OPERATIONS POLICY AND PLANNING COMMITTEE

Monday, January 14, 2019 at 7:00 P.M.

REGULAR MEETING

OPPs Agendas and Minutes available at:

https://www.sd61.bc.ca/board-of-education/meetings/operations-meetings/

NEXT OPPs MEETING IS SCHEDULED FOR:
Monday, February 11, 2019 at 7:00 P.M.

The Board of Education of School District No. 61 (Greater Victoria)

OPERATIONS POLICY AND PLANNING COMMITTEE

Dialogue with the public is welcome during standing committee meetings.

Regular Agenda for Monday, January 14, 2019 – 7:00 p.m.

Board Room - Administration Offices, Tolmie Building

Chairperson: Trustee Whiteaker

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

Estimated Times		Presenter	Status	Attachment
7:00-7:05	**1. APPROVAL OF THE AGENDA**			Pgs. 1-2
	2. APPROVAL OF THE MINUTES			
7:05-7:10	A. Operations Policy and Planning Committee Meeting of Monday, December 10, 2018			Pgs. 3-7
	3. BUSINESS ARISING FROM MINUTES			
	4. PRESENTATIONS TO THE COMMITTEE			
7:10-7:15	A. SJ Willis Proposal	Leah Moreau		
7:15-7:20	B. Lambrick Park Fieldhouse Project	Tina Pierik		
	5. SUPERINTENDENT'S REPORT			
7:20-8:20	A. Board/Authority Authorized (BAA) Courses	Colin Roberts	Motion	Pgs. 8-132

Recommended Motion:

i) That the Board of Education of School District No. 61 (Greater Victoria) approve the following Board/Authority Authorized courses: Auto Body 11A, Auto Body 11B, Auto Body 12A, Auto Body 12B, Automotive Service and Repair 11, Automotive Service & Repair 12, Aviation Fabrication 12, Aviation Systems and Design 12, Design and Innovation 11, Design and Innovation 12, ELL Learning Strategies 10, Gender and Sexuality in Society 12, Icons through Art History 12, Indigenous Theatre and Leadership 11, Introduction to Aviation 12, Introduction to Hairstylist 10, Yoga for Mindfulness 10, and Yoga for Mindfulness 12.

	6. PERSONNEL ITEMS			
	7. FINANCE AND LEGAL AFFAIRS			
8:20-8:30	A. 2018-2019 Funding Update	Mark Walsh	Information	Pgs. 133-136
8:30-8:40	B. 2019-2020 Partner Group Budget Input	Mark Walsh	Information	Pg. 137
8:40-8:50	C. Funding Formula Review Update	Mark Walsh	Information	Pg. 138
	8. FACILITIES PLANNING			
	9. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS			

10. NEW BUSINESS

8:50-9:00 A. Naming School Sites — Trustee Whiteaker — Motion

Recommended Motion:

i) That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Sub-Committee to review the current policies and regulations on naming school sites to ensure they are in compliance with the revised Provincial Naming Privileges policy.

9:00-9:05 B. Trustee Questions Pg. 139

11. NOTICE OF MOTION

12. GENERAL ANNOUNCEMENTS

13. ADJOURNMENT

Operations Policy and Planning Committee Meeting
December 10, 2018 – Tolmie Boardroom

REGULAR MINUTES

Committee Members Present: Rob Paynter, Committee Chair; Angie Hentze; Elaine Leonard; Ann Whiteaker; Jordan Watters, Board Chair (Ex-Officio)

Other Trustees Present: Diane McNally, Ryan Painter

Administration:
Shelley Green, Superintendent of Schools; Mark Walsh, Secretary-Treasurer; Deb Whitten, Deputy Superintendent; Greg Kitchen, Associate Superintendent; Colin Roberts, Associate Superintendent; Katrina Stride; Associate Secretary-Treasurer; Ted Pennell, Director, Information Technology; Lisa McPhail, Communications Officer

The meeting was called to order at 7:00 p.m.

Chair Paynter recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

1. APPROVAL OF THE AGENDA

It was moved by Trustee Leonard:

That the December 10, 2018 regular agenda be approved with the following addition:
10. New Business, B. Esquimalt High Turf Field.

Motion Carried Unanimously

2. APPROVAL OF THE MINUTES

It was moved by Trustee Leonard:

That the November 13, 2018 Combined Education Policy and Directions Committee and Operations Policy and Planning Committee meeting minutes be approved.

Motion Carried Unanimously

3. BUSINESS ARISING FROM MINUTES – None

4. PRESENTATIONS TO THE COMMITTEE

A. Spectrum Athletic Facilities

Bruce Bidney, Principal, Spectrum Community School; Dominic Butcher, Athletics Director/Teacher, Spectrum Community School; and Audrey Smith, President, Spectrum Community School PAC presented the committee with information about the proposed athletic facilities at Spectrum Community School.

Trustees asked questions of clarification and proposed the following motion.

It was moved by Trustee Whiteaker:

That the Board of Education of School District No. 61 (Greater Victoria) approve a feasibility study for an all-weather turf field and "pop-up" ice rink at the Spectrum Community School site by the school's STAR Committee at no cost to the Board.

Further discussion ensued and an amendment was proposed.

It was moved by Trustee Leonard:

That the motion, "That the Board of Education of School District No. 61 (Greater Victoria) approve a feasibility study for an all-weather turf field and "pop-up" ice rink at the Spectrum Community School site by the school's STAR Committee at no cost to the Board.", be split into two motions: 1) "That the Board of Education of School District No. 61 (Greater Victoria) approve a feasibility study for an all-weather turf field at the Spectrum Community School site by the school's STAR Committee at no cost to the Board.", and 2) "That the Board of Education of School District No. 61 (Greater Victoria) approve a feasibility study for a "pop-up" ice rink at the Spectrum Community School site by the school's STAR Committee at no cost to the Board."

Motion Defeated

For: Trustee Leonard
Against: Trustees Angie Hentze, Rob Paynter, Jordan Watters, and Ann Whiteaker

Chair Paynter called for a vote on the main motion.

It was moved by Trustee Whiteaker:

That the Board of Education of School District No. 61 (Greater Victoria) approve a feasibility study for an all-weather turf field and "pop-up" ice rink at the Spectrum Community School site by the school's STAR Committee at no cost to the Board.

Motion Carried

For: Trustees Angie Hentze, Rob Paynter, Jordan Watters, and Ann Whiteaker
Against: Trustee Leonard

5. SUPERINTENDENT'S REPORT

A. Recognition of Student Representative

Superintendent Green welcomed Rosemary Alberts, student representative from Reynolds Secondary School.

B. Boundary Review Update

Lisa McPhail, Communications Officer, provided the committee with an overview of the quantitative and qualitative results of the recent community survey related to the boundary review. Colin Roberts, Associate Superintendent, reviewed projected enrolment and highlighted the schools expected to exceed capacity in future years.

Trustees and stakeholders asked questions of clarification of Ms. McPhail, Mr. Roberts, and Secretary-Treasurer Walsh.

6. PERSONNEL ITEMS – None

7. FINANCE AND LEGAL AFFAIRS

A. Theatre Rental Rates

Secretary-Treasurer Walsh and Katrina Stride, Associate Secretary-Treasurer, provided the committee with proposed changes to the District's theatre rental rates. The most significant changes include a differentiated rate between performances and rehearsals, a minimum 3-hour block for performances, and a rate reduction for not-for-profit groups.

Discussion ensued amongst Trustees and questions of clarification were asked of Secretary-Treasurer Walsh and Ms. Stride.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) approve the revised theatre rental rates.

Motion Carried Unanimously

B. Greater Victoria Foundation for Learning

Secretary-Treasurer Walsh provided the Committee with background information on the Greater Victoria Foundation for Learning. Secretary-Treasurer Walsh provided the Committee with three potential alternatives for the future of the Foundation: 1) support the immediate reinvigoration of an arms-length Foundation with an influx of budget to support its activities, 2) dissolve the Foundation and fundraise under the District's existing registered charity status, or 3) not support the immediate reinvigoration of the Foundation, but retain the Foundation in the event that there is desire to reinvigorate it in the future.

Trustees and stakeholders asked questions of Secretary-Treasurer Walsh.

C. Managed Print Services Strategy Update

Ted Pennell, Director, Information Technology, provided the Committee with an update on the Managed Print Services (MPS) Strategy. Aaron Norris, Vice-Principal at Mount Douglas Secondary provided feedback on his experience with the implementation of MPS at Mount Douglas Secondary and the resulting cost savings to the school and district. Secretary-Treasurer Walsh advised Trustees that the outcomes of the pilot implementations would be evaluated and the topic would return to a future Operations Policy and Planning meeting for a decision on District-wide implementation.

D. Policy Sub-Committee Report

Secretary-Treasurer Walsh presented the Committee with the feedback received from stakeholder groups regarding Policy and Regulation 6163.7 *Classroom Pets*.

Discussion ensued amongst Trustees and the following motion was moved.

