lesson: how to sequence, deliver and assess a lesson

School and classroom rules: what the rules are and the rational for each

Evaluation: know the standards by which they will be evaluated and to reflect on their personal practice as well as their sponsors perception of their practice.

Recommended Instructional Components:

- Direct instruction
- Indirect instruction
- Cooperative learning groups
- Reciprocal instruction
- Interactive instruction
- Shaping
- Modeling
- Cueing and prompting
- Interviewing
- Observing
- Guided practice
- Questioning
- Analysis of sponsor and mentor's work
- Analysis of own and classmates work

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

- Sponsor teachers evaluation
- Weekly journals and reflection
- Self-assessment
- Oral presentation
- Case study

Learning Resources:

- Student learning center personnel, text-based, computer, remedial, video & developmental resources
- Sponsor teacher classroom, materials, and experience

Additional Information:

- The bulk of the materials and supporting activities for this course were compiled and refined by Jack Karamanian and Mike Lynch in a summer 2000 PMSS sponsored project. Since that time, the course has been polished and refined; however, the core is available to facilitate anyone wishing to begin offering such a course.
- It is the firm belief of the Student Aide teachers that this program makes a significant contribution to the positive learning atmosphere which exists in our schools. Each year, approximately 15% of our student body, as Student Aides, uniquely experience education from the delivery perspective in addition to the more traditional and familiar receiving perspective. This 15% then gain an experientially based degree of empathy and understanding for the skills and effort required to successfully present curriculum in a secondary school. Finally, these students are indeed a very valuable alternative/supplement to the adult to teenager delivery mode. As peers they have often 'rescued' academically at risk students who were not otherwise responding or producing.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Board of Education of School District No.42 (Maple Ridge-Pitt Meadows)	School District/Independent School Authority Number (e.g. SD43, Authority #432): 42
Developed by: Penny Griffin, Sarah Van Nuys	Date Developed: March 1, 2018
School Name: Pitt Meadows Secondary School	Principal's Name: Mike Keenan
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Student Aide 12 Advanced	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Student Aide 11 & Student Aide 12

Special Training, Facilities or Equipment Required:

Student Learning Centre research resources: mentoring, text, computer, developmental, and remedial. Sponsor teacher placements and/or special requests

Course Synopsis:

Student Aide 12 Advanced (SA12a) has been developed to provide an opportunity to expand the experiential and knowledge base of students with a keen interest in pursuing a career in education. Students gain increased independence through self-directed research, intervention planning, learning resource development, and broadened offering of tutoring services. Students completing the course will have had the opportunity to develop lesson preparation and presenting skills as well as case study diagnostic, prescriptive, and reflective skills. Finally, they will have had the opportunity to develop intra-personal skills through parent, counsellor, SLC staff, and tutee contacts and independent/team

problem solving sessions. Finally, it is expected that students completing this course would be equipped to begin offering effective private tutoring in their curricular and grade specialties.

Goals and Rationale:

SA12a has been developed to support and challenge students wishing to extend their peer tutoring knowledge and experience base. They are given the opportunity to further practice and refine strategies and skills learned through completing of SA 1 & SA12. The course offers considerable opportunity for personal growth in resource building interests. Communication skill development is also offered through one to one, seminar, and classroom leadership opportunities. Finally, the course offers students the opportunity to experience the satisfaction of efficiently and effectively assisting peers who are floundering academically.

Goals:

- Develop the skills to facilitate success in a classroom placement
- Identify elements that contribute to a high, average, and low final result
- Develop leadership skills
- Develop empathy
- Demonstrate responsibility and maturity
- Develop inter-personal communication skills

Aboriginal Worldviews and Perspectives:**Declaration of First People's Principles of Learning:**

- Student Aide supports the development of self in support of connecting with others
- Learning is imbedded in memory, history and story
- Student Aide is holistic, reflexive, reflective, experiential and relational.
- Student Aide requires an exploration of generational roles and responsibility.
- Learning involves patience and time

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are key aspects included in SA12a as it is closely aligned with the concepts of connectedness and relationships; specifically:

- Community involvement
- The power of story
- Experiential learning
- Flexibility
- A positive learner-centered approach
- The role of the teacher
- Local focus

BIG IDEAS

Learning styles vary from student to student

Self-reflection allows us to become better learners and helpers.

Different **educational techniques** work better with different age groups.

Observation and analysis will allow us to better assist those we work with.

When working with others we must be respectful and confidential.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Submit topic for approval • Compile an annotated bibliography • Submit term essay • Observe sponsor teacher present and demonstrate a lesson • Create a 5 step lesson plan on each topic • Submit a minimum of 3 completed lesson plans per term • Observe student in classroom and diarize observations • Interview student • Develop a plan of specific intervention • Keep a weekly journal of plan activities and reflections • Reflect on the success of the plan in a conclusions and recommendations format • Submit minimum 2 completed case studies per term • Become familiar with the Student Learning Centre's array of support resources • Reflect upon past tutoring experiences • Research most current and recent resource options • Create an improved or original support resources suitable for use in the Student Learning Centre • Field test the resource and adjust if necessary • Determine the tutee's ability and needs • Employ a variety of strategies to assist with understanding and completion • Question and Check for Understanding • Keep a tutoring reflective journal 	<p><i>Students are expected to know the following:</i></p> <p>Self-Direct Research</p> <ul style="list-style-type: none"> • How to complete an annotated bibliography • How to write a 5 paragraph essay <p>Tutoring Specialist</p> <ul style="list-style-type: none"> • How to complete a five step lesson plan <p>Case Study: Precision Intervention</p> <ul style="list-style-type: none"> • How to conduct a student interview and create goals • How to make recommendations for future strategies • How to encourage positive self-esteem as part of an intervention plan <p>SLC Team: Building the Resource</p> <ul style="list-style-type: none"> • The support resources available in the Student Learning Centre • How to create and write a resource in student-friendly language <p>One-to-One Tutoring</p> <ul style="list-style-type: none"> • How to positively build self-esteem in their tutee • How to provide prerequisite instruction • Consciously seek to build tutee's self-confidence

Big Ideas – Elaborations

Learning Styles: There are 3 key learning styles: auditory, visual and tactile learners.

Educational techniques: Include, but are not limited to: modeling, tutoring, providing examples or analogies, giving hints and re-teaching material or ideas

Curricular Competencies – Elaborations

Essay Topic: identify and explain why a specific topic was chosen

Annotated bibliography: provide list of all research sources

Essay: research on chosen topic and connect with personal tutoring experiences

Lesson topics: marks, homework, attention/concentration, active listening, active reading: SQ3R, Agenda/Planner Use, Test Preparation, Test Writing, Memory, Writing Process: The Art of Co-editing

Case Study Interview: greatest weakness, talents, study skill priorities, homework habits

Intervention Plan: core course support, motivation, concentration, student skill development, prioritizing assignment completion

Tutoring experiences: : SA11, SA12, Homework Club, Sponsor Teacher's classroom, other opportunities they have volunteered for

Content – Elaborations

Annotated bibliography: identify research resources and compile using MLA format

Five Paragraph Essay: As taught by senior English classes

Five Step Lesson Plan: connecting, processing, personalizing/transforming, evaluation, and reflection lesson planning sequence

Recommended Instructional Components:

- Direct instruction
- Indirect instruction
- Cooperative learning groups
- Reciprocal instruction
- Interactive instruction
- Shaping
- Modeling
- Cueing and prompting
- Interviewing
- Observing
- Guided practice
- Questioning
- Analysis of sponsor and mentor's work
- Analysis of own and classmates work

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

- Written assignments
- Sponsor teachers evaluation
- Weekly journals and reflection
- Self-assessment
- Oral presentation
- Case study

Learning Resources:

- Student Learning Centre personnel, text-based, computer, remedial, video & developmental resources

Additional Information:

The Student Support Centres are well-used resource within each secondary school. The presence of SA12a 'specialists' has greatly enhanced the effectiveness of the programs. SA12a is a significant net positive course offering. Students taking the course gain valuable practical tutoring knowledge and skill development. Academically at risk tutees gain an effective alternative supplemental route to success. The school gains enhanced academic delivery effectiveness and tone. Finally, the same student skill advice and message that teachers and parents regularly offer are reinforced through these peer advocates and active models of secondary school effort and achievement.

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Todd Goodman, Mark Biggar	Date Developed:
School Name: Thomas Haney Secondary	Principal's Name: Grant Frend
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Tabletop Game Design 11	Grade Level of Course: Grade 11
Number of Course Credits: 4	Number of Hours of Instruction:

Board/Authority Prerequisite(s): No Prerequisite

Special Training, Facilities or Equipment Required: Printers, hand tools, cnc equipment, computers

Course Synopsis: Students will learn the elements and principles of tabletop game design. Emphasis placed on the iterative design process with collaboration and teamwork encouraged. Students will also develop marketing strategies based on audience identification research.

Goals and Rationale: Students create a tangible product and through the development of game learn the foundational skills in Computer Programming, Concept Design, Collaboration Skills and Time Management.

Aboriginal Worldviews and Perspectives: **How can game storytelling be used to showcase and illustrate First Nations' history and culture** (see "Cardboard Indians" [[academic journal article](#)], Benjamin Hoy 2018).

BIG IDEAS

The design cycle is an ongoing and reflective process which includes iteration and prototyping.

The design process includes collaboration and Project Management skills.

Tools and technologies can be adapted for specific purposes.

Personal design choices require self-exploration, collaboration, and evaluation and refinement of skills.

Research can be used to identify specific audience and tailor your product towards them

Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <p>Game Theory (Ideating):</p> <p>User Experience</p> <ul style="list-style-type: none"> - Conduct user-centered research to determine appropriate user interface design - identify potential users, intended impact and possible unintended negative consequences - make decisions about the design space and game type <p>Concept Design</p> <ul style="list-style-type: none"> - Develop context and a cohesive theme for the tabletop game experience - Establish a point of view for the game - Identify gaps in marketplace for a unique game design - Global needs and social and ethical impact of a game - Generate ideas and collaborating with others to create possibilities and prioritize them for prototyping <p>Prototyping:</p> <ul style="list-style-type: none"> -Determining the shortest route to a testable prototype, making changes and debugging and reiterations. - choose an appropriate form, scale, and level of detail for prototyping, and plan procedures for prototyping multiple ideas 	<p><i>Students are expected to know the following</i></p> <ul style="list-style-type: none"> - <i>The Game Design Life Cycle</i> - <i>Appropriate use of technology and literacy</i> - <i>Tabletop game marketing and deployment</i> - <i>Be aware of emerging technology</i> - <i>Explore conflict resolution and collaboration techniques</i> - <i>Collaboration tools – (ex. Slack, trello, github)</i> - <i>Using complex technical linguistic and symbolic elements from a variety of domains, at a variety of different levels, for a variety of different purposes.</i> - <i>Simulation, abstraction and modelling of systems</i> - <i>Physical prototyping including: 3D printing, layout, design, fabrication, graphic design</i> - <i>Design and analyze dynamic systems</i>

<ul style="list-style-type: none"> - Self-Regulation and self-reflection through the design cycle and prototype testing -becoming subject matter experts <p>Testing</p> <ul style="list-style-type: none"> - Develop an appropriate test of the prototype - Collect feedback to critically evaluate design and make changes to product design or processes -Identify appropriate tools, technologies, materials, processes, and time needed for production -Use project management processes when working individually or collaboratively to coordinate production sharing -Demo progress while creating to increase feedback, collaboration, and, if applicable, marketing -Decide on how and with whom to share or promote their product, creativity, and, if applicable, intellectual property -Critically reflect on their design thinking and processes, and identify new design goals -Prototype –Test – Do it Again <p>Applied Skills:</p> <ul style="list-style-type: none"> -Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time. -Explore existing, new, and emerging tools, technologies, and systems to evaluate their suitability for their design interests - Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies 	<ul style="list-style-type: none"> - <i>Convey complex instructional information through the medium of rulebooks and multimedia tutorials</i> - <i>Create games and experiences that will empathize with their players and create specific emotional responses – ensuring that the games they create are both equitable and inclusive</i> - <i>Provide accurate and useful constructive feedback to their peers</i> - <i>Using critical thinking, predict and assess how changing the rules of a game will affect gameplay</i> - <i>Effectively collect and record information and accurately analyze data to draw authentic conclusions</i>
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Big Ideas – Elaborations

The design cycle is an ongoing and reflective process which includes iteration and prototyping.