It was moved by Trustee Whiteaker:

That the Operations Policy and Planning Committee refer Policy and Regulation 6163.7 *Classroom Pets* back to the Policy Sub-Committee to review and incorporate the stakeholder feedback.

Motion Carried Unanimously

E. 2019-2020 Budget Plan

Secretary-Treasurer Walsh presented the Committee with the 2019-2020 Budget Plan.

Trustees suggested a revision to the dates for outreach to community and education partners. The end date for the outreach from December 11 to January 2 was changed to January 11. A second set of outreach dates was added from January 15 to February 8. It was discussed that the input received from the outreach would be provided as handouts at subsequent Operations Policy and Planning committee meetings.

8. FACILITIES PLANNING

A. Archives Update

Secretary-Treasurer Walsh presented the Committee with updated information regarding the housing of the District Archives in the Tolmie Building. Secretary-Treasurer Walsh advised that three options were evaluated and a decision was made to create new archives space by shifting existing office and storage space.

9. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS – None

10. NEW BUSINESS

A. Trustee Questions

Trustees asked questions pertaining to the possibility of embedding presentations into electronic meeting minutes, the work that would need to be done to bring the Esquimalt theatre up to adequate standards, and requested a report on the rental priorities and process for community members to book school facilities.

B. Esquimalt High Turf Field

Trustee Whiteaker presented her rationale for asking for early support to engage with partners on the submission of a grant application to fund the installation of a turf field at Esquimalt High School.

It was moved by Trustee Whiteaker:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to engage with appropriate partners to create a draft Memorandum of Understanding for the Esquimalt High Turf Field that may be included in a joint grant application submission for funds for the project and that a final agreement be brought back to the Board for approval following the success of the funding application.

Motion Carried Unanimously

11. NOTICE OF MOTION – None

12. GENERAL ANNOUCEMENTS – None

13. ADJOURNMENT

It was moved by Trustee Watters:

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 9:34 p.m.

Greater VICTORIA School District

DEB WHITTEN, DEPUTY SUPERINTENDENT 250-475-4117
GREG KITCHEN, ASSOCIATE SUPERINTENDENT 250-475-4220
COLIN ROBERTS, ASSOCIATE SUPERINTENDENT 250-475-4220

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8 FAX: 250-475-4115

To: Operations Policy and Planning Committee

From: Colin Roberts, Associate Superintendent

Date: January 14, 2019

RE: **Board/Authority Authorized (BAA) Courses**

Please see the list below of new Grade 10, 11, and 12 BAA courses which require Board approval:

Auto Body 11A, 11B, 12A and 12B; Automotive Service and Repair 11 and 12; Aviation Fabrication 12; Aviation Systems and Design 12; Design Innovation 11 and 12; ELL Learning Strategies 10; Gender and Sexuality in Society 12; Icons Through Art History 12; Indigenous Theatre and Leadership 11; Introduction to Aviation 12; Introduction to Hairstylist 10; Yoga for Mindfulness 10 and Yoga for Mindfulness 12.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the new Board/Authority Authorized courses: Auto Body 11A, Auto Body 11B, Auto Body 12A, Auto Body 12B, Automotive Service and Repair 11, Automotive Service and Repair 12, Aviation Fabrication 12, Aviation Systems and Design 12, Design Innovation 11, Design Innovation 12, ELL Learning Strategies 10, Gender and Sexuality in Society 12, Icons Through Art History 12, Indigenous Theatre and Leadership 11, Introduction to Aviation 12, Introduction to Hairstylist 10, Yoga for Mindfulness 10 and Yoga for Mindfulness 12.

New BAA Courses - January 14, 2019 OPPS Meeting

Course Name	Teacher	School	
AutoBody 11a, 11b, 12a, 12b	Kevin Blecic	Vic High	
Automotive Service & Repair 11 & 12	Chris Wignall	Esquimalt	
Aviation Fabrication 12	John Sumner	Mount Doug	New
Aviation Systems and Design 12	John Sumner	Mount Doug	New
Design & Innovation 11 & 12	Alexis McKean / Grahame McLaren	Mount Doug	New
ELL Learning Strategies 10	Denise Wehner	Modern Languages	New
Gender and Sexuality in Society 12	Georgina Hope	Vic High	New
Icons Through Art History 12	Dani Guy	Oak Bay	New
Indigenous Theatre and Leadership 11	Kai Barker	Esquimalt	New
Introduction to Aviation 12	John Sumner	Mount Doug	New
Introduction to Hairstylist 10	Pam Murray	Vic High	New
Yoga for Mindfulness 10 & 12 (Yoga 11 was already approved in 2017)	Grace Leigh / Chelsea Mason	Vic High / Mount Doug	New
Total Number of Courses: **18**			

Note: Courses without a “new” designation are courses that were previously covered under old Ministry curriculum and are no longer available.

Auto Body 11A

School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Greater Victoria School District	SD61
Developed by: Kevin Blecic	**Date Developed:** Nov 23, 2018
School Name: Victoria High School	**Principal's Name:** Aaron Parker
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Auto Body 11A	**Grade Level of Course:** 11
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s):

- Auto Body 10 (recommended)
- Mechanics 10 (recommended)

Special Training, Facilities or Equipment Required:

The course requires a Theory/Classroom, Lab/Shop space to perform the many aspects of Auto Collision.

Victoria High School has all the tools and equipment required, and a Semi Downdraft Paint Booth to run this course. Victoria High School is the only school on Vancouver Island to offer this course.

Course Synopsis:

This course has been developed to support employment opportunities in the automotive industry. Students will learn current techniques in repairing body panels (fenders and door projects) to the primer stage. Learning Outcomes for the course are grouped into nine major topics: Safety, hand tools, Oxyacetylene, plasma cutting, MIG welding, abrasives, plastic fillers, metal straightening, plastic repair, and refinishing materials. The Auto Collision industry is in demand for young apprentices. Many students gain employment from this course by attending workplace training and continuing on at Vancouver Community College or other Post-Secondary Institutions.

Goals and Rationale:

This course will be taught in a semester timetable. The class will run Monday to Thursday at a 84 minute block and on Friday at a 62 minute block.
That is a total of 398 minutes a week of instructional time.
There is an approximate 19 weeks of instructional time in the semester timetable during the 2019-2020 school calendar year. The modules will be grouped under 6 units each requiring different instructional hours. Please see table included in *Elaborations* for detailed units/topics.

Aboriginal Worldviews and Perspectives:

This course employs many attributes found within the Aboriginal Connectedness and Relationship Document. Foremost, this is an experienced based course, with 80 percent of the content being hands-on knowledge and skill development and exploration (*Experiential Learning*). There are opportunities for students to explore their own creative design (*A Positive Learner-Centered Approach*), for example students can utilize cultural symbols within the class; such as using a stencil design on their core projects. Within the structure of the course, peer mentorship is encouraged through verbal communication, often with senior students who have taken this course before (*Flexibility- scheduling, program/course configuration, grouping)*. Although this is a classroom/shop based course – there is an open discussion and reflection on the impact and changes to the transportation industry on the world. Topics may include alternative energy vehicles and alternate substrates used to reduce the weight of vehicles to improve fuel mileage, as in the new F150 truck bed.

BIG IDEAS

Social, ethical, and sustainability considerations impact design.	Complex tasks require the sequencing of skills.	Complex tasks require different technologies and tools at different stages.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Applied Design** • Engage in a period of research and empathetic observation in order to understand design opportunities **Defining** • Choose a design opportunity • Identify potential users and relevant contextual factors • Identify criteria for success, intended impact, and any constraints **Ideating** • Take creative risks in generating ideas and add to others' ideas in ways that enhance them • Screen ideas against criteria and constraints • 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**	*Students are expected to know the following:* • General shop safety and orientation • Use of proper safety equipment (Respirator with proper particle and vapor cartridges), safety goggles, and hear protection. • WHMIS (Workplace Hazardous Materials Information System) Orientation and evaluation. • Basic hand and power identification. • Basic measurement skills in imperial and metric systems that related to Auto Collision. • Basic fasteners in imperial and metric systems in relationship to the Auto Collision industry. • Proper set up and shut down procedures for oxy-acetylene welding and M.I.G Welding equipment. • Produce different weld types (Butt, Edge, Lap) • Identification of types of materials or substrates (including steel, aluminum and plastic). • Auto Body terminology in basic dent repair and rust repair. • Auto Body terminology in refinishing with primer • Plastic Repair process • Historical and potential future impact of energy, power, and transportation systems on society and the environment.