- Includes the creation of the initial testable prototype of a game, followed by adjustments, and elaborations to the next testable prototype.
- Learning how to break down the big idea of a game into testable units for testing out the functionality of an asset, game experience and etc.

The design process includes collaboration and Project Management skills.

- Communicating progress and sharing assets through and collaboration software.
- The ability to fully communicate in written and verbal form what is happening and what needs to happen in the game or game concept.

Tools and technologies can be adapted for specific purposes.

- Learning foundation skills in the prescribed programs and techniques to bring those skills together in the development of a tabletop game or game concept.

Personal design choices require self-exploration, collaboration, and evaluation and refinement of skills.

- Storytelling and concept design of a game
- Determine your preferred area of interest and teaming up with others with other skills and preferred areas of interest

Design choices require the evaluation and refinement of skills.

- Through creating the assets and prototypes for a game students learn and develop new skills in the desired component creation system

Research can be used to identify specific audience and tailor your product towards them

- Marketing research will be used to influence game design decisions, including computer design, rules complexity, storytelling, maturity etc.

Curricular Competencies – Elaborations

user-centered research: research done directly with potential users to understand how they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to them

constraints: limiting factors, such as available technology, expense, environmental impact, copyright

iterations: repetitions of a process with the aim of approaching a desired result

sources of feedback: may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline

appropriate test: includes evaluating the degree of authenticity required for the setting of the test, deciding on an appropriate type and number of trials, and collecting and compiling data

project management processes: setting goals, planning, organizing, constructing, monitoring, and leading during execution

demo: may include showing to others, use by others, giving away, or marketing and selling

Intellectual property: creations of the intellect such as works of art, invention, discoveries, design ideas to which one has the legal rights of ownership; also consider how others might build upon the concept

technologies: tools that extend human capabilities

Content – Elaborations

- The Game Design Life Cycle – concept design – game purpose – shortest path to testable prototype – test – revise – repeat, economic costs to fully develop the concept, and time frame to create complex games
- 3D modeling – asset creation as well as character animation.
- Sprite design and development – 2D models of images in complimentary programs
- UI (user Interface) design – how a user will interact with the game space, and what the desired experience
- Game engine optimization
- Technical design - Scripting advanced
- Debugging
- Appropriate use of technology and literacy
- Collaboration tools – (ex. Slack, Trello, github)
- Game marketing and deployment
- Sound design
- Hardware optimization – understand how they work
- Be aware of emerging technologies in the different areas that are applicable to Game Development and marketing.

Recommended Instructional Components:

Design process and iterative thinking. Goal settings, self-regulation, and self/peer analysis. Self and peer assessment practices and strategies. Focus on creative and critical thinking. Encouragement of socially responsible design choices. Team work and collaboration.

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

Ongoing, timely, specific, and embedded in day to day instruction. Done through interviews, portfolios, presentations and collaborative projects. Emphasis on goal settings, self-assessment, and iterative design thinking.

Learning Resources: Adobe Illustrator, Blender or Maya for 3D modeling. Collaboration tools – Slack, Trello, or Github. CnC production equipment as well as 3D printer.

Additional Information:



ATTACHMENT 43

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Andrea Humer and Andria Harmon	Date Developed:
School Name: Westview Secondary School	Principal's Name: Darren Rowell
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Textile Arts and Crafts 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120 hours

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Special Training, Facilities or Equipment Required: Sewing machines, sergers, projectors, irons and ironing boards, beading and weaving looms and other supplies specific to the crafts. The room should be equipped with a water source. Teacher or resource person will need experience in using a sewing machine and serger. Teacher or resource person will need experience in a variety of Textile Crafts.

Course Synopsis:

This is a projects-based course where students learn by using various equipment and techniques to create textiles items. In the process, students design, produce and evaluate their projects. This course provides students with an opportunity to learn a variety of Textiles crafts, while developing an understanding of the history and cultural significance of said crafts. Crafts include: cross stitch, crochet, knitting, macramé, quilting, applique, card making, embroidery, needlepoint and paper crafts. How technology has affected the production of these crafts will also be studied.

Goals and Rationale:

This course has been developed to support and encourage students to explore a wide variety of Textile Arts from many different cultures. By the end of the course, students will have developed an appreciation for the work and beauty of Textile Arts and an understanding of the cultural, historical, economic and environmental significance of a variety of crafts. TAC 11 will provide students with an opportunity to express themselves creatively while exploring a wide variety of crafts. Students will have an opportunity to teach their peers in small groups and learn from the peers in a small group setting. Hopefully, this will lead to a lifelong appreciation and interest in textile arts. Students of both genders are encouraged to enroll and follow their own interests, as success in this area is attainable for all students.

Aboriginal Worldviews and Perspectives:

Declaration of Aboriginal Worldviews and Perspectives:

- Community involvement
- The Power of Story
- Experiential Learning
- Leadership
- A positive learner-centered approach
- Community Engagement
- Learning involves patience and time
- Learning is holistic, reflexive, reflective, experiential and relational

BIG IDEAS

	Complex tasks require the sequencing of skills.	Complex tasks require different technologies and tools at different stages.	Culture, history and technology have played an important role in the evolution of Textile Arts and Crafts.	Textile Arts have played an important role in the cultures of many peoples.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><i>research how fabric was first made and how clothing was first made- and how production has changed over time</i></p> <ul style="list-style-type: none"> •engage in a period of time of researching and ideating in order to understand design opportunities within various Textile Crafts •research the history of each specific Textile Art in order to understand its relevance in various cultures; •choose a specific design to pursue, demonstrating competence of the specific Textile Art chosen, using the Design Thinking Process: Define, Ideate, Prototype, Test, Make, Share •Engage in reflection and alter or redesign project as new ideas are generated. •identify equipment needed and demonstrate correct use of equipment selected for specific Textile Art •make a step by step plan for production and carry it out, making changes as needed •identify and use appropriate tools, technologies, materials and processes for production •evaluate how the land, natural resources, and culture influence the development and use of tools and techniques. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> •Textile Arts and Crafts such as cross-stitch, crochet, knitting, macramé, quilting, applique, embroidery needlepoint and paper crafts- including their origins, characteristics and history •hand and machine construction techniques for creating crafts, including First Peoples textile practices. •strategies for designing the craft project. •principles of design used in the design of the craft item •how technology has affected the production of the craft in the last 100 years •the impact of Textile Crafts on various cultures (historically and economy) •role of woman in Textile Arts and Crafts, the significance within their culture and how it has generated economy and empowerment. •understand appropriation and its role in culture and craft of various peoples.

Big Ideas – Elaborations

Textile Arts and Crafts: are arts and crafts that use plant, animal or synthetic fibers to construct decorative or practical objects.

Curricular Competencies – Elaborations

- demonstrate competence:** students will demonstrate their skill to small groups of students
- research:** seeking knowledge from other people as experts (trained artisans) secondary sources, and collective pools of knowledge in communities and collaborative atmospheres.
- empathetic observation:** aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people.
- defining:** setting parameters
- constraints:** limiting factors such as task or use requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred
- ideating:** forming ideas or concepts
- plan:** for example, pictorial drawings, sketches, flow charts
- sources of feedback:** may include peers, users; keepers of traditional cultural knowledge and approaches, including those of First Peoples; and other experts
- technologies:** things that extend human capabilities
- share:** may include showing to others, use by others, giving away
- product:** for example, a physical product, a process, a system, a service or a designed environment

Content – Elaborations

- Textile Arts and Crafts:** is the process of creating something using fibers gained from sources like plants, animals, insects, or synthetic materials
- origins:** original source, raw materials, countries that are major producers of the various Textiles Arts
- altering:** changing the direction of the project, based on self-reflection
- design principles:** including balance, proportion, rhythm and movement, harmony and scale
- appropriation:** is the adoption of certain elements from another culture without the consent of people who belong to that culture.

Recommended Instructional Components:

- Experiential learning
- *Direct instruction
- Brainstorming
- Demonstrations
- Modelling
- Peer teaching
- Reflective Writing
- Guest Craftspeople

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

- creating an artifact as evidence
- teaching someone a craft

Basic criteria will be developed for each technique and appropriate standards will be demonstrated. Students will personalize the criteria for their individual projects and samples. Students also self-evaluate: management of time, equipment and work space and conference with teacher to come to a consensus on grade for samples and projects. Additional criteria might include: planning, application of design elements, commitment to project, skills in using equipment and handling materials, mastery of required techniques, creativity, originality, effective presentation of project.

- self-reflection based on evidence of learning
- portfolio of samples
- Skills based assessment based on rubrics, verbal and written feedback
- "final" design your own" project
- this will involve students design, creating and evaluation their own project
- this will also include a presentation and demonstration to the class
- samples
- this project will also involve information on the history of the craft and how technology will affect the craft in the future

Learning Resources:

- Learning to Weave, Deborah Chandler, 2009
- The Complete Illustrated Guide to Beading and Making Jewelry: A Practical Visual Handbook of Traditional and Contemporary Techniques, including 175 Creative Projects Shown Step by Step, Ann Kay, Lucinda Ganderton, 2014
- Vogue Knitting, Vogue Knitting Magazine, 1989
- Vogue Knitting the Ultimate Knitting Book: Completely Revised and Updated, 2018
- Macrame: The Craft of Creative Knotting for Your Home, Fanny Zedenius, 2017
- The Big Book of Holiday Paper Crafts, Paper Crafts Editors, 2011
- Step-by Step Craft Projects and Techniques: 300 Simple Ideas To Make For The Home Using Paper, Stencils, Embroidery, Applique, Wood, Wire, Tine and Glass, Lucy Painter, 2019
- Vogueknitting.com
- juliexstitch.com
- liagriffith.com
- You tube: How to videos for the specific crafts
- Crafts people and artisans: within school district and community

Additional Information:



ATTACHMENT 44

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Michelle Szakos	Date Developed: October 18, 2018
School Name: Thomas Haney Secondary	Principal's Name: Grant Frend
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Yoga 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Physical and Health Education 10 recommended

Special Training, Facilities or Equipment Required:

It is suggested that the teacher have extensive experience in a variety of yoga disciplines including aspects of history, philosophy, nutrition and postures. Gym or studio space and yoga mats, straps and blocks are required.

Course Synopsis:

This course has been developed with the beginner to intermediate student in mind. The purpose is to introduce high school students to a form of mental and physical exercise that will lead to overall health benefits. A variety of styles will be practiced, including Hatha, Ashtanga, Yin and others. Proper body alignment, Pranayama (breathing) and meditation will be touched on as well. Meditation will be practiced as a method to calm and clear the mind. Healthy living and nutrition will be topics covered in class.