• 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 cooperative 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

- non-fuel vehicle repair: battery or hybrid
- Structural terminology: relating to fundamentals of operation; classification and types of Vehicle structure
- Repair Techniques: for example, Dolly on and off hammering
- Refinishing: for example, Spot repair and blending
- Automotive Substrates repair techniques: for example, Steel, plastic and fiberglass

Recommended Instructional Components:

Unit/Topic	Title	Time
Unit 1	Safety (Basic Shop Safety, Shop Orientation, WHMIS)	10 hours
Unit 2	Basic hand tool/power tool use and identification	10 hours
Unit 3	• Welding Procedures	25 hours
Unit 4	Auto Body Prep (Fillers and abrasives)	20 hours
Unit 5	Damage Repair (Metal Straightening and Plastic Repair)	35 hours
Unit 6	Refinishing (Prime, Paint Gun Setup, Prep)	20 hours
	Total	120

Unit 1:

Safety (Basic Shop Safety, Shop Orientation, WHMIS)

- General shop safety
- Introduction of proper safety equipment (Respirator with proper particle and vapor cartridges), safety goggles, and hear protection.
- WHMIS (Workplace Hazardous Materials Information System) Orientation and evaluation.

Unit 2:

Basic hand tool/power tool use and identification

- Students will gain the knowledge of basic hand and power tool safety and identification.
- Students will gain knowledge of basic fasteners in imperial and metric systems in relationship to the Auto Collision industry.

Unit 3:

Gas Welding– Oxy-Acetylene, M.I.G Welding, Plasma Cutter Oxy-Acetylene and plasma cutter

- Safety orientation and testing (Proper set up and shut down procedures)
- Students will practice three main gas welds (butt, lap, and edge)
- Students will learn safe handling procedures for cutting with an oxy acetylene cutting torch and plasma cutter.

Mig. Welding (Metal Inert Gas Welding)

- Students will learn to setup and shut down a MIG setup properly with proper safety equipment.
- Learn to clean the tip and nozzle, troubleshoot problems.
- Students will perform 3 MIG welds a lap, butt, and plug weld. 16 and 20 Gauge sheet metal.
- Students will perform a repair or patch on a door panel or core project.

Unit 4:

Auto Body Prep (Fillers and abrasives)

Plastic filler (Body filler mixing, application, and filling to sanding stage) (Fiberglass application)

- Students will learn to mix body filler, polyester spot putty and spot putty.
- Students will learn the prep process for metal before body filler, spot putt and fiberglass.
- Students will learn to apply a fiberglass filler over welded patch areas.

Abrasives (Sanding, Grinding, Block Sanding, Masking)

- Students will learn to block sand with 60 to 80 grit sandpaper in 45 degree pattern.
- Students will learn to identify high and low spots on a panel repair.
- Students will learn to feather edge paint to remove edges and scratches around a repair area.

Unit 5:

Damage Repair (Metal Straightening and Plastic Repair)

Metal Straightening (Picking and filing, large dent repair, shrinking, aligning car panels)

Students will perform the following skill building activities in the shop on donated vehicle parts or on customer vehicles:

- Repair a door panel or crowned panel.
- Complete multiple repairs on an assigned vehicle.
- Repair a hole in a door or panel, weld in a patch, and shrink the metal.
- Align a door or fender on an automobile.
- Custom design and produce a repair panel for rusted out area.
- Fit patches in rusted area to the welding stage.
- Remove dents with spoons, dollies and hammers

Plastic Repair

Students will perform the following skill building activities in the shop on donated plastic bumper parts:

- Students need to identify the type of plastic to determine continued repair process
- Determine if a plastic repair needs adhesion promoter or not by completing a grind test.

Unit 6:

Refinishing (Prime, Paint Gun Setup, Prep)

Auto body refinishing materials (Spray primer, assessing primer work, masking off panels)

- Students will learn to setup a primer spray gun and equipment.
- Students will learn to clean and disassemble and assemble the primer spray gun
- Students will learn to apply primer to a panel and clean the spray gun

Theory

Demonstrations

Labs (Skills sets) in shop

Discussions

Research Designs

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

Each project and competency is assessed individually and usually in conjunction with the student by including a self-reflection and peer assessment component. Progress is assessed by taking into consideration the starting skill level of the student. In addition to a mark for project work, students are also given credit for various other aspects of achievement and assessment in class. The following areas are used in overall assessment of the student in this class:

- **Skill development:** Students are assessed on a daily and weekly basis on how they are improving their skills within the shop.
- **Final Product:** The quality and content of required production techniques are used for assessment purposes. Special consideration is taken in regards to whether a project was methodically worked on versus being rushed and whether the production techniques where done in the appropriate manner. (Example A)

Where the assessment of practical projects can be based completion or the quality can be assessed the following assessment rubric can be used.

Example A (out of 10)

Work Not Attempted		0
Project Completed but contain 6+ safety/work quality items	5	
Project Completed but contains 4 to 5 safety/work quality items		6
Project Completed but contains 3 safety/work quality items	7	
Project Completed but contains 2 safety/work quality items	8	
Project Completed but contains 1 safety/work quality items	9	
Project Completed and contains no safety/work quality items	10	

- **Social & Career Responsibility:** Students are expected to 'pull their weight' when cleaning up and helping to maintain the Auto Body shop. Students are also expected to conduct themselves in a safe, respectful and effective manner that translates into an atmosphere of treating the shop as one would treat a workplace. Part of their overall grade in the course is derived from these considerations and is arrived through a consultation process with the student and a self-evaluation. (Example B)

(Example B)

Self + Peer Evaluation for Auto body 11/12

Vehicle- International Truck

Auto Body 11A

Name _____

- Rate your crew members on a 1 to 5 scale under the following criteria. #1 being low and #5 being high.
- Please put your name in the first column **(name 1)** with your crew members in the following columns.

Question	**Name 1**	**Name 2**	**Name 3**	**Name 4**	**Name 5**	**Name 6**	**Name 7**	**Name 8**
	Self	Peer	Peer	Peer	Peer	Peer	Peer	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
Totals /50								

1. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the **amount of effort** put into working on the vehicle?
2. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers for being a **self-starter** and getting straight to work?
3. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers during **clean up**? (Putting tools away, wrapping up hoses, etc.)
4. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers for **attendance** in class?
5. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the quality of **workmanship** applied to the vehicle?
6. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the amount of **respect** that you show towards one another?
7. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the amount of **reliability**?
8. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the ability to **follow instructions** from other classmates?
9. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the amount of **commitment** on the vehicle?
10. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the amount of **flexibility** that is done with the team when changes occur on the vehicle occur?

Self-Reflection Questions

When you first signed up for Auto body, did you expect the type of work that we are currently doing? (yes or no) Explain

_____
_____
_____

Out of the number of things we have done so far in the Auto body Shop what have you enjoyed the most. (Sanding, masking, bumping out dents, priming, painting etc.)

_____
_____
_____
_____

Any other comments

_____
_____
_____

- **Theory:** Students do have tests which are focused on safety, tool identification, production path needed to complete their core/assigned projects.
- **Research:** Students have the opportunity to do a self-directed project which could be done after all skill developments are complete. They can take their learned knowledge and apply it to their personal project to help them engage in a deeper more meaningful way. For example: If a student has demonstrated maturity and a willingness to go 'above and beyond' the scope of this course, they are able to research and engage in more advanced project work, as in their own car.

Learning Resources:

There is no formal textbook to accompany this course. Course material will be composed from Vancouver Community College Auto Collision Dept., various Auto Body text books, compiled Auto Body videos and you tube clips.

Additional Information:

Victoria High School is one of two schools that offer Auto Collision in the Province. The senior Auto Body program has been running since the mid 1980's originally starting at SJ Willis by Ed Wignall. The Grade 11/12 program offers an opportunity for students to participate in a Career Prep program or carry on with a Youth in Trades program in conjunction with Vancouver Community College. They receive their first year of apprenticeship training when finished.

If you have any more questions related to the Introduction to Auto Body 10 or the senior programs please do not hesitate to contact me either by email at kablecic@sd61.bc.ca or at Victoria High School 250-388-5456 ext. 613.

Auto Body 11B

School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Greater Victoria School District	SD61
Developed by:	**Date Developed:**
Kevin Blecic	Nov 23, 2018
School Name:	**Principal's Name:**
Victoria High School	Aaron Parker
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name:	**Grade Level of Course:**
Auto Body 11B	11
Number of Course Credits:	**Number of Hours of Instruction:**
4	120

Board/Authority Prerequisite(s):

Auto Body 11A

Special Training, Facilities or Equipment Required:

The course requires a Theory/Classroom, Lab/Shop space to perform the many aspects of Auto Collision.

Victoria High School has all the tools and equipment required, and a Semi Downdraft Paint Booth to run this course. Vic High is the only school on Vancouver Island to offer this course.

Course Synopsis:

This course has been developed to support employment opportunities in the automotive industry. Students will expand their learning from the Auto Body 11A course to learn more techniques in repairing body panels to the end of the paint stage. Learning Outcomes for the course are grouped into nine major topics: Safety, hand tools, oxyacetylene, plasma cutting, MIG welding, abrasives, plastic fillers, basic damage analysis, metal straightening, and refinishing

materials. The Auto Collision industry is in demand for young apprentices. Many students gain employment from this course by attending workplace training and continuing on at Vancouver Community College or other Post-Secondary Institutions.

Goals and Rationale:

This course will be taught in a semester timetable. The class will run Monday to Thursday at a 84 minute block and on Friday at a 62 minute block. That is a total of 398 minutes a week of instructional time.
There is an approximate 19 weeks of instructional time in the semester timetable during the 2019-2020 school calendar year. The modules will be grouped under 5 units each requiring different instructional hours. Please see table included in *Elaborations* for detailed units/topics.

Aboriginal Worldviews and Perspectives:

This course employs many attributes found within the Aboriginal Connectedness and Relationship Document. Foremost, this is an experienced based course, with 80 percent of the content being hands-on knowledge and skill development and exploration (*Experiential Learning*). There are opportunities for students to explore their own creative design (*A Positive Learner-Centered Approach*), for example students can utilize cultural symbols within the class; such as using a stencil design on their core projects. Within the structure of the course, peer mentorship is encouraged through verbal communication, often with senior students who have taken this course before (*Flexibility- scheduling, program/course configuration, grouping)*. Although this is a classroom/shop based course – there is an open discussion and reflection on the impact and changes to the transportation industry on the world. Topics may include alternative energy vehicles and alternate substrates used to reduce the weight of vehicles to improve fuel mileage, as in the new F150 truck bed.

BIG IDEAS

Social, ethical, and sustainability considerations impact design.	Complex tasks require the sequencing of skills.	Complex tasks require different technologies and tools at different stages.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Applied Design** • Engage in a period of research and empathetic observation in order to understand design opportunities **Defining** • Choose a design opportunity • Identify potential users and relevant contextual factors • Identify criteria for success, intended impact, and any constraints **Ideating** • Take creative risks in generating ideas and add to others' ideas in ways that enhance them • Screen ideas against criteria and constraints • 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	*Students are expected to know the following:* • General shop safety and orientation • Use of proper safety equipment (Respirator with proper particle and vapor cartridges), safety goggles, and hear protection. • WHMIS (Workplace Hazardous Materials Information System) Orientation and evaluation. • Basic hand and power identification. • Basic measurement skills in imperial and metric systems that related to Auto Collision. • Basic fasteners in imperial and metric systems in relationship to the Auto Collision industry. • Proper set up and shut down procedures for oxy-acetylene welding and M.I.G Welding equipment. • Produce different weld types (Butt, Edge, Lap) • Identification of types of materials or substrates (including steel, aluminum and plastic). • Auto Body terminology in basic dent repair. • Auto Body terminology in refinishing. • Historical and potential future impact of energy, power, and transportation systems on society and the environment.

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 cooperative 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	

Big Ideas – Elaborations

Unit/Topic	Title	Time
Unit 1	Safety and Tools	10 hours
Unit 2	Welding Procedures	25 hours
Unit 3	Auto Body Prep (Fillers and abrasives)	20 hours
Unit 4	Damage Repair (Metal Straightening and Plastic Repair)	35 hours
Unit 5	Refinishing (Prime, Paint Gun Setup, Prep)	30 hours
	Total Hours	120 hours

Unit 1: Safety and Tools (Classroom expectations, shop safety, hand tools, pneumatic tools, fasteners)

- General shop safety with consistently demonstrating the safe use of tools and equipment.
- Use of proper safety equipment (Respirator with proper particle and vapor cartridges), safety goggles, and hear protection.
- Continue ongoing WHMIS training.

Unit 2: Welding– Oxy-Acetylene, Spot Welding/Uni-Spotter, M.I.G Welding, Plasma Cutter

Oxy-Acetylene, Spot Welding and plasma cutter

- Safety orientation and testing (Proper set up and shut down procedures)
- Students will learn how to check for leaks and identify hazards.
- Students will be expected to setup and use a Uni-Spotter to apply a stud to a repair panel.

MIG Welding (Metal Inert Gas Welding)

- Students will be refreshed on basic setup and shut down procedures and using the proper safety equipment.
- Students will set up gas adjustment for various types of welding situations, overhead to flat.
- Students will perform a repair or patch on a door panel or core project.

Unit 3: Auto Body Prep (Fillers and abrasives)

Plastic filler (Body filler mixing, application, and filling to sanding stage)(Fiberglass application)

- Students will learn to mix body filler, polyester spot putty and spot putty.
- Students will apply fillers to repair a damaged door and prep it to the primer stage.
- Students will learn to fill small pin holes and small dents with polyester putty.

Abrasives (Sanding, Grinding, Block Sanding, Masking)

- Students will learn different orbital pads and sanders, grits, 150 to 1000.
- Students will learn to file a panel (Cheese grate) with body filler to get to the sanding stage.

- Students will learn to develop the skills to feel for what is straight and what is not.
- Students will correct use taping techniques for edges and over spray.

Unit 4: Damage Repair (Metal Straightening and Plastic Repair)

Metal Straightening (Picking and filing, large dent repair, shrinking, aligning car panels)
Students will perform the following skill building activities in the shop on donated vehicle parts or on customer vehicles:

- Repair a door panel or crowned panel.
- Complete multiple repairs on an assigned vehicle.
- Custom design and produce a repair panel for rusted out area.

Plastic Repair
Students will perform the following skill building activities in the shop on donated plastic bumper parts:

- Grind test on back side of plastic (Dust or Melt and Smear)(36 Grit)
- Students need to identify the type of plastic to determine continued repair process

Unit 5: Refinishing (Prime, Paint Gun Setup, Prep)

Auto body refinishing materials (Spray primer, assessing primer work, masking off panels)

- Students will learn to mix urethane and epoxy primers.
- Students will learn to setup a primer spray gun and equipment.
- Students will also learn to identify and troubleshoot spray gun problems.

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

- non-fuel vehicle repair: battery or hybrid
- Structural terminology: relating to fundamentals of operation; classification and types of Vehicle structure
- Repair Techniques: for example, Dolly on and off hammering
- Refinishing: for example, Spot repair and blending
- Automotive Substrates repair techniques: for example, Steel, plastic and fiberglass

Recommended Instructional Components:

Theory

Demonstrations

Labs (Skills sets) in shop

Discussions

Research Designs

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

Each project and competency is assessed individually and usually in conjunction with the student by including a self-reflection and peer assessment component. Progress is assessed by taking into consideration the starting skill level of the student. In addition to a mark for project work, students are also given credit for various other aspects of achievement and assessment in class. The following areas are used in overall assessment of the student in this class:

- **Skill development:** Students are assessed on a daily and weekly basis on how they are improving their skills within the shop.
- **Final Product:** The quality and content of required production techniques are used for assessment purposes. Special consideration is taken in regards to whether a project was methodically worked on versus being rushed and whether the production techniques where done in the appropriate manner. (Example A)

Where the assessment of practical projects can be based completion or the quality can be assessed the following assessment rubric can be used.

Example A (out of 10)

Work Not Attempted	0
Project Completed but contain 6+ safety/work quality items	5
Project Completed but contains 4 to 5 safety/work quality items	6
Project Completed but contains 3 safety/work quality items	7
Project Completed but contains 2 safety/work quality items	8
Project Completed but contains 1 safety/work quality items	9
Project Completed and contains no safety/work quality items	10

- **Social & Career Responsibility:** Students are expected to 'pull their weight' when cleaning up and helping to maintain the Auto Body shop. Students are also expected to conduct themselves in a safe, respectful and effective manner that translates into an atmosphere of treating the shop as one would treat a workplace. Part of their overall grade in the course is derived from these considerations and is arrived through a consultation process with the student and a self-evaluation. (Example B)

(Example B)

Self + Peer Evaluation for Auto body 11/12

Vehicle- International Truck

Name _____

- Rate your crew members on a 1 to 5 scale under the following criteria. #1 being low and #5 being high.
- Please put your name in the first column **(name 1)** with your crew members in the following columns.

Question	**Name 1**	**Name 2**	**Name 3**	**Name 4**	**Name 5**	**Name 6**	**Name 7**	**Name 8**
	Self	Peer	Peer	Peer	Peer	Peer	Peer	
1								
2								
3								

4								
5								
6								
7								
8								
9								
10								
Totals /50								

1. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the **amount of effort** put into working on the vehicle?
2. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers for being a **self-starter** and getting straight to work?
3. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers during **clean up**? (Putting tools away, wrapping up hoses, etc.)
4. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers for **attendance** in class?
5. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the quality of **workmanship** applied to the vehicle?
6. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the amount of **respect** that you show towards one another?
7. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the amount of **reliability**?
8. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the ability to **follow instructions** from other classmates?
9. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the amount of **commitment** on the vehicle?
10. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the amount of **flexibility** that is done with the team when changes occur on the vehicle occur?

Self-Reflection Questions

When you first signed up for Auto Body, did you expect the type of work that we are currently doing? (yes or no) Explain

_____

_____

Out of the number of things we have done so far in the Auto body Shop what have you enjoyed the most. (Sanding, masking, bumping out dents, priming, painting etc.)

Any other comments

- **Theory:** Students do have tests which are focused on safety, tool identification, production path needed to complete their core/assigned projects.
- **Research:** Students have the opportunity to do a self-directed project which could be done after all skill developments are complete. They can take their learned knowledge and apply it to their personal project to help them engage in a deeper more meaningful way. For example: If a student has demonstrated maturity and a willingness to go 'above and beyond' the scope of this course, they are able to research and engage in more advanced project work, as in their own car.