Goals and Rationale:

The course is designed to provide students an opportunity to learn and practice a physical activity in an encouraging, safe, non-competitive, peaceful environment. The benefits of yoga include better body alignment, improved strength, improved flexibility and improved functioning of all body systems. Yoga will also introduce students to a regular practice of mindfulness as a way to foster mental wellness. The intent of the course is to give students a lifelong appreciation of yoga and its benefits.

Aboriginal Worldviews and Perspectives: Yoga will develop balance, strength and flexibility in body, mind, and spirit. In this way yoga supports the well-being of self and is holistic, reflexive, reflective, experiential and focused on connectedness, reciprocal relationships and a sense of place. **Yoga involves patience and time. The exploration of yoga will enhance the student’s understanding of their identity.**

BIG IDEAS

Paying attention to our mental health and practicing positive coping skills are essential to overall well being	Being engaged in regular physical activity can increase the likelihood that we will be active throughout our lives.	Practicing mindfulness can influence well-being of self	Strength, balance and flexibility can be developed through regular practice
-----------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------	-----------------------------------------------------------------------------

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Through the physical practice of Yoga, it is expected that students will</p> <ul style="list-style-type: none"> • Maintain and improve overall fitness • Develop spatial awareness and stability skills • Apply basic body mechanics, alignment and proper posture • Understand and regulate breathing in regular and challenging situations <p>Enhance cognitive Domain Learning</p> <ul style="list-style-type: none"> • Focus and concentrate on a given task • Evaluate and reflect on the physical and mental benefits of practicing yoga <p>Social-emotional Development</p> <ul style="list-style-type: none"> • Find enjoyment in physical activity • Transfer yoga skills and ideas to academic and other environments • Develop ability to slow down and relax • Utilize specific techniques to manage stress and release tension • Observe, identify, accept and work with thoughts and feelings • Make positive choices that respect and support oneself and others • Make choices with awareness and self-control • Develop skills for coping with difficult situations, overcoming everyday barriers • Establish and maintain a lifetime of wellness 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Rationale and history: students will learn the rationale for practicing yoga, and learn the deep roots and many variations of this ancient art. • Basic philosophy of yoga: The eight limbs of yoga • Aspects of different styles of yoga • How nutrition influences health • Correct alignment of poses • Proper techniques for yoga breathing • Methods for managing stress • Strategies for overcoming negative self-talk distractions and difficulty in focusing

Big Ideas – Elaborations

Positive coping skills: strategies for promoting mental well-being for self and others

Mindfulness: maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment, through a gentle, nurturing lens without judgement.

Curricular Competencies – Elaborations

Spatial awareness and stability skills: **parts of the body, weight transfer, general spacing, directions, pathways**

Body mechanics, alignment and proper posture: **how the head, shoulders, spine, hips, knees and ankles relate and line up with each other.**

Proper alignment of the body puts less stress on the spine and develops good posture.

Regulate breathing: (Pranayama) is the foundation of yoga practice.

Cognitive Domain: the development of our mental skills and the acquisition of knowledge

Social-emotional Development: experience, expression, and management of emotions and the ability to establish positive relationships with others.

Techniques to manage stress and release tension: understanding positive versus negative stress, time management and reducing distractions, building focus, developing positive attitude and breathing techniques.

Content – Elaborations

Rational: Yoga will develop balance, strength and flexibility in body, mind, and spirit

History of Yoga: students will inquire about the evolution of yoga **from its ancient origins to today's practice.**

The eight limbs of yoga: self-discipline, positive observances (social responsibility), posture, breathing, introspection, concentration, connectedness, and mindfulness.

Styles of Yoga: Suggestions could be hatha, yin, ashtanga, power, flow, kundalini, iyyengar etc.

Alignment concepts include:

- body awareness (parts of the body, balance, positioning)

- effort awareness (movements that are challenging yet possible)

Yoga breathing: using breath to self-regulate, relationship between breath and emotions

Methods for managing stress: understanding positive versus negative stress, time management and reducing distractions, building focus, developing positive attitude and breathing techniques.

Strategies: developing personal mantras, using mindfulness techniques remain present and grounded.

Recommended Instructional Components:

- Direct Instruction
- Interactive instruction
- Demonstration
- Modelling
- Discussion
- Collaboration
- Inquiry
- Reflection

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

Student progress will be assessed regularly throughout the course using a combination of teacher evaluation and self-evaluation. The majority of assessment practices will be formative, based on progress journals, written work and project work/inquiries.

Learning Resources:

Yoga Mind, Body and Spirit – Donna Farhi

Survival Kit Meditations and Exercises for Stress and Pressure of the Times – Bhajan

Diet and Nutrition – The American Medical Association

Anatomy of Hatha Yoga: A Manual for Students, Teachers and Practitioners – H. D. Coulter

Ashtanga Yoga Introductory poses – DVD, David Swenson

The Heart of Yoga: Developing a Personal Practice – T.K.V. Desikachar

The Art, Science and Application of Kundalini Yoga - 4th edition Nirvar Singh Khalsa

Teaching Yoga: Essential Foundations and Techniques - Mark Stephens

Yoga Adjustments: Philosophy, Principles and Techniques - Mark Stephens

Yoga Sequencing: Designing Transformative Yoga Practices - Mark Stephens

The Complete Guide to Yin Yoga - Bernie Clark and Sarah Powers

Yogasana: The Encyclopedia of Yoga Poses - Yogrishi Vishvketu

The Inner Tradition of Yoga - Michael Stone

Yoga for a World Out of Balance - Michael Stone

The Divided Mind: The Epidemic of Mindbody Disorders - John E Sarno

The Subtle Body: The Story of Yoga in America - Stefanie Syman

The Science of Yoga - William J Broad

The Autobiography of a Yogi - Paramahansa Yogananda

Wanderlust: A Modern Yogi's Guide to Developing Your Best Self - Jeff Krasno and Sarah Herrington

Additional Information:

To: Board of Education

From: Superintendent
Sylvia Russell

Re: GARIBALDI SECONDARY SCHOOL
INTERNATIONAL BACCALAUREATE
MIDDLE YEARS PROGRAM

Date: February 13, 2019
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

Historical Background and Rationale

The Middle Years Programme (MYP) encourages students in Grades 8-10 to make connections between their studies and the real world. MYP is known worldwide as a high-quality educational programme. Unlike the IB Diploma Years Programme, which tends to attract only high-performing students, MYP is for all students. MYP develops students to have a global perspective and to think critically – skills needed in the 21st century. MYP helps prepare students for success in life no matter what their future holds – college, trades training, work, travel or university.

The MYP philosophy aims to develop active learners and internationally minded students who are able to inquire into a wide range of local, national and global issues. The result is young people who are creative, critical and reflective thinkers. MYP builds on the inquiry projects that students undertake in Grade 7 in all of our district elementary schools.

The MYP emphasis is not coming from a set curriculum but a teaching and learning framework aimed at developing the whole child, which includes second language instruction, international perspectives, and an emphasis on creative and critical thinking. The program provides a teaching framework that includes interdisciplinary learning objectives and consistent assessment criteria that employs standards-based grading practices.

Schools that are interested in becoming IB MYP accredited must show that they have both the **infrastructure and the skills in place to deliver the MYP, and that they share IB's values and beliefs**. Schools must also:

- appoint an MYP coordinator to lead the programme and communicate with the IB organization;
- show that they can deliver the MYP **flexibly, to the IB's high standards, in cases where** the school or education authority cannot support the full 5-year programme;
- commit to the mandatory professional development of MYP educators;
- give reasons why the MYP is not offered to all students if the IB considers this to be appropriate in a particular case; and
- ensure that the student experience is continuous, in cases where a school chooses to offer other IB programmes consecutively with the MYP.

Garibaldi Secondary School staff began to explore the viability of adding the IB Middle Years Programme (MYP) before the school district undertook its facilities review process. Many felt the program would complement the quality of existing programming at the school and attract

more students/families. It was also felt that the addition of a MYP could align with the GSS IB Diploma Programme and could provide an on-ramp for students interested in continuing on with the Diploma Programme in Grade 11.¹

The proposal to expand the International Baccalaureate Diploma Program by introducing the IB Middle Years Programme (MYP) at Garibaldi Secondary School received strong support from parents, students, staff and community throughout the 2015 district facilities review public consultation process.

As part of their decision-making process, GSS staff investigated MYP schools in the Lower Mainland. A team, including teachers and administration, visited Rockridge Secondary School (Spring 2015), Carson Graham Secondary (Fall 2015) and Johnston Heights Secondary (January 2016). Each school provided a different perspective and was at a different stage in the evolution of its own MYP.

The IB Middle Years Programme (MYP) was also a focus of many staff discussions during the 2015-16 school year, as seen in the meeting schedule below:

- Staff & Department Head Meetings - Spring 2015
 - Present findings from Rockridge Secondary visit
- Staff Meeting - Fall 2015
 - Discuss Facilities Review Process, MYP Proposal to Board
- Board Presentation - December 2015
 - Feasibility of MYP at Garibaldi Secondary
- Category 1 Training - March 2016
 - MYP Administration - Tom Levesque
- Staff Meeting - May 2016
 - MYP Discussion
 - Guest Presenters:
 - Bob Poole, IB Consultant
 - Sylvia Russell, SD42 Superintendent
 - Shannon Derinzy, SD42 Assistant Superintendent
- June 2016 - Staff Vote 74% in favour of implementing MYP

2015 to Today: What We Accomplished with Funds Allocated in Last Round

Middle Years Programme Coordinators: Middle Years Programme Coordinators are expected to maintain a thorough understanding of all aspects of the Middle Years Programme and actively endorse and promote the principles that underpin it. As such, MYP Coordinators undertake the following tasks:

- **work with administration team to support the school's implementation and** understanding of the curricular and philosophical commitments as an IB world school
- coordinate all IB MYP activities including collaboration blocks, staff training
- assist with implementation of standard-based grading through MyEdBC
- ensure that the school meets all IB regulations and deadlines
- give feedback to teachers on unit planning process
- effectively communicate the relevant aspects of the MYP program with members of the parent/community
- support teachers in the development of assessment tools in line with the MYP assessment policy
- identify, facilitate and encourage professional development opportunities in relation to the MYP program (round-table, non-instructional day)
- communicate with members of the BCAIBWS to collaborate on communication to be brought to BC Ministry of Education (Graduation Capstone, alignment documents)

¹ The IB Diploma Programme is an optional program at Grades 11 and 12 that has been offered at GSS for a number of years.

- find resources for teachers
- write application for verification visit
- vertical and horizontal planning of subject group key concepts, related concepts and global contexts; ensure all ATLs are being covered and self-assessed
- develop an action plan and collect evidence each year to show growth in each area of the plan; the coordinators must collect, organize and submit this evidence to the IB
- continued collection of evidence that each standard is being met (evidence at the 5-year evaluation visit must be for the entire 5-year period).

MYP Coordinator blocks allocations: The list below provides an overview of how the Middle Years Programme Coordinators blocks have been used.

- completing and submitting the application for candidacy
- coordinating with our IB appointed consultant and GSS administration team to plan and create a timeline for implementation
- creating and presenting professional development and in-service training for staff including workshops on: standard-based assessment, ManageBac, unit planning and MyEd training
- individual support for teachers to help in the unit planning and implementation of MYP assessment
- co-ordinated training for 13 staff members to attend IB MYP training conferences
- **organized and planned IB facilitated "launching the MYP"** one-day workshop at GSS
- preparing and presenting information for the previous Board of Education, our current Parent Advisory Committee, Grade 7 parent information nights, and student-led conferences.
- training new GSS staff in the MYP framework as they are hired
- organizing participation in and attendance at local MYP professional development opportunities, including round tables, school visits, and meetings
- facilitating cooperation and meetings with other MYP school teachers and our teachers
- researching and selected teaching resources for program implementation
- learning how to use MyEdBC assessment plug in and ManageBac (digital unit planning tool) and providing information and training for staff
- communicating and visiting other local MYP public schools to strategize/learn about MyEdBC IB plug-ins and get strategies on implementation process
- attending and participated in several BCAIBWS workshops, roundtables and collaboration sessions and general annual meetings
- working on aligning district/ministry requirements for core competency self-reflection with MYP Approaches to Learning (ATL) self-assessment
- organizing a schedule for collaboration time for departments and teachers
- tracking use of MYP collaboration blocks
- working on drafts of four required policies (Special Education policy is complete)

Learnings from IB training and workshops: Some teachers have attended IB training and **Level 1 workshops "Implementing the MYP."** IB requires that one teacher from each subject group receives Level 1 training. We have also started sending teachers for Level 2 Training, **"Delivering the MYP."**

Some key takeaways for teaching staff include:

- How to use the MYP required framework to unit plan this includes understanding inquiry based conceptual learning that integrates global contexts into all units;
- an in-depth explanation of MYP philosophy so they understand the why behind the framework;
- the importance of *Approaches to Learning* and ideas on how to incorporate this into lesson plans;
- employing MYP standard-based assessment and how grading using descriptors differs from use of percentages/100-point scale;

- requirements for subject groups overviews and the importance of cross-grade and cross-subject planning.

Staff Use Training to Assist with Implementation. Trained staff have acted as subject group leaders during unit planning. They have:

- Created unit plans with a global context in all subject areas
- Balanced content, curricular competencies and core competencies in unit planning
- Standardized assessment across specific subjects and grades through teacher collaboration

Developed Personal Project. The personal project is a culminating Middle Years Programme (MYP) project in Grade 10. The purpose of the project is to develop the student's personal interest and to show and apply the skills that are developed through MYP *Approaches to Learning* (like the BC Ministry's core competencies). **This project is based on the student's interests and talents.** We are piloting a group of 28 students through the process this year with two Science and Socials Studies 10 teachers.

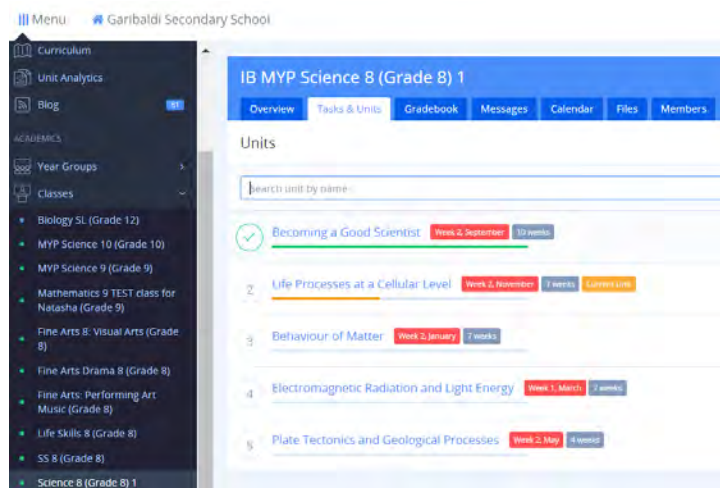
Middle Years Programme Reporting Tool. Assessment in MYP is standards-based and the standards are divided into four criteria for every subject. Report cards will not have letter grades or percentages, but will have an achievement level from 0 - 8 for each of the four criteria. Corresponding level descriptors for each of the four criteria for that course are also included on the report card. The feedback is strength-based and gives parents a good sense of **the student's strengths and opportunities for growth.**

The MYP report card is different from our traditional report card and information is posted on our school website, handouts were provided at our student led-conferences and a brief overview was given at our Grade 8 night in September. At the end of Term 2, a parent information evening is being planned to assist with interpreting student progress using MYP subject criteria. A sample of the report card is included below.

MYP – Science 8		Absent
Teacher:		Late
Criterion		
A: Knowing and Understanding		6
The student is able to		
<ul style="list-style-type: none"> • Outline scientific knowledge • Apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations • Interpret information to make scientifically supported judgments. 		
B: Inquiring and Designing		5
The student is able to		
<ul style="list-style-type: none"> • Outline a problem or question to be tested by a scientific investigation • Outline and explain a testable hypothesis using scientific reasoning • Outline how to manipulate the variables, and outline how sufficient, relevant data will be collected • Design a complete and safe method in which he or she selects appropriate materials and equipment. 		
C: Processing and Evaluating		4
The student is able to:		
<ul style="list-style-type: none"> • Correctly collect and present data in numerical and/or visual forms • Accurately interpret data and describe results • State the validity of a hypothesis based on the outcome of a scientific investigation • State the validity of the method based on the outcome of a scientific investigation • State improvements or extensions to the method that would benefit the scientific investigation. 		
D. Reflecting on the impacts of Science		3
The student is able to:		
<ul style="list-style-type: none"> • Outline the ways in which science is used to address a specific problem or issue • Outline the implications of using science to solve a specific problem or issue, interacting with a factor • Sometimes apply scientific language to communicate understanding • Sometimes document sources correctly. 		
Overall Level of Achievement		
(Teacher comments can go here) Student has demonstrated....		

MYP Round tables. Staff have attended round tables for Math, French, Science, Personal Project, Physical Education, Approaches to Learning, and Interdisciplinary Units.

- MYP staff in-service (April 30, 2018). The schedule for the April 30, 2018 **"Launching the MYP" training day** included the following four sessions:
 - Session 1: Implementing MYP philosophy
 - Session 2: The MYP classroom
 - Session 3: MYP unit planning
 - Session 4: MYP assessment
- MYP consultant. Our MYP consultant has assisted with our implementation timeline planning and helped us in deciding the best sequence of events. She has read and given feedback on our Special Education Policy, and also reads and gives feedback on unit planning. The MYP consultant assisted in helping us understand requirements for MYP around language learning for English Language Learners, Fine Art rotations, students on IEPs and other scheduling questions. We have a total of 20 hours of consulting time so we are keeping some hours for closer to the Verification Visit for questions around the Application for Authorization.
- ManageBac. ManageBac is an online learning platform for IB world schools. ManageBac enables efficient curriculum planning, uploading of resources and great tool for students new to our school. A screenshot of this tool is included below:



- Presentations/In-services put on locally by our coordinators.
- Special Ed Policy, Language Acquisition Policy, Academic Honesty and Mission/Values.

Upcoming Steps in Implementation

1. Continuation of MYP collaboration time. Teachers will continue writing unit plans for Grade 9 and 10 and completing subject group overviews. Staff will also begin standardization of assessment, interdisciplinary unit planning, reflections on unit plans and continued updating of unit plans to reflect changes.
2. Application for authorization. Application is due October 1, 2020, with access to platform available July 1, 2020. This involves a comprehensive set of evidence to show we are meeting each of the IB MYP requirements for Philosophy, Organization (leadership and structure, resources and support,) and Curriculum (collaborative planning, written curriculum, teaching and learning, assessment).
3. Preparation for verification visit in early Spring, 2021. Sample unit plans will be submitted, subject group overviews including ATL maps, agenda and logistics planning (accommodation and transportation).

4. Verification visit. The team will visit our school for 2 days. They will have formal meetings with school administration, board members (if applicable), MYP coordinators, librarians, school pedagogical leadership team, a group of students and a group of parents. There will be informal dialogues with staff, observation of classes, a tour of school facilities, and access to presentations of student work. There will be an exit interview with oral feedback and then a formal written report will follow.
5. 5-year evaluation cycle - An evaluation team comes to the school every 5 years to review progress and ensure the school is meeting MYP standards. Prior to the visit a self-study is done by the school that involves assessing the school's strengths and areas of growth for each of the IB standards. It also involves submitting sample unit plans for feedback, examples of student work, evidence of collaborative planning, examples of student report cards, providing evidence of horizontal and vertical planning and developing an action plan. The team is usually at the school 2-3 days. Once they are done, they will leave the school with a list of matters to address and the school will need to collect evidence to show growth in each of these areas for the next visit.

Looking to the Future

In order to continue with the pathway to complete staff certification and development and complete the journey to full MYP accreditation, additional funds are required. This pattern is consistent with budgetary needs from 2015 until today and into the future.

Ongoing Budget Required:

2019-20 MYP Implementation Expenses	
Candidate Fee (\$9,500 USD)	13,300.00
MYP Coordinator (.571 / 4 blocks)	53,958.00
ManageBac annual fee (\$20 per student)	8,000.00
Personal Project Coordinator (.143 / 1 block)	14,276.00
IB Consultant Visit	4,000.00
Administration & Teacher Training	21,110.00
Total	\$114,644.00
2020-21 MYP Implementation Expenses	
Candidate Fee (\$9,500 USD)	13,300.00
MYP Coordinator (.571 / 4 blocks)	53,958.00
ManageBac annual fee (\$20 per student)	8,000.00
Personal Project Coordinator (.143 / 1 block)	14,276.00
Authorization Team Visit (3 people)	9,000.00
Administration & Teacher Training	21,110.00
Total	\$119,644.00
2021-22 MYP Implementation Expenses	
School Fee (\$9,500 USD)	13,300.00
MYP Coordinator (.571 / 4 blocks)	53,958.00
ManageBac annual fee (\$20 per student)	12,000.00
Personal Project Coordinator (.143 / 1 block)	14,276.00
Administration & Teacher Training	15,000.00
Total	\$108,534.00

Conclusion

During the 2015 Strategic Facilities Review, the Board of Education approved a 3-year budget that comes to a close at the end of this school year. The benefits of the Middle Years IB program for Garibaldi staff and students is evident both in enrolment and in improved reputation. Integrated planning and assessment ensure richer learning experiences for the community as a whole. To continue with MYIB, a further 3-year budget as outlined here is needed and will be proposed for funding in the 2019/20 budget process.

RECOMMENDATION:

THAT the Board receive the report on the implementation of the Garibaldi Secondary School International Baccalaureate Middle Years Program, for information.



ITEM 10

To: Board of Education

From: Superintendent
Sylvia Russell
Assistant Superintendent
David Vandergugten

Re: IT PLAN UPDATE

Date: February 13, 2019
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

The IT Plan update allows the school district IT department leadership to share with the Board important information on the educational, business and data security aspects of IT use in the school district. The plan includes information regarding the refreshing of equipment and the development of technology infrastructure.

RECOMMENDATION:

THAT the Board receive the IT Plan Update for information.

Attachment



IT Plan Update

February 13, 2019

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Introduction and Background

School District No. 42 is a provincial leader in providing innovative programs for students that deeply integrate technology into the learning process.

Students today need an increasing array of modern skills that enable them to meet new challenges, solve problems, and use the tools and technology of today and tomorrow. Our recent initiatives regarding digital student portfolios, cloud transformation and coding in the classroom have provided students with access to new technology tools and meaningful tasks that support student engagement.