Learning Resources:

There is no formal textbook to accompany this course. Course material will be composed from Vancouver Community College Auto Collision Dept., various Auto Body text books, compiled Auto Body videos and you tube clips.

Additional Information:

Victoria High School is one of two schools that offer Auto Collision in the Province. The senior Auto Body program has been running since the mid 1980's originally starting at SJ Willis by Ed Wignall. The Grade 11/12 program offers an opportunity for students to participate in a Career Prep program or carry on with a Youth in Trades program in conjunction with Vancouver Community College. They receive their first year of apprenticeship training when finished.

If you have any more questions related to the Introduction to Auto Body 10 or the senior programs please do not hesitate to contact me either by email at kablecic@sd61.bc.ca or at Victoria High School 250-388-5456 ext. 613.

Auto Body 12A

School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Greater Victoria School District	SD61
Developed by: Kevin Blecic	**Date Developed:** Nov 23, 2018
School Name: Victoria High School	**Principal's Name:** Aaron Parker
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Auto Body 12A	**Grade Level of Course:** 12
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s):

Auto Body 11A
Auto Body 11B

Special Training, Facilities or Equipment Required:

The course requires a Theory/Classroom, Lab/Shop space to perform the many aspects of Auto Collision.
Victoria High School has all the tools and equipment required, and a Semi Downdraft Paint Booth to run this course. Vic High is the only school on Vancouver Island to offer this course.

Course Synopsis:

This course has been developed to support employment opportunities in the automotive industry. Students will expand their learning and skills from the Auto Body 11A and B courses. Learning Outcomes for the course are grouped into nine major topics: Safety, hand tools, oxyacetylene, plasma cutting, MIG welding core project, abrasives, plastic fillers, major damage analysis, final prep and cleaning, and refinishing materials. The Auto Collision industry

is in demand for young apprentices. Many students gain employment from this course by attending workplace training and continuing on at Vancouver Community College or other Post-Secondary Institutions. Students in the Auto body 12A course will mainly focus of the refinishing of the Automobile. Students will learn how prep and paint panels and complete paint jobs.

Goals and Rationale:

This course will be taught in a semester timetable. The class will run Monday to Thursday at a 84 minute block and on Friday at a 62 minute block. That is a total of 398 minutes a week of instructional time.
There is an approximate 19 weeks of instructional time in the semester timetable during the 2019-2020 school calendar year. The modules will be grouped under 5 units each requiring different instructional hours. Please see table included in Elaborations for detailed units/topics.

Aboriginal Worldviews and Perspectives:

This course employs many attributes found within the Aboriginal Connectedness and Relationship Document. Foremost, this is an experienced based course, with 80 percent of the content being hands-on knowledge and skill development and exploration (*Experiential Learning*). There are opportunities for students to explore their own creative design (*A Positive Learner-Centered Approach*), for example students can utilize cultural symbols within the class; such as using a stencil design on their core projects. Within the structure of the course, peer mentorship is encouraged through verbal communication, often with senior students who have taken this course before (*Flexibility - scheduling, program/course configuration, grouping)*. Although this is a classroom/shop based course – there is an open discussion and reflection on the impact and changes to the transportation industry on the world. Topics may include alternative energy vehicles and alternate substrates used to reduce the weight of vehicles to improve fuel mileage, as in the new F150 truck bed.

BIG IDEAS

Social, ethical, and sustainability considerations impact design.	Complex tasks require the sequencing of skills.	Complex tasks require different technologies and tools at different stages.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Applied Design** • Engage in a period of research and empathetic observation in order to understand design opportunities **Defining** • Choose a design opportunity • Identify potential users and relevant contextual factors • Identify criteria for success, intended impact, and any constraints **Ideating** • Take creative risks in generating ideas and add to others' ideas in ways that enhance them • Screen ideas against criteria and constraints • 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	*Students are expected to know the following:* • General shop safety and orientation • Use of proper safety equipment (Respirator with proper particle and vapor cartridges), safety googles, and hear protection. • WHMIS (Workplace Hazardous Materials Information System) Orientation and evaluation. • Basic hand and power identification. • Basic measurement skills in imperial and metric systems that related to Auto Collision. • Basic fasteners in imperial and metric systems in relationship to the Auto Collision industry. • Proper set up and shut down procedures for oxy-acetylene welding and M.I.G Welding equipment. • Produce different weld types (Butt, Edge, Lap) • Identification of types of materials or substrates (including steel, aluminum and plastic). • Auto Body terminology in basic dent repair. • Auto Body terminology in refinishing. • Historical and potential future impact of energy, power, and transportation systems on society and the environment.

- 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 cooperative 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	

Big Ideas – Elaborations

Unit/Topic	Title	Time
Unit 1	Safety and Tools	10 hours
Unit 2	Welding Procedures	25 hours
Unit 3	Auto Body Prep (Fillers and abrasives)	10 hours
Unit 4	Damage Repair (Final Prep, masking, cleaners)	35 hours
Unit 5	Refinishing (Prime, Paint Gun)	40 hours
	Total Hours	120 hours

35

Unit 1: Safety and Tools (Classroom expectations, shop safety, hand tools, pneumatic tools, fasteners)

- General shop safety with consistently demonstrating the safe use of tools and equipment.
- Become effective workers both as individuals and with others in groups.
- Develop communications skills and be able to use various resources for information.
- Develop problem solving and troubleshooting skills.
- Auto body 12A will enhance the skill development and proficiency to a higher standard.

Unit 2: Welding– Oxy-Acetylene, Spot Welding/Uni-Spotter, M.I.G Welding, Plasma Cutter Oxy-Acetylene, Spot Welding and plasma cutter

- Safety orientation and testing (Proper set up and shut down procedures)
- Students will learn safe handling procedures for cutting with an oxy acetylene cutting torch.
- a cutting torch
- Students will learn setup and pro-Students will cut and rip steel with per shut down procedures for a portable plasma cutter.
- Students will be expected to setup and use a Uni-Spotter to weld a series of studs to a repair panel.

MIG Welding (Metal Inert Gas Welding)

- Students will be refreshed on basic setup and shut down procedures and using the proper safety equipment.
- Students will perform 3 MIG welds a lap, butt, and plug weld -22 Gauge sheet metal to I-Car standards.
- Students will set up gas adjustment for various types of welding situations, overhead to flat.
- Students will setup the proper heat range of the welder for different thickness of metal.

Unit 3: Auto Body Prep (Fillers and abrasives)

Plastic filler (Body filler mixing, application, and filling to sanding stage)(Fiberglass application)

- Students will learn to mix body filler, polyester spot putty and spot putty.
- Students will apply fillers to repair a damaged door and prep it to the primer stage.
- Students will learn to apply spot putty to small dents and scratches.

Abrasives (Sanding, Grinding, Block Sanding, Masking)

- Students will learn different orbital pads and sanders, grits, 36 to 3000.
- Students will properly prep the spray booth for primer or painting.
- Students will use the proper Cleanup process for the primer gun.

Unit 4: Damage Repair (Metal Straightening and Plastic Repair)

Metal Straightening (Picking and filing, large dent repair, shrinking, aligning car panels)

Students will perform the following skill building activities in the shop on donated vehicle parts or on customer vehicles:

- Repair a door panel or crowned panel.
- Complete multiple repairs on an assigned vehicle.
- Alignment of a fender to achieve the factory gap opening.

Plastic Repair

Students will perform the following skill building activities in the shop on donated plastic bumper parts:

- Grind test on back side of plastic (Dust or Melt and Smear)(36 Grit)
- Students need to identify the type of plastic to determine continued repair process

Unit 5:

Refinishing (Primer and epoxy coats, Base coat systems, Spray gun Techniques, Masking, Priming to complete paint job)

Auto body refinishing materials (Spray primer, assessing primer work, masking off panels)

- Students will help identify the proper safety equipment to complete the process (respirator, paint suit, and safety glasses)
- Students will learn to mix urethane and epoxy primers.
- Students will learn to find a paint code and retrieve the formula to mix the color.
- Students will learn to mix formula of the base coat color.
- Students will learn to setup a spray gun and equipment for base coat applications.

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

- non-fuel vehicle repair: battery or hybrid
- Structural terminology: relating to fundamentals of operation; classification and types of Vehicle structure
- Repair Techniques: for example, Dolly on and off hammering
- Refinishing: for example, Spot repair and blending
- Automotive Substrates repair techniques: for example, Steel, plastic and fiberglass

Recommended Instructional Components:

Theory

Demonstrations

Labs (Skills sets) in shop

Discussions

Research Designs

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

Each project and competency is assessed individually and usually in conjunction with the student by including a self-reflection and peer assessment component. Progress is assessed by taking into consideration the starting skill level of the student. In addition to a mark for project work, students are also given credit for various other aspects of achievement and assessment in class. The following areas are used in overall assessment of the student in this class:

- **Skill development:** Students are assessed on a daily and weekly basis on how they are improving their skills within the shop.
- **Final Product:** The quality and content of required production techniques are used for assessment purposes. Special consideration is taken in regards to whether a project was methodically worked on versus being rushed and whether the production techniques where done in the appropriate manner. (Example A)

Where the assessment of practical projects can be based completion or the quality can be assessed the following assessment rubric can be used.

Example A (out of 10)

Work Not Attempted	0
Project Completed but contain 6+ safety/work quality items	5
Project Completed but contains 4 to 5 safety/work quality items	6
Project Completed but contains 3 safety/work quality items	7
Project Completed but contains 2 safety/work quality items	8
Project Completed but contains 1 safety/work quality items	9
Project Completed and contains no safety/work quality items	10

- **Social & Career Responsibility:** Students are expected to 'pull their weight' when cleaning up and helping to maintain the Auto Body shop. Students are also expected to conduct themselves in a safe, respectful and effective manner that translates into an atmosphere of treating the shop as one would treat a workplace. Part of their overall grade in the course is derived from these considerations and is arrived through a consultation process with the student and a self-evaluation. (Example B)

(Example B)

Self + Peer Evaluation for Auto body 11/12

Vehicle- International Truck

Name _____

- Rate your crew members on a 1 to 5 scale under the following criteria. #1 being low and #5 being high.
- Please put your name in the first column **(name 1)** with your crew members in the following columns.

Question	**Name 1**	**Name 2**	**Name 3**	**Name 4**	**Name 5**	**Name 6**	**Name 7**	**Name 8**
	Self	Peer	Peer	Peer	Peer	Peer	Peer	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
Totals /50								

1. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the **amount of effort** put into working on the vehicle?

2. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers for being a **self-starter** and getting straight to work?

3. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers during **clean up**? (Putting tools away, wrapping up hoses, etc.)

4. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers for **attendance** in class?

5. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the quality of **workmanship** applied to the vehicle?

6. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the amount of **respect** that you show towards one another?

7. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the amount of **reliability**?

8. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the ability to **follow instructions** from other classmates?

9. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the amount of **commitment** on the vehicle?

10. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the amount of **flexibility** that is done with the team when changes occur on the vehicle occur?

Self-Reflection Questions

When you first signed up for Auto Body, did you expect the type of work that we are currently doing? (yes or no) Explain

_____
_____
_____

Out of the number of things we have done so far in the Auto body Shop what have you enjoyed the most. (Sanding, masking, bumping out dents, priming, painting etc.)

_____
_____
_____

Any other comments

_____
_____
_____

- **Theory:** Students do have tests which are focused on safety, tool identification, production path needed to complete their core/assigned projects.

- **Research:** Students have the opportunity to do a self-directed project which could be done after all skill developments are complete. They can take their learned knowledge and apply it to their personal project to help them engage in a deeper more meaningful way. For

example: If a student has demonstrated maturity and a willingness to go 'above and beyond' the scope of this course, they are able to research and engage in more advanced project work, as in their own car.

Learning Resources:

There is no formal textbook to accompany this course. Course material will be composed from Vancouver Community College Auto Collision Dept., various Auto Body text books, compiled Auto Body videos and you tube clips.

Additional Information:

Victoria High School is one of two schools that offer Auto Collision in the Province. The senior Auto Body program has been running since the mid 1980's originally starting at SJ Willis by Ed Wignall. The Grade 11/12 program offers an opportunity for students to participate in a Career Prep program or carry on with a Youth in Trades program in conjunction with Vancouver Community College. They receive their first year of apprenticeship training when finished.

If you have any more questions related to the Introduction to Auto Body 10 or the senior programs please do not hesitate to contact me either by email at kablecic@sd61.bc.ca or at Victoria High School 250-388-5456 ext. 613.

Auto Body 12B

School District/Independent School Authority Name: Greater Victoria School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** SD61
Developed by: Kevin Blecic	**Date Developed:** Nov 23, 2018
School Name: Victoria High School	**Principal's Name:** Aaron Parker
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Auto Body 12B	**Grade Level of Course:** 12
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s):

Auto Body 11A

Auto Body 11B

Auto Body 12A

Special Training, Facilities or Equipment Required:

The course requires a Theory/Classroom, Lab/Shop space to perform the many aspects of Auto Collision.

Victoria High School has all the tools and equipment required, and a Semi Downdraft Paint Booth to run this course. Vic High is the only school on Vancouver Island to offer this course.

Course Synopsis:

This course has been developed to support employment opportunities in the automotive industry. Students will expand their learning and skills from the Auto Body 11A and B courses. Learning Outcomes for the course are grouped into nine major topics: Safety, hand tools, oxyacetylene, plasma cutting, MIG welding core project, abrasives, plastic fillers, major damage analysis, final prep and cleaning, and refinishing materials. The Auto Collision industry is in demand for young apprentices. Many students gain employment from this course by attending workplace training and continuing on at Vancouver Community College or other Post-Secondary Institutions. Students in the Auto Body 12B course will mainly focus of the refinishing of the Automobile. Students will learn how prep and paint panels and complete paint jobs.

Goals and Rationale:

This course will be taught in a semester timetable. The class will run Monday to Thursday at a 84 minute block and on Friday at a 62 minute block. That is a total of 398 minutes a week of instructional time.
There is an approximate 19 weeks of instructional time in the semester timetable during the 2019-2020 school calendar year. The modules will be grouped under 5 units each requiring different instructional hours. Please see table included in *Elaborations* for detailed units/topics.

Aboriginal Worldviews and Perspectives:

This course employs many attributes found within the Aboriginal Connectedness and Relationship Document. Foremost, this is an experienced based course, with 80 percent of the content being hands-on knowledge and skill development and exploration (*Experiential Learning*). There are opportunities for students to explore their own creative design (*A Positive Learner-Centered Approach*), for example students can utilize cultural symbols within the class; such as using a stencil design on their core projects. Within the structure of the course, peer mentorship is encouraged through verbal communication, often with senior students who have taken this course before (*Flexibility- scheduling, program/course configuration, grouping)*. Although this is a classroom/shop based course – there is an open discussion and reflection on the impact and changes to the transportation industry on the world. Topics may include alternative energy vehicles and alternate substrates used to reduce the weight of vehicles to improve fuel mileage, as in the new F150 truck bed.

BIG IDEAS

Social, ethical, and sustainability considerations impact design.	Complex tasks require the sequencing of skills.	Complex tasks require different technologies and tools at different stages.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Applied Design** • Engage in a period of research and empathetic observation in order to understand design opportunities **Defining** • Choose a design opportunity • Identify potential users and relevant contextual factors • Identify criteria for success, intended impact, and any constraints **Ideating** • Take creative risks in generating ideas and add to others' ideas in ways that enhance them • Screen ideas against criteria and constraints • 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	*Students are expected to know the following:* • General shop safety and orientation • Use of proper safety equipment (Respirator with proper particle and vapor cartridges), safety goggles, and hear protection. • WHMIS (Workplace Hazardous Materials Information System) Orientation and evaluation. • Basic hand and power identification. • Basic measurement skills in imperial and metric systems that related to Auto Collision. • Basic fasteners in imperial and metric systems in relationship to the Auto Collision industry. • Proper set up and shut down procedures for oxy-acetylene welding and M.I.G Welding equipment. • Produce different weld types (Butt, Edge, Lap) • Identification of types of materials or substrates (including steel, aluminum and plastic). • Auto Body terminology in basic dent repair. • Auto Body terminology in refinishing. • Historical and potential future impact of energy, power, and transportation systems on society and the environment.

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 cooperative 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	

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Big Ideas – Elaborations

Unit/Topic	Title	Time

Unit 1	Safety and Tools	10 hours
Unit 2	Welding Procedures	25 hours
Unit 3	Auto Body Prep (Fillers and abrasives)	10 hours
Unit 4	Damage Repair (Final Prep, masking, cleaners)	35 hours
Unit 5	Refinishing (Prime, Paint Gun, base coat, and reassemble)	40 hours
	Total Hours	120 hours

Unit 1: Safety and Tools (Classroom expectations, shop safety, hand tools, pneumatic tools, fasteners)

- General shop safety with consistently demonstrating the safe use of tools and equipment.
- Develop lifelong learning patterns, knowledge and skill levels that enable the student to be effective within an automotive environment.
- Gain experience and competence with the use of a variety of standard tools, materials and equipment associated with Auto Body repair technology.
- Auto body 12B will enhance the skill development and proficiency to a higher standard.

Unit 2: Welding– Oxy-Acetylene, Spot Welding/Uni-Spotter, M.I.G Welding, Plasma Cutter

Oxy-Acetylene, Spot Welding and plasma cutter

- Safety orientation and testing (Proper set up and shut down procedures)
- Students will continue development on fusion welding and brazing skills on welding coupons.
- Students will practice three main gas welds (butt, lap, and edge)
- Students will practice one main braze welds (lap weld)

MIG Welding (Metal Inert Gas Welding)

- Students will be refreshed on basic setup and shut down procedures and using the proper safety equipment.
- Students will perform 3 MIG welds a lap, butt, and plug weld -22 Gauge sheet metal to I-Car standards.
- Students will set up gas adjustment for various types of welding situations, overhead to flat.
- Students will setup the proper heat range of the welder for different thickness of metal.
- Students will perform a repair or patch on a door panel or core project.