Our Information Technology Department strategic plan focuses first on the use of technology as a learning tool and as an integral component of the learning process while also supporting the business processes of the school district including appropriate and secure data access.

This report offers information regarding current and future projects, student-learning initiatives involving current educational technology as well as a detailed section on resource management within the IT organization.

Strategic Alignment

The Information Technology department of the Maple Ridge - Pitt Meadows School District is focused on providing **students, teachers, and staff with technology resources that support the district's vision, which is for every individual** to feel valued and for all learners to reach their potential.

Our vision is to effectively support the school district by maintaining stable technology resources and services; continually exploring and effectively implementing new technologies and online services that will enhance teaching and learning; and improving the effectiveness of support services.

Key Strategies

- Coordinate the implementation of effective and efficient information management practices within the district
- Identify the needs of district IT service users, and translate those into priority IT initiatives
- Fully leverage current information technology investments

Operational Plan 2018-2021

In this three-year planning cycle, the IT Department will:

- Educate district staff on existing IT initiatives and processes by offering learning sessions and promoting the IT website and knowledge base
- Increase system stability, enhance staff experience with mobile devices, and effectively integrate telephony with our infrastructure
- Upgrade IT infrastructure in order to maintain a stable wired and wireless network, VOIP telephony, server infrastructure
- Deploy projects that enhance the efficiency of district support services
- Assist school district IT service users in adopting new systems to increase system efficiency
- Facilitate and help deploy cloud-based applications and the latest technologies in the classroom to support teaching and learning
- Further develop and maintain the Parent Portal to better serve our schools and parents/student population
- Continue the development and support of MyPortfolio as a tool to enhance teaching and collaboration between staff/students and parents
- Support professional growth planning and performance management

- Build capacity through targeted professional development and cross-training
- Develop and implement succession plans for all critical positions
- Work with all education stakeholders to continue to support innovative instructional practices
- Maintain data integrity within the school district
- Clearly identify risks to plans and operations and develop contingency plans
- Create, implement and maintain a district-wide disaster recovery plan for IT
- Continue to effectively represent the district perspective to provincial government on IT-related initiatives
- Ensure that IT policies and investments are aligned with educational and business priorities across the school district

IT Policy Framework

The operations of the IT department are governed by Board approved policies and Senior Team approved procedures and guidelines.

IT management makes recommendations for the creation or change of IT specific policies and procedures. The Board approved policy development process is followed.

Approved Policies and Guidelines

The current Board approved IT specific policies and guidelines are:

- Policy 5780: Information Technology and Communication Systems - Appropriate Use Policy
- Procedure 5780.1: Social Media Guidelines
- Procedure 5780.2: Protection of School District Records When Working Away From the Workplace
- Mobile Devices Procedure

IT Governance Framework

IT governance determines how decisions about Information Technology are made within SD42 and ensures that the IT Operational **Plan is aligned with the district's** goals and delivers value to the organization.

There are three distinct areas within IT that require input from stakeholders:

- IT operations and infrastructure: In consultation with stakeholders and IT staff, the IT manager makes spending decisions on the maintenance and upgrade of IT infrastructure within existing IT budget allocations.
- IT initiated projects: New IT initiatives brought forward by IT senior staff. IT initiated projects aim to keep SD42 IT operations and online services at optimal efficiency. Examples of these projects include upgrades, replacement of discontinued software and hardware, etc. These projects are typically funded from existing IT budget allocations.
- IT initiatives within schools/classrooms: New IT initiatives brought forward by various stakeholders including Ministry of Education, schools, departments, and the IT management. Depending on the scope of the project, Senior Team and/or Board approval is required before these projects can proceed. Some of these initiatives require additional budget allocations. Examples of such initiatives include the Parent Portal (Fees Management, Kindergarten Registration, Online Assessment, and Transportation Registration), the Emergency Phone Application and MyCalculator.

- Technology Advisory Committees: IT is working with partner groups to create an Education Technology advisory committee and a Business Technology advisory committee. These committees will review and make recommendations to the Assistant Superintendent in charge of IT and the Senior IT Manager regarding IT operational plans and new IT projects and initiatives.

The committee membership is representative of educational and business technology users and partners.

The committees will review initiatives and projects that are of interest and/or preferred by stakeholders and make recommendations to the Assistant Superintendent and the Senior IT Manager. Depending on the scope of the projects, Senior Team and/or Board approval may be required before these projects can proceed.

The Senior IT Manager will continue to make spending decisions on the maintenance and upgrade of IT infrastructure within existing IT budget allocations. In addition, Senior IT staff will continue to initiate projects that keep SD42 IT operations and online services at optimal efficiency.

The committees will help to ensure that information technology projects align with the district strategic plan, school initiatives, IT Plan and deliver value to the organization.

Current State of IT – 2018/2019

Cost Optimization

The SD42 Information Technology department is committed to **optimizing the district's return on investment in** information technology.

Standards and strategy for IT equipment purchasing include:

- Continuing to standardize platforms.
- Ensuring that all IT equipment standards are published for staff.
- Centralizing IT purchasing through the purchasing department.
- Choosing platforms that can be acquired from multiple vendors.
- Identifying opportunities to improve service levels through hardware and data redundancy.

Strategies for managing desktop hardware and applications include:

- Continuing to standardize and acquire microcomputers that are built to higher standards and have a life cycle of four years.
- Continuing to acquire Microsoft and Adobe Software through the ERAC Campus Agreement.
- Institute a formal software licensing tracking program.
- Continuing the print management strategies using the PaperCut Management tool.

Strategies for managing network architecture and web resources include:

- Continuing to monitor and ensure balance regarding application needs and the Internet backbone.
- Monitoring our network on a regular basis to keep our internal IT at a peak performance level.
- Maintaining security that protects against both external and internal threats.
- Outsourcing where it lowers the total cost of ownership.
- Building infrastructure to accommodate an increasing demand for web-based information services.

Resource Management

The SD42 IT department is committed to **the adoption of tools to efficiently deploy, track and patch the district's IT assets**. All school district IT assets are inventoried when purchased, asset tagged, engraved and entered in our Helpdesk software. Laptops are assigned to users rather than positions for better tracking and to encourage conserving our assets. Software and operating systems are deployed, patched, and configured using Microsoft System Center Configuration Manager (SCCM) and Jamf products. Our Helpdesk database has a comprehensive inventory of asset allocation that helps the IT department keep its hardware assets inventory up-to-date.

The IT department recommends adopting best hardware refresh practices and industry standards. A table of recommended hardware refresh cycles is provided below:

Assets	Refresh Cycle
Laptops	4 years
Phone systems	6 years
Servers	4 years
Storage	4 years
Wireless	6 years
Switches	10 years
Tablets	4 years
Mobile devices (Phones)	3 years

IT Services

The IT department operates in a centralized model of Helpdesk. Technicians are deployed based on the severity of the ticket and the time the ticket was submitted. A senior technician is assigned and rotated on a weekly basis to prioritize Helpdesk ticket assignments.

We are always optimizing existing practices, Helpdesk system capabilities and assessing the Help Desk abilities to best serve our users. In Quarter 1 Calendar Year 2019 we will start evaluating new Helpdesk solutions that allow us to:

- Perform Customer Satisfaction Surveys on a Regular Basis
- Implement a Web-Based Knowledge Base Tool
- Implement Service Request Automation Processes in our Help Desk Software
- Use Real-Time Helpdesk Reports, Dashboards, Metrics and Analytics
- Implement an Asset Management System that is integrated with the Helpdesk Software System
- Implement an ITIL Change Management Software System and ITIL processes. Integrate the Change Management System with the Helpdesk Software System.

In addition to the above, we will work on a plan to have our Senior Techs obtain ITIL Certifications.

Current Supported Purchase List from IT

Deploying standardized hardware makes it easier to image/clone and troubleshoot rigorously tested hardware. A comprehensive list is available in the new IT Helpdesk website: <http://www.sd42.ca/helpdesk/computer-services/district-hardware>.

Current Service Levels

Due to the implementation of appropriate hardware standards and efficient hardware support for the last four years, the IT department has been able to maintain the required support level. This was done while technology infusion in the district has increased due to the Bring Your Own Device (BYOD) support policy for students at the secondary school level. We have also seen an increase in student enrolment, an increase of staff/teachers and the continued provision of a laptop to every teacher.

In order to maintain these support levels in a growing district that has deeply embedded technology in all departments, it is important to incrementally increase the technology support staffing levels to match the growth of the district.

The data that we will use to monitor the staffing needs in the IT department are:

- Average initial response time
- Assessment of which support categories absorb the most support resources
- Average tickets closure rate per month
- Average unresolved tickets per month
- Average resolution time

Technology Investment Review

Infrastructure

In the last four years, IT invested heavily in IT infrastructure initiatives. An infrastructure budget was to be set up to ensure the continuity of our IT infrastructure services.

Unfortunately, this budget allocation has not been consistent or sufficient. This lack of sufficient funding has resulted in an increase of hardware and software failures because infrastructure equipment has not been refreshed consistently. Ideally, the district would move away from relying on one-time budget infusions as the financial status of the district improves.

Devices for Staff

In the last four years, we have planned for a four-year refresh cycle for our laptops. It will be another year before we are able to achieve our objective. Measures are taken to extend the life of some of our equipment by outfitting them with Solid State Hard Drives and increasing internal memory. Recycled equipment is provided to Teachers Teaching On Call (TTOCs) and to students needing access to assistive technology to support their learning experience.

Devices for Students

The District Inquiry Project supplies hardware for student use. Students can take the technology home in the Grade 6/7 inquiry program.

We had hoped that the improvements in app deployment technologies in the last few years would have allowed the district to **'lend' apps to student owned devices no matter** if they are Android, Apple or Windows based.

The district continues to research improvements in app deployment technologies that we hope someday will allow the district to 'lend' apps to student owned devices no matter if they are Android, Apple or Windows based.

It is recommended that the Board consider funding student technology as part of the 2019/20 budget process.

Software

IT is focusing on centralizing software services and engaging in collective purchasing through ERAC (Educational Resource Acquisition Consortium). We continue to partner with other school districts and ERAC when purchasing Microsoft Products under "Microsoft Campus Agreement," Adobe Suite and other enterprise class educational software.

Due to our engagement in cloud computing, specifically through Office 365, we can offer our students the entire Microsoft Office Suite for their use at home.

We continue to enhance our systems to monitor and maintain a software database to ensure that we are using these assets and to ensure software compliance.

As for the Enterprise software, we centralized all software maintenance within our budget for better control and effective utilization.

Software – Applications

School District No. 42 is also actively moving toward digital learning resources for students. Apps for tablet computers are quickly replacing textbooks in our schools and district programs.

The IT department has worked closely with the purchasing department to centralize volume app purchases for the district Reading Fluency and Inquiry programs.

All Apple Apps are centrally purchased using the Apple VPP program (Volume Purchasing Program), and centrally distributed/pushed throughout the district using Jamf automation software.

We have worked closely with teachers to produce a list of apps that meet program requirements. Apps are reviewed on a yearly basis.

2019 – 2020 IT Focus

The IT department continues to focus on projects that positively influence teaching and learning in our school district, support business continuity, and promote appropriate and secure data access.

1. Continue Migrating On-Premise Workloads into Microsoft Cloud (Office365 and Azure)

Leveraging the existing Microsoft agreement to continue migrating some of the existing on-premise workloads into Office 365 and Azure and start using some of the security and compliance features that are available for us. Some examples to this are:

- Teams for Education is a hub that brings conversations, content, assignments, and apps together in one place. Educators can create collaborative classrooms, connect in professional learning communities, and communicate with staff – all from a single experience in Office 365 Education.
- Enterprise Mobility allows authorized users (staff, teachers and students) at SD42 to conduct their work in new ways that improve efficiency and increase flexibility. With work between the IT department and business as well as the IT department and education stakeholders, we will determine how best to use mobile technologies:

- Leverage existing and new Mobile Device Management solutions providing assurance that mobile devices are monitored, managed and meet all security requirements - and ensure that IT Policies remain current with acceptable mobile device use.
- Rapidly respond to requests related to imaging new devices / re-imaging existing devices
- Manage the applications - claim back the licenses and redeploy on an as-needed basis.
- Information Security and Privacy - SD42 receives and works with sensitive information including Personal Identifiable Information (PII) that must be kept secure and private, despite a landscape of constantly evolving threats. Our goal is to ensure that information can be shared and used appropriately by authorized persons. To achieve this goal, we do have four main objectives that we will be focusing on:
 - Use of Multi Factor Authentication (MFA) to provide higher level of assurance when accessing SD42 systems
 - Implementing Data Loss Prevention policies to comply with business standards and industry regulations. This includes financial data or personally identifiable information (PII) such as credit card numbers, social insurance numbers, or health records embedded in emails.
 - Classification and Labelling - Configure policies to classify, label, and protect data based on its sensitivity. Classification with Azure Information Protection is fully automatic, driven by users, or based on recommendation.

2. Centralized Virtual Platform

Complete VM migration to the agreed on Virtualized Platform that will allow having a single architecture that can be centrally managed and supported.

3. Continue Upgrading our Systems to Meet our Stringent Security Standards

4. Enterprise Backup and Recovery Solution

Evaluate, decide, plan and deploy an Enterprise Backup and Recovery Solution that decreases existing complexities, and works well as we are building our Disaster Recovery & Business Continuity practices.

5. Define a Technology Unified Communication Strategy / Platform of Choice

We will define a Unified Communication strategy that makes collaboration and communication far easier than it is today with separate set of tools and devices that lacks interoperability or consistent accessibility.

6. Helpdesk Solution

One of the main challenges within technical support is the current Helpdesk solution that is being used, with its limited capabilities. We have started some initial discussions with different vendors.

7. Monitoring Solution

Continue to improve our technology monitoring systems in order to avoid business-impacting application outages and slowdowns. We need to have a monitoring solution in place.

Further enhancements to our monitoring system will include:

- A comprehensive solution capable of monitoring servers, computers, applications, network cloud and other data center services
- Improved integration, interoperability and scalability
- **"Cloud Operation" if available**
- Improved real-time visibility of all the crucial IT Systems / dashboard representation

- Improved reporting and alerting features
- Automate and integrate workflows
- Integration with Helpdesk
- Trend Analysis

8. Data Center HW Refresh

We have several servers that are scheduled for replacement. The hardware is end of life and end of support – which means it is too outdated to perform efficiently.

9. MyEdBC Support

The IT department continues to be deeply involved in the deployment and training of staff on the MyEdBC student information system (SIS). All clerical staff receive a four-hour orientation that includes FOIPPA training and training for commonly performed tasks. Documentation must be continually updated by IT staff as the system is upgraded by the Ministry of Education.

Ongoing items that require consistent and continuing support:

- Maintaining data integrity in MyEDBC to correct input errors.
- Scheduling support for secondary schools.
- New reporting order changes.
- Maintaining staff accounts and security access rights.
- Students and parents require intensive support during reporting periods.
- School start-up and school year-end require a significant amount of manual management of all staff, student and parent accounts.

MyClass Support

MyClass support requirements from parents are high. With all secondary schools now using electronic reporting, students and parents require intensive support during reporting periods. School start-up and school year-end require a significant amount of manual management of all student and parent accounts.

Training

The IT department is deeply involved in training and supporting teachers and staff. Our MyEdBC team is responsible for group training, troubleshooting, fielding questions from our staff and relaying global issues to the Ministry of Education. IT will continue to support and train staff as we activate additional MyEdBC modules as required.

10. Parent Portal Development and Support

With the global adoption of the Parent Portal, all departments have deeply embedded this system into their business operations.

New enhancements to the Parent Portal for the coming 12 months include:

- Bussing Module Enhancement which will increase functionality on dashboard allowing for more detailed reporting and ease of use.
- Redesign the registration module on the Parent Portal to allow flexible registration for generic programs and courses without minimizing the capabilities that are available for Kindergarten and Grade 8 registration.
- Deployment of an Effective Mass Communication Solution integrated with the Parent Portal.

As the Parent Portal has become a core system in our organization, it is recommended that the Board consider allocating ongoing funding for Parent Portal maintenance as part of the 2019/20 budget process. This is essential to ensure the continuum of operation, security and support considering the continuous changes within the given technologies.

11. SD42 My Calculator

The ongoing support requirements for MyCalculator (remedy for restored collective agreement) continue to be overwhelming with each case reported taking a significant amount of time to diagnose and correct. Timely notification of issues reduces the effort required dramatically. We are currently working on developing processes to allow for expedited review of remedy allocations by teachers and school administrators.

Additional reports and functionality continue to be added to the MyCalculator application to facilitate and ease management of remedy allocations.

12. Staffing

In the last couple of years, we have seen a growth in staff and students of our district. This has created an increased workload on the different services offered by IT through technical support staff, the MyEdBC team and the analysts.

It is difficult for the IT department to meet its mandate given the growth in the school district. IT will be submitting budget proposals to address staffing needs.

13. IT Service Management

Servicing and Update Management Strategy and Roadmap

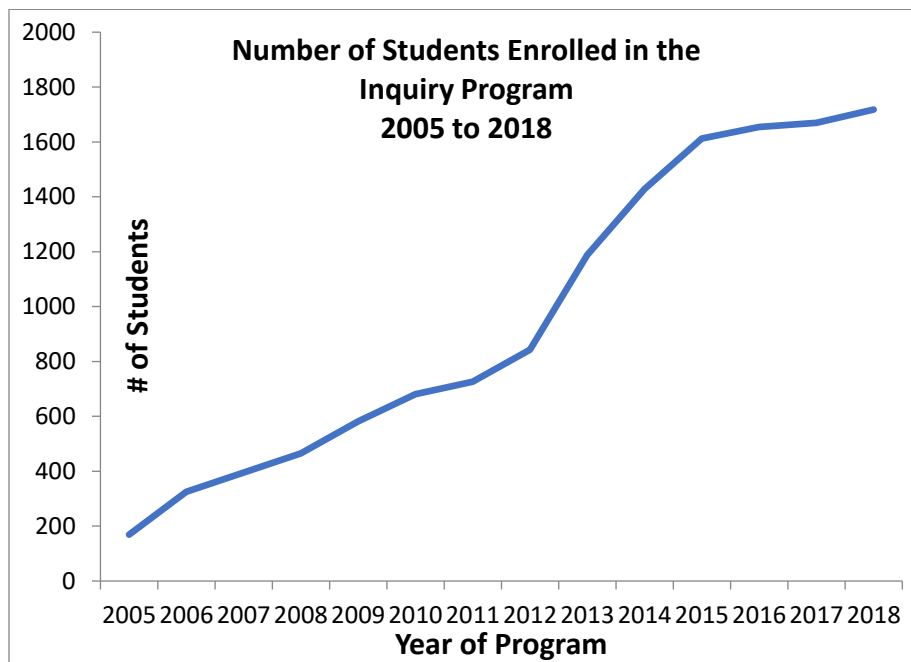
IT is building a Servicing and Update Management Strategy and Roadmap to enable continuous, evergreen, lifecycle management of quality and feature updates focusing on people, process and technology capabilities in SD42.

Technology in the Classroom

District Wide Educational IT Initiatives

Inquiry in the Classroom

Maple Ridge - Pitt Meadows School District is a strong supporter of innovation and student engagement. Over the last 14 years we have grown our one-to-one iPad project from seven classes to almost all grade 6/7 classes across the district.



Students today need an increasing array of skills that enable them to meet new challenges, solve problems, and use the tools and technology of today and tomorrow. Inquiry and challenge-based learning combine the strengths of traditional learning with new directions that engage students and extend and deepen their learning.

In the district iPad inquiry program, students are encouraged to work creatively and critically. For example, students are expected to use powerful reasoning to critically solve problems and to create meaningful and memorable projects that have an impact on their audience. All teachers have admin access and privileges on all the devices in their classroom. This allows them to efficiently change the settings and software needed to effectively individualize learning.

The BC Ministry of Education's new curriculum and competencies support and align very well with our current practice. The Inquiry Program is about empowering students through real-world learning that makes a difference to the individual and develops the skills needed to be successful in the 21st century. The inquiry program is a model of **customized learning that aligns perfectly with the Ministry of Education's direction regarding customization of curriculum.**

Internet safety and the development of healthy digital habits are a priority for the Inquiry Program. School District No. 42 actively works with students in the Inquiry Program to build awareness of digital issues and reinforces positive digital habits.

Considering all these complexities, the Inquiry Program has grown over the previous 14 years into a mostly self-sustaining teaching model where experienced inquiry teachers work with teachers who are new to the program. Teachers are able to access a variety of supporting documents online, access the Intermediate Helping Teacher and participate in a new online locally developed course that highlights key needs and issues related to inquiry teaching and integrating technology into the curriculum.

MyPortfolio - Formative Assessment Practices

For over eight years staff in School District No. 42 have explored a better way to communicate student learning. Instead of producing a formal written report card, teachers met with students and parents to conduct a reporting conference. Through the use of student portfolios, parents are able to see a sample of student work in several **learning areas and are able to look at their child's progress over time.**

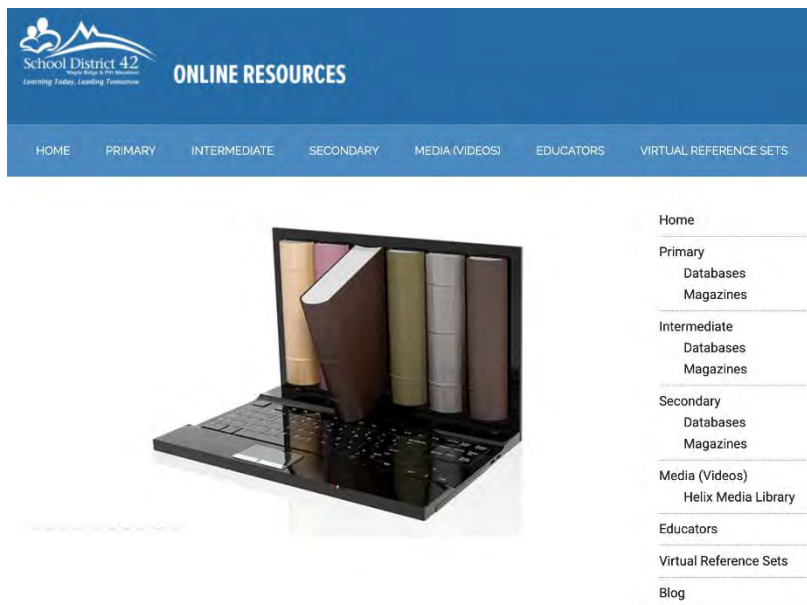
To further support this reporting method, School District No. 42 is providing all elementary teachers and students a free online portfolio through MyPortfolio. MyPortfolio gives students an electronic portfolio that accompanies them throughout their educational career.