Unit 3: Auto Body Prep (Fillers and abrasives)

Plastic filler (Body filler mixing, application, and filling to sanding stage)(Fiberglass application)

- Students will learn to mix body filler, polyester spot putty and spot putty.

Abrasives (Sanding, Grinding, Block Sanding, Masking)

- Students will learn different orbital pads and sanders, grits, 36 to 3000.
- Students will learn to prep metal before applying body filler.
- Students will correct use taping techniques for edges and over spray.
- Students will properly prep the spray booth for primer or painting.
- Students will use the proper Cleanup process for the primer gun.

Unit 4: Damage Repair (Metal Straightening and Plastic Repair)

Metal Straightening (Picking and filing, large dent repair, shrinking, aligning car panels)

Students will perform the following skill building activities in the shop on donated vehicle parts or on customer vehicles:

- Repair a door panel or crowned panel.
- Complete multiple repairs on an assigned vehicle.
- Repair a hole in a door or panel, weld in a patch, and shrink the metal.

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Plastic Repair

Students will perform the following skill building activities in the shop on donated plastic bumper parts:

- Grind test on back side of plastic (Dust or Melt and Smear)(36 Grit)
- Students need to identify the type of plastic to determine continued repair process

Unit 5: Refinishing (Primer and epoxy coats, Base coat systems, Spray gun Techniques, Masking, Priming to complete paint job) Auto body refinishing materials (Spray primer, assessing primer work, masking off panels)

- Students will help identify the proper safety equipment to complete the process (respirator, paint suit, and safety glasses)
- Students will also learn to identify and troubleshoot spray gun problems.

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

- non-fuel vehicle repair: battery or hybrid
- Structural terminology: relating to fundamentals of operation; classification and types of Vehicle structure
- Repair Techniques: for example, Dolly on and off hammering
- Refinishing: for example, Spot repair and blending
- Automotive Substrates repair techniques: for example, Steel, plastic and fiberglass

Recommended Instructional Components:

Theory

Demonstrations

Labs (Skills sets) in shop

Discussions

Research Designs

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

Each project and competency is assessed individually and usually in conjunction with the student by including a self-reflection and peer assessment component. Progress is assessed by taking into consideration the starting skill level of the student. In addition to a mark for project work, students are also given credit for various other aspects of achievement and assessment in class. The following areas are used in overall assessment of the student in this class:

- **Skill development:** Students are assessed on a daily and weekly basis on how they are improving their skills within the shop.
- **Final Product:** The quality and content of required production techniques are used for assessment purposes. Special consideration is taken in regards to whether a project was methodically worked on versus being rushed and whether the production techniques where done in the appropriate manner. (Example A)

Where the assessment of practical projects can be based completion or the quality can be assessed the following assessment rubric can be used.

Example A (out of 10)

Work Not Attempted	0
Project Completed but contain 6+ safety/work quality items	5
Project Completed but contains 4 to 5 safety/work quality items	6
Project Completed but contains 3 safety/work quality items	7
Project Completed but contains 2 safety/work quality items	8
Project Completed but contains 1 safety/work quality items	9
Project Completed and contains no safety/work quality items	10

- **Social & Career Responsibility:** Students are expected to 'pull their weight' when cleaning up and helping to maintain the Auto Body shop. Students are also expected to conduct themselves in a safe, respectful and effective manner that translates into an atmosphere of treating the shop as one would treat a workplace. Part of their overall grade in the course is derived from these considerations and is arrived through a consultation process with the student and a self-evaluation. (Example B)

(Example B)

Self + Peer Evaluation for Auto body 11/12

Vehicle- International Truck

Name _____

- Rate your crew members on a 1 to 5 scale under the following criteria. #1 being low and #5 being high.
- Please put your name in the first column **(name 1)** with your crewmembers in the following columns.

Question	**Name 1**	**Name 2**	**Name 3**	**Name 4**	**Name 5**	**Name 6**	**Name 7**	**Name 8**
	Self	Peer	Peer	Peer	Peer	Peer	Peer	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
Totals /50								

50

1. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the **amount of effort** put into working on the vehicle?
2. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers for being a **self-starter** and getting straight to work?
3. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers during **clean up**? (Putting tools away, wrapping up hoses, etc.)
4. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers for **attendance** in class?
5. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the quality of **workmanship** applied to the vehicle?
6. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the amount of **respect** that you show towards one another?
7. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the amount of **reliability**?
8. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the ability to **follow instructions** from other classmates?
9. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the amount of **commitment** on the vehicle?

10. In a scale between 1 and 5, how would you rate yourself and the rest of your crewmembers to the amount of **flexibility** that is done with the team when changes occur on the vehicle occur?

Self-Reflection Questions

When you first signed up for Auto Body, did you expect the type of work that we are currently doing? (yes or no) Explain

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_____
_____
_____

Out of the number of things we have done so far in the Auto body Shop what have you enjoyed the most. (Sanding, masking, bumping out dents, priming, painting etc.)

_____
_____

Any other comments

_____
_____
_____

- **Theory:** Students do have tests which are focused on safety, tool identification, production path needed to complete their core/assigned projects.
- **Research:** Students have the opportunity to do a self-directed project which could be done after all skill developments are complete. They can take their learned knowledge and apply it to their personal project to help them engage in a deeper more meaningful way. For example: If a student has demonstrated maturity and a willingness to go 'above and beyond' the scope of this course, they are able to research and engage in more advanced project work, as in their own car.

Learning Resources:

There is no formal textbook to accompany this course. Course material will be composed from Vancouver Community College Auto Collision Dept., various Auto Body text books, compiled Auto Body videos and you tube clips.

Additional Information:

Victoria High School is one of two schools that offer Auto Collision in the Province. The senior Auto Body program has been running since the mid 1980's originally starting at SJ Willis by Ed Wignall. The Grade 11/12 program offers an opportunity for students to participate in a Career Prep program or carry on with a Youth in Trades program in conjunction with Vancouver Community College. They receive their first year of apprenticeship training when finished.

If you have any more questions related to the Introduction to Auto Body 10 or the senior programs please do not hesitate to contact me either by email at kablecic@sd61.bc.ca or at Victoria High School 250-388-5456 ext. 613.

Automotive Service and Repair

School District/Independent School Authority Name: Greater Victoria School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** 61
Developed by: Chris Wignall	**Date Developed:** December 2018
School Name: Esquimalt High School	**Principal's Name:** Jason Johnson
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Automotive Service and Repair 12	**Grade Level of Course:** 11 & 12
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required: The teacher will be a Technology Education specialist. The facility to be used should have a classroom setting for up to 22 students to do theory work and an automotive shop equipped to a "Train (ITA)" level for up to 22 students to do the practical work based on the level 1 Automotive Service Technician Apprenticeship.

Course Synopsis: This course is designed to enable students to pursue a career in the automotive field. Students will also complete 100 hours of work experience (MWEX 12A). Students need to complete both the theory and practical applications of the modules covered. The hands on practical component of the course provides the opportunity to apply and refine theoretical components, as well as refine workplace and employment skills. The course is based on the level 1 Automotive Service Technician Apprenticeship curriculum.

Goals and Rationale:

Industry, education and government recognize the need for the training of individuals for the automotive industry, especially with the increasing complexity of the industry, which is coupled with an ever-increasingly aged automotive technician workforce. It is important for students to have the opportunity for personal and professional development while gaining lifelong skills and knowledge. They will be able to think critically, use cross-disciplinary logic, math, and science knowledge and skills, as well as become familiar with the complex existing and emerging technologies that will enable them to become more employable in the automotive industry. Students can use the skills and knowledge gained to access further post-secondary education in the automotive field, as well as other fields such as engineering and business. The knowledge and skills learned in this course will enhance everyday experiences for the learner, and enable them to get more out of their academic, vocational, and personal lives.

Indigenous Worldviews and Perspectives: Automotive Service and Repair explores its content through **experiential learning**; all theory involves **hands-on** components. All work in the shop is **learner-centered**, and students work at their **own strength level and at their own pace**. **Practical applications** of all curriculum theory is at the center of any career trades course – the students learn to do a career that will pay them well and contribute to their store of practical life skills.