School District No. 42 started this project with five pilot teachers who were utilizing the MyPortfolio platform in September 2016. As of January 2019, we now have over 600 elementary teachers utilizing this powerful tool with their students.

Coding in the Classroom – Sphero Robotics

Since 2016, all schools in School District No. 42 are currently involved in a computer coding initiative that involves hands-on learning, robotics and solving real world issues. The Sphero coding project gives students the tools to program robots to solve real-world problems utilizing the Scratch programming language developed at MIT. Teams of teachers from each school have been trained on utilizing these new tools to create dynamic lessons for their students.

Digital Learning Resources



All School District No. 42 students have access to thousands of online resources and tools whenever they need them. These learning resources allow students to dynamically change the reading level of the resource. Students can also easily use speech to text to take notes or review a math practice video many times. School District No. 42 vets, licenses and collates these literacy, science, socials and math resources for **students on our district's digital learning resource website at**

<https://onlineresources.sd42.ca>

IT Capital Budget

2018-2019 Current Capital Budget

The current capital IT budget is summarized below.

	2018-2019
Laptops	\$273,741
Servers	\$116,918
Storage	\$58,260
Phone Systems	\$65,000
Switches	\$80,000
Wireless	\$88,170
Other IT infrastructure	\$43,778
Total	\$725,867

Estimated IT Capital Budget Requirements 2019-2024

The following section provides expected expenditures in each product category for the next five years. Infrastructure cost projections **are based on today's costs** with no additional services added to what SD42 already offers to our staff and students.

Appropriate annual funding for infrastructure upgrades is part of a proactive strategy to prevent outages and funding shortages at certain years.

The inventory below details the current state of the technology in our district.

Laptops

The laptop numbers and costs include devices used by teachers, administrators, DEO staff, board and facilities staff. These numbers do not reflect the additional laptops needed due to the projected growth in student enrolment in the coming years. The policy changes to supply laptops to part-time teachers has had a significant impact.

Laptops (Refresh Cycle 4 Years)

Fiscal Year	2019/20	2020/21	2021/22	2022/23	2023/24
PC	215	96	84	65	65
Mac	286	48	103	14	14
Total Laptops	501	144	187	79	79
Total Cost	\$587,244	\$172,275	\$219,607	\$95,756	\$95,756

Servers

Estimates are based on services offered at this time. Any new services would require additional hardware resources.

Servers (Refresh Cycle 4 Years)

	2019/20	2020/21	2021/22	2022/23	2023/24
Servers Replaced	31	5	3	3	5
Total Cost	\$222,232	\$124,450	\$53,598	\$53,598	\$93,598

Storage (SAN)

Storage (Refresh Cycle 4 Years)

Fiscal Year	2019/20	2020/21	2021/22	2022/23	2023/24
Storage Replaced	0	1	0	0	0
Total Cost	\$0	\$300,000	0	0	0

Phone System

Age of SD42 Phones systems	<1 yr	2 yrs	3 yrs	4 yrs	5 yrs	10 yrs +
Total Number	3	3	2	3	4	16

Phone Systems (Refresh Cycle 6 Years)

	2019/20	2020/21	2021/22	2022/23	2023/24
Phone Systems Replaced	4	4	4	4	4
Total Yearly Cost	\$67,333	\$67,333	\$67,333	\$67,333	\$67,333

The current IT staff can only support the upgrade of up to four phone systems per year. In the event of phone system failure, emergency phone lines can be deployed at the site with minimal disruption to school operations.

A full set of phones is maintained in inventory to allow for emergency replacement of a phone system.

Wireless Systems

Age of SD42 wireless systems	<1 yr	2 yrs	3 yrs	4 yrs	5 yrs	6 yrs +
Total Number	0	0	20	6	4	0

Wireless Systems (Refresh Cycle 6 Years)

	2019/20	2020/21	2021/22	2022/23	2023/24
Wireless Replaced	2	6	20	4	2
Total Cost	\$140,000	\$260,000	\$600,000	\$120,000	\$140,000

- Approximate cost per Access Point and licensing is \$1,000
- Average number of Access Points in secondary schools is 70 AP
- Average number of Access Points in Elementary School is 30 AP

Network Switches

Age of SD42 Switches	1 yr	2 yrs	3 yrs	4yrs	5yrs	10yrs +
Total Number	30	10	55	2	4	86

Network Switches (Refresh Cycle 10 Years)

	2019/20	2020/21	2021/22	2022/23	2023/24
Switches Replaced	20	20	20	20	20
Total Cost	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000

Summary of IT Capital Budget Requirements 2019-2024

Estimated Capital Budget Required by Year

	2019/20	2020/21	2021/22	2022/23	2023/24	Average
Laptops	\$587,244	\$172,275	\$219,607	\$95,756	\$95,756	\$234,128
Servers	\$71,464	\$107,196	\$293,040	\$53,598	\$93,598	\$109,495
Storage	\$0	\$300,000	\$0	\$0	\$0	\$60,000
Phone Systems	\$67,333	\$67,333	\$67,333	\$67,333	\$67,333	\$67,333
Switches	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000
Wireless	\$140,000	\$260,000	\$600,000	\$120,000	\$140,000	\$252,000
Other IT infrastructure	\$62,756	\$62,756	\$62,756	\$62,756	\$62,756	\$62,756
TOTAL	\$1,008,797	\$1,049,560	\$1,322,736	\$479,443	\$539,443	\$879,996

These projections do not allow for any devaluation of the Canadian dollar or inflationary cost increases.

Software Licenses Budget

Estimated Annual Cost

	2019/20	2020/21	2021/22	2022/23	2023/24
Software Licenses	\$692,640	\$692,640	\$692,640	\$692,640	\$692,640

These projections do not allow for the yearly increases of software licenses due to acquisition of new hardware and software nor any devaluation of the Canadian dollar.

IT Projects 2019-2020

Network and Hardware Infrastructure		
VPP to School Manager	Spring 2019	On-going
Cabling - Golden Ears Elementary and Sub of THSS	Spring 2019	Scheduled
Department File Shares	Spring 2019	On-going
Re-Assess DR	Spring 2019	On-going
WiFi - Terms of Use	Spring 2019	On-going
WiFi - User Experience Improvements	Spring 2019	On-going
WiFi - System / Access Points Pilot	Spring 2019	On-going
Cyber Security Enhancements - MoE	Spring 2019	Scheduled
Office 365 ProPlus Deployment	Spring 2019	Scheduled
District wide switches/routers upgrades	On-going	On-going
*Labs / Carts upgrades	Summer 2019	Scheduled
*Student laptop project (iMac replacement)	Summer 2019	Scheduled
New and existing teacher laptop (400 laptops)	Summer 2019	Scheduled
Intune Implementation	TBD	TBD
System Center Configuration Manager upgrades	Summer 2019	Scheduled
Jamf Upgrade (Apps maintenance)	Summer 2019	Scheduled
New School - Technology Deployment	Summer 2019	Scheduled
Facility wiring upgrades	Summer 2019	Scheduled
Blue Mountain Phone upgrade	Summer 2019	Scheduled
Pitt Meadows Elementary Phone upgrade	Summer 2019	Scheduled
Phone system district re-organization	Summer 2019	Scheduled
Servers and Systems		
MyPortfolio Support	On-going	On-going
Document Imaging	On-going	On-going
PowerSchool - Req Web, New Products	On-going	On-going
Enterprise Data Protection	Summer 2019	Scheduled
Help Desk Implementation	Summer 2019	Scheduled
SAN migration	Summer 2019	On-going
Hyper-V migration	Summer 2019	On-going
Secondary Schools Sites to 365	Summer 2019	On-going
Data Governance / Retention	Winter 2019	Scheduled
Database Upgrade	Winter 2019	Scheduled
Email Servers Decommissioning	Winter 2019	Scheduled
Enterprise Monitoring Improvements	Spring 2020	Scheduled
IT Service Management Improvements	Spring 2020	Scheduled
Parent Portal and Web Services		
Bussing Module Enhancements	Spring 2019	Scheduled
Redesign / Rewrite Registration Module	TBD	TBD

Deployment of an Effective Mass Communication Solution integrated with the Parent Portal	Spring 2019	Scheduled
Replace Pro-D site / upgrade it	Spring 2019	Scheduled
Technology Advisory Committee	Fall 2019	Scheduled



ITEM 11

To: Board of Education

From: Superintendent
Sylvia Russell

Re: SUPERINTENDENT'S UPDATE

Date: February 13, 2019
(Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive the Superintendent's Verbal Update, for information.

To: Board of Education

From: Secretary Treasurer
Flavia Coughlan
Assistant Secretary Treasurer
Monica Schulte

Re: ENROLMENT PROJECTIONS

Date: February 13, 2019
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

Every year, the Ministry of Education requests that school districts provide a three-year enrolment projection for the purposes of projecting operating grant requirements. The Enrolment Projections Committee has prepared and will submit to the Ministry the attached enrolment projections for the years 2019/20, 2020/21 and 2021/22 (Attachment A).

The three-year headcount enrolment projections for students enrolled in regular K-12 schools were prepared using the following data:

- enrolment projections from the Baragar system;
- five year average (grade-to-grade) transition rates; and
- local knowledge of recent and historical enrolment trends.

For 2019/20, enrolment estimates include an adjustment for grades 10 to 12 where we estimated that the student full time equivalent (FTE) enrolment will exceed the estimated student headcount enrolment at the same rate as realized in 2018/19. For 2019/20 the funding unit is full time equivalent student enrolment defined as a student enrolled in eight courses.

For 2020/21 and 2021/22, enrolment for all grades is estimated based on all projected head count **enrolment** being funded as no more than one full time equivalent. The assumption for 2020/21 and 2021/22 is that the Ministry of Education will implement the recommendation from the Report of the Funding Model Review Panel which states: *'The Ministry should base funding allocations for school-age education programming on the number of students, rather than on the number of courses being taken. The Ministry should phase out the current course-based funding model by the 2020/21 school year'*.

For 2019/20 it is estimated that the regular school age full time equivalent (FTE) student enrolment will increase by 285 FTE (from 14,287.125 FTE in 2018/19 to 14,572.125 FTE in 2019/20). Summer Learning Grades 1 – 7 student enrolment is expected to increase by 16 FTE while student enrolment for Grades 8 – 9 and Grades 10 – 12 is expected to decrease by 77 FTE. Enrolment in alternate schools is anticipated to decrease by 48.125 FTE while Continuing Education and Distributed Learning are anticipated to remain the same.

For students with special needs, no change is projected for Level 1, an additional 37 students are projected for Level 2 and an additional 7 students for Level 3. English Language Learners enrolment is projected to increase by 70 students. Enrolment for Aboriginal Education and Non-Graduated Adults is anticipated to remain the same.

While February and May enrolment counts are difficult to predict at this time, no change from the most recent comparative count is anticipated **for** Continuing Education or Distributed Learning enrolment. In 2018/19 an increase of 16.23 FTE students with special needs in Level 2 enrolment was experienced, however this is not typical so the projected enrolment for 2019/20, 2020/21 and 2021/22 is 5 FTE and is consistent with Ministry of Education projections.

For 2020/21 an enrolment increase of 129 FTE school age regular student FTE is projected. A further increase of 396 FTE school age regular student FTE is projected for 2021/22.

Not included in the attached submissions are the projections for Graduated Adults enrolment which is estimated to remain unchanged over the next three years. Also, not included in the submission is International Education enrolment projection which is projecting a change in the mix of students but no net overall change (increase in elementary of 21 FTE students and a decrease in secondary for 21 FTE students) for the next three years.

These enrolment projections will form the base for the Ministry of Education estimated Operating Grants for 2019/20 which will be announced no later than March 15, 2019. Also, staff will be using these projections in the building of the 2019/20 Preliminary Operating Budget.

RECOMMENDATION:

THAT the Board receive the Secretary **Treasurer's report on Enrolment Projections** for information.

Attachment

Data Collection of Estimated Enrolments for 2019/20, 2020/21 and 2021/22

Version 1 - Revised 03/01/19

Step 1: Enter your school district number here: **42** **Maple Ridge-Pitt Meadows**
Ministry of Education enrolment trend estimates are automatically filled once a school district number is entered above.

Step 2: Enter your district's enrolment estimates in the shaded cells of the District column for each of the three years displayed.

	2018/19 Interim Base		Estimated Enrolment						Notes
			2019/20		2020/21		2021/22		
	District	Ministry*	District	Ministry*	District	Ministry*			
July Enrolment Count									
Summer Learning: Grades 1-7 Headcount Enrolment	634	650	634	650	634	650	634		
Summer Learning: Grades 8-9 Course Enrolment	132	230	132	230	132	230	132		
Summer Learning: Grades 10-12 Course Enrolment	455	450	455	450	455	450	455		
Grade 8 & 9 Cross-Enrolment Courses	0	0	0	0	0	0	0		
September Enrolment Count - School-Age Basic Allocation									
K-12 Standard (Regular) Schools FTE (School-Age)	14,287.1250	14,572.1250	14,508.6852	14,701.1250	14,768.3417	15,097.1250	15,003.9374		
Continuing Education FTE (School-Age)	8.3750	8.3750	8.3750	8.3750	8.3750	8.3750	8.3750		
Alternate Schools FTE (School-Age)	253.1250	205.0000	253.1250	205.0000	253.1250	205.0000	253.1250		
Distributed Learning FTE (School-Age)	18.8750	18.8750	18.8750	18.8750	18.8750	18.8750	18.8750		
Total Estimated School-Age Enrolment	14,567.5000	14,804.3750	14,789.0602	14,933.3750	15,048.7167	15,329.3750	15,284.3124		
Change from Previous Year		236.8750	221.5602	129.0000	259.6565	396.0000	235.5957		
September Enrolment Count - Unique Student Needs									
Level 1 Special Needs FTE	17	17	17	17	17	17	17		
Level 2 Special Needs FTE	663	700	704	725	747	750	793		
Level 3 Special Needs FTE	233	240	242	245	251	255	260		
English Language Learning FTE	655	725	784	785	938	865	1,123		
Aboriginal Education FTE	1,289	1,289	1,314	1,289	1,340	1,289	1,367		
Adult Education FTE (Non-Graduates only)	24.2500	24.2500	24.2500	24.2500	24.2500	24.2500	24.2500	Do not include Graduated Adult enrolment	
February Enrolment Count - Continuing Education, Distributed Learning, Special Needs Growth and Newcomer Refugees									
Continuing Education FTE - School-Age	5.0000	2.1250	5.0000	2.1250	5.0000	2.1250	5.0000	Include only new post-September enrolment activity	
Continuing Education FTE - Non-Graduate Adults	35.0000	26.6250	35.0000	26.6250	35.0000	26.6250	35.0000	Do not include Graduated Adult enrolment	
Distributed Learning FTE K-Grade 9 (School-Age)	0.0000	1.8750	0.0000	1.8750	0.0000	1.8750	0.0000		
Distributed Learning FTE Grades 10-12 (School-Age)	20.0000	25.8750	20.0000	25.8750	20.0000	25.8750	20.0000	Include only new post-September enrolment activity	
Distributed Learning FTE - Non-Graduate Adults	2.0000	5.5000	2.0000	5.5000	2.0000	5.5000	2.0000	Do not include Graduated Adult enrolment	
Level 1 Special Needs FTE Growth (All Schools)	0	0	0	0	0	0	0		
Level 2 Special Needs FTE Growth (All Schools)	5	5	5	5	5	5	5		
Level 3 Special Needs FTE Growth (All Schools)	5	5	5	5	5	5	5		
Newcomer Refugees FTE (Standard & Alternate only)	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000	Include only new post-September enrolment activity	
ELL FTE (applies to Newcomer Refugees only)	0	0	0		0	0	0		
May Enrolment Count - Continuing Education and Distributed Learning									
Continuing Education FTE - School-Age	20.0000	20.0000	20.0000	20.0000	20.0000	20.0000	20.0000	Include only new post-February enrolment activity	
Continuing Education FTE - Non-Graduate Adults	35.0000	35.0000	35.0000	35.0000	35.0000	35.0000	35.0000	Do not include Graduated Adult enrolment	
Distributed Learning FTE K-Grade 9 (School-Age)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		
Distributed Learning FTE Grades 10-12 (School-Age)	20.0000	20.0000	20.0000	20.0000	20.0000	20.0000	20.0000	Include only new post-February enrolment activity	
Distributed Learning FTE - Non-Graduate Adults	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000		

***Notes:** Ministry estimates for school-age FTE enrolment in standard (regular) schools are determined by applying the Ministry-projected percentage change in enrolment for each district to the funded school-age FTE enrolment as used in the 2018/19 operating grant autumn recalculation

Special Needs, ELL and Aboriginal Education have been estimated using five-year enrolment trends.

Continuing Education, Distributed Learning, Alternate Schools, Adult FTE, Summer Learning and Grade 8-9 Cross-Enrolment enrolment totals are all carried forward from the 2018/19 operating grant autumn recalculation.

Enrolments for February and May are carried forward from estimates contained in the 2018/19 operating grant autumn recalculation.

Step 3: Enter estimates for the cause of your district's student movement for 2019/20. Include any relevant key assumptions that your district has made in its estimates in the Comments column.

September 2019 Enrolment Count - Estimated School-Age Enrolment Movement		
Please provide additional detail for the Change from Previous Year line above by indicating the reasons that your district anticipates enrolment change in the lines below:		
	2019/20	Comments:
Net provincial in-migration	0.0000	
Net international in-migration	0.0000	
Net migration to/from independent schools	0.0000	
Net other entrances/exits (to/from other districts, graduates, Kindergarten)	0.0000	
Total Estimated School-Age Enrolment Movement	0.0000	

Step 4: Our district has considered all of the factors noted in the checklist provided in developing this estimate.

Yes: ☒ X No: ☐

Step 5: Please provide a contact for follow-up questions:

Name: Flavia Coughlan
Title: Secretary Treasurer
Email address: Flavia_Coughlan@sd42.ca

Step 6: When you have completed this form, please e-mail it to Michael Lebrun, Funding Analyst, Ministry of Education at:
<mailto:Michael.Lebrun@gov.bc.ca?subject=SD 42 Enrolment Estimates> no later than Friday, February 15, 2019



ITEM 13

To: Board of Education

From: Education Advisory Committee

Re: RECEIVE MINUTES OF MEETING

Date: February 13, 2019
(Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive the January 30, 2019 Minutes of the Education Advisory Committee, for information.

Attachment

SD42 Education Advisory Committee

Meeting Minutes

January 30, 2019



In attendance

- Pascale Shaw (Trustee)
- Elaine Yamamoto (Trustee)
- Chris Schultz (DPAC)
- Suzanne Hall (MRTA)
- Shannon Derinzy (Assistant Superintendent)
- Harry Dhillon (Deputy Superintendent)

Agenda:

- Review of Education Committee Terms of Reference - Harry
- Confirmation of dates/times for next meets as: March 6, 2019 (6-7:30 pm) and May 8, 2019 (6-7:30 pm)
- Overview of BAA course submissions followed by discussion/questions
- Formulation of BAA recommendations to Board of Education (for Feb. 13, 2019 Board Meeting).

Recommendations:

1. That the Board of Education retire the following existing Board Authority/Authorized Courses effective the end of the 2018/19 school year:
 - Advanced Soccer 11/12 – likely coming next year
 - Aviation 11
 - Bicycle Maintenance and Repair 11 and 12
 - Business Administration Assistant 12
 - Chess 11
 - Costume Design and Construction 11
 - Digital Video and Animation 11 and 12
 - Inquiry into Sustainability 12
 - Introduction to the Food Industry 12
 - Music History 11
 - Music Technician 11 and 12
 - Outdoor Education Advanced Fishing 11
 - Peer Counselling 11
 - Peer Leadership 11 and 12
 - Peer Tutoring 11 and 12
 - Masonry 11 and 12

2. That the Board of Education approve the following Board Authority/Authorized Course effective for the 2019/20 school year:

- Applications for Learning 10
- Applications for Learning 11
- Applications for Learning 12
- Athletic Leadership 11
- Athletic Leadership 12
- Community Service Learning 12
- Criminology 12
- Digital Game Design 11
- Digital Game Design 12
- ELL Canadian Studies 10
- ELL Academic Writing 11
- English Language Development 11
- Equestrian Studies 11 (Academy)
- Equestrian Studies 12 (Academy)
- Food Studies: Baking 11
- Guided Inquiry 11
- Guided Inquiry 12
- Ice Hockey Skills 11
- Ice Hockey Skills 12
- International Language, Culture and Travel 11
- Intramurals 11
- Intramurals 12
- Keyboarding 11
- Languages for Travel 12
- Leadership 11
- Leadership 12
- Library Science 11
- Link Crew 11
- Link Crew 12
- Peer Social Support 12
- Principals of Social Interactions 10
- Principals of Social Interactions 11
- Principals of Social Interactions 12
- Psychology 11
- Psychology 12
- Sociology 12
- Strength Training 11
- Strength Training 12
- Student Aide 11
- Student Aide 12
- Student Aide 12 Advanced
- Tabletop Game Design 11
- Textile Arts and Crafts 11
- Yoga 11



ITEM 14

To: Board of Education

From: Chairperson
Korleen Carreras

Re: BCSTA AGM RESOLUTIONS

Date: February 13, 2019
(Public Board Meeting)

Decision

The BC School Trustees Association is accepting resolutions for the Annual General Meeting scheduled to take place from April 25 – 28, 2019.



ITEM 15

RECORD

Pursuant to provisions of 72 (1) of the *School Act*, the following report is a general statement of: (a) matters discussed; and (b) the general nature of decisions resolved at the following meetings from which persons other than Trustees or officers of the Board, or both were excluded:

December 12, 2018 Closed

Call to Order	Meeting called to order at 9:04 a.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as circulated
Approval of Minutes	Approved as circulated
Superintendent Decision Items	Approved as circulated
Secretary Treasurer Decision Item	Approved as circulated
Recession	Meeting recessed at 10:14 a.m.
Reconvene	Meeting reconvened at 4:12 p.m.
Motion to Extend Meeting	Approved
Superintendent Information Item	Received
Secretary Treasurer Information Item	Received
Board Committees	Received
Adjournment	Meeting adjourned at 4:51 p.m.

December 12, 2018 Special Closed

Call to Order	Meeting called to order at 1:00 p.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as circulated
Approval of Procedure	Approved
Decision Item	Approved
Adjournment	Meeting adjourned at 4:05 p.m.