Course Name: Automotive Service and Repair 11 **Grade: 11**

BIG IDEAS

Vehicle operation, service, and maintenance include consideration of **social and environmental impacts**.	Professional service and maintenance interests require the evaluation and refinement of skills.	Tools and **technologies** can be adapted for specific purposes.	**Career-training** Includes ongoing cycles of diagnosing, planning, deciding, doing and reflecting.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Applied Design** ***Understanding context*** • Interpret circumstances of or factors in a particular automotive situation or challenge in the context of regular servicing and repair ***Defining*** • Identify potential issues and troubleshoot • Identify requirements, intended impacts, and possible unintended negative consequences of service and repair • Determine whether activity is collaborative or self-directed ***Ideating*** • Generate ideas to create a range of possibilities and add to others' ideas in ways that create additional possibilities • Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions • Choose an idea to pursue and maintain an open mind about other potentially viable ideas ***Prototyping*** • Identify and apply a variety of sources of information to develop a plan that includes key stages and resources • Analyze the **design for the life cycle** and evaluate its **impacts**	*Students are expected to know the following:* • apprenticeship level automotive repair and maintenance • social, legal, and ethical responsibilities associated with vehicle operation and repair • use of technical information and manuals for the purpose of **diagnostics** and repair • **Specialty automotive tools and equipment** • **lifting equipment** and **procedures** • engine diagnostic systems • emerging and alternative energy sources used to power automotive vehicles • fundamentals of engine operation • vehicle maintenance and regular service • electrical and electronic fundamentals • hydraulic and mechanical vehicle braking system operation • hydraulic and mechanical vehicle braking system diagnosis and repair • vehicle suspension systems operation • vehicle suspension system diagnosis and repair • wheels and tires • steering system types and operation

- Consider a variety of materials for effective use and their potential for reuse, recycling, and biodegradability
- Make changes to tools, materials, and procedures as needed

Testing

- Identify and communicate with sources of feedback
- Develop an **appropriate test**, conduct the test, and collect and compile data
- Apply information based on feedback and testing results to make necessary changes

Making

- Identify appropriate tools, technologies, materials, processes, and time needed
- Carry out updated plan, incorporating feedback from self and others and from testing results
- Use materials in ways that minimize waste

Sharing

- Decide how and with whom to **share** their processes, to solicit and generate feedback
- Share final plans, products and processes to evaluate their success
- Critically reflect on plans, products and processes, and identify new goals
- Identify and analyze new possibilities for plans, products and processes, including how they or others might build on them

Applied Skills

- Apply safety procedures for themselves, co-workers, and operators in both physical and digital environments
- Individually or collaboratively identify and assess skills needed for automotive service plans, products and processes
- Develop competency and proficiency in skills at various levels involving manual dexterity, mechanics, and maintenance
- Develop specific plans to learn or refine identified skills over time

Applied Technologies

- Explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for automotive maintenance and repair interests
- Evaluate impacts, including unintended negative consequences, of choices made about technology use
- Examine the role that advancing technologies play in automotive contexts

- steering system diagnosis and repair
- **vehicle safety systems**
- design for the life cycle

Big Ideas – Elaborations

- **social and environmental impacts:** including operator and public safety; emissions and effects on the environment; manufacturing, packaging, disposal, and recycling considerations related to vehicle parts and products
- **technologies:** tools that extend human capabilities

Curricular Competencies – Elaborations

- **design for the life cycle:** taking into account economic costs and social and environmental impacts of the product, from the extraction of raw materials to eventual reuse or recycling of component materials
- **impacts:** including the social and environmental impacts of extraction and transportation of raw materials; manufacturing, packaging, and transportation to markets; servicing or providing replacement parts; expected usable lifetime; and reuse or recycling of component materials
- **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
- **share:** may include showing to others or use by others, giving away, or marketing and selling

Content – Elaborations

- **diagnostics:** onboard diagnostic systems, external diagnostic systems
- **fundamental automotive tools and equipment:** hand, power, and pneumatic tools and equipment (e.g., wheel balancer, tire changer)
- **Train level automotive tools: for example** wheel alignment machine and hoist, contemporary scan tool, DVOM and scope
- **lifting equipment:** for example, jacks, hoists, stands
- **procedures:** planning, integrity, stability

- **vehicle systems:** for example, driveline, suspension, steering, electric
- **vehicle safety systems:** for example, air bags, crumple zones, restraints

BIG IDEAS

Vehicle operation, service, and maintenance include consideration of **social and environmental impacts**.	Professional service and maintenance interests require the evaluation and refinement of skills.	Tools and **technologies** can be adapted for specific purposes.	**Career-training** Includes ongoing cycles of diagnosing, planning, deciding, doing and reflecting.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Applied Design** ***Understanding context*** • Interpret circumstances of or factors in a particular automotive situation or challenge in the context of regular servicing and repair ***Defining*** • Identify potential issues and troubleshoot • Identify requirements, intended impacts, and possible unintended negative consequences of service and repair • Determine whether activity is collaborative or self-directed ***Ideating*** • Generate ideas to create a range of possibilities and add to others' ideas in ways that create additional possibilities • Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions • Choose an idea to pursue and maintain an open mind about other potentially viable ideas ***Prototyping***	*Students are expected to know the following:* • apprenticeship level automotive repair and maintenance • social, legal, and ethical responsibilities associated with vehicle operation and repair • use of advanced technical information and manuals for the purpose of **diagnostics** and repair • **Specialty automotive tools and equipment** • **lifting equipment** and **procedures** • engine diagnostic systems • emerging and alternative energy sources used to power automotive vehicles • advanced engine operation • vehicle maintenance and special services • electrical and electronic applications • advanced hydraulic and mechanical vehicle braking system operation • advanced hydraulic and mechanical vehicle braking system diagnosis and repair • advanced vehicle suspension systems operation

- Identify and apply a variety of sources of information to develop a plan that includes key stages and resources
- Analyze the **design for the life cycle** and evaluate its **impacts**
- Consider a variety of materials for effective use and their potential for reuse, recycling, and biodegradability
- Make changes to tools, materials, and procedures as needed

Testing

- Identify and communicate with sources of feedback
- Develop an **appropriate test**, conduct the test, and collect and compile data
- Apply information based on feedback and testing results to make necessary changes

Making

- Identify appropriate tools, technologies, materials, processes, and time needed
- Carry out updated plan, incorporating feedback from self and others and from testing results
- Use materials in ways that minimize waste

Sharing

- Decide how and with whom to **share** their processes, to solicit and generate feedback
- Share final plans, products and processes to evaluate their success
- Critically reflect on plans, products and processes, and identify new goals
- Identify and analyze new possibilities for plans, products and processes, including how they or others might build on them

Applied Skills

- Master safety procedures for themselves, co-workers, and operators in both physical and digital environments
- Individually or collaboratively identify and assess skills needed for automotive service plans, products and processes
- Develop mastery and proficiency in skills at various levels involving manual dexterity, mechanics, and maintenance
- Develop specific plans to learn or refine identified skills over time

Applied Technologies

- Explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for automotive maintenance and repair interests
- Evaluate impacts, including unintended negative consequences, of choices made about technology use

- advanced vehicle suspension system diagnosis and repair
- wheels and tires
- advanced steering system types and operation
- advanced steering system diagnosis and repair
- **vehicle safety systems**
- design for the life cycle

• Examine the role that advancing technologies play in automotive contexts	

Big Ideas – Elaborations

- **social and environmental impacts:** including operator and public safety; emissions and effects on the environment; manufacturing, packaging, disposal, and recycling considerations related to vehicle parts and products
- **technologies:** tools that extend human capabilities

Curricular Competencies – Elaborations

- **design for the life cycle:** taking into account economic costs and social and environmental impacts of the product, from the extraction of raw materials to eventual reuse or recycling of component materials
- **impacts:** including the social and environmental impacts of extraction and transportation of raw materials; manufacturing, packaging, and transportation to markets; servicing or providing replacement parts; expected usable lifetime; and reuse or recycling of component materials
- **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
- **share:** may include showing to others or use by others, giving away, or marketing and selling

Content – Elaborations

- **diagnostics:** onboard diagnostic systems, external diagnostic systems
- **fundamental automotive tools and equipment:** hand, power, and pneumatic tools and equipment (e.g., wheel balancer, tire changer)
- **Train level automotive tools: for example** wheel alignment machine and hoist, contemporary scan tool, DVOM and scope
- **lifting equipment:** for example, jacks, hoists, stands
- **procedures:** planning, integrity, stability

- **vehicle systems:** for example, driveline, suspension, steering, electric
- **vehicle safety systems:** for example, air bags, crumple zones, restraints

Recommended Instructional Components: The course will be broken into 80% project based, collaborative hands-on learning in the shop and 20% direct classroom instruction.

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

Using the principles of quality assessment, students will demonstrate their understanding of theory through tests and quizzes, and will perform ongoing performance based tasks to demonstrate their skill development and practical understanding. Students will perform self-evaluation which will include tracking their own practical learning and provide feedback to their peers (working groups), as well as receive formative and summative feedback on their project work. Assessment of the direct classroom instruction will be primarily from quizzes and unit tests, but obviously the direct classroom instruction will also impact their practical learning.

Learning Resources:

- textbook: CDX Fundamentals Of Automotive Technology (or equivalent level 1 Automotive Service Technician apprenticeship textbook)
- database: Mitchellondemand or Alldata

Aviation Fabrication

School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Greater Victoria School District	SD61
Developed by: John Sumner	**Date Developed:** December 2018
School Name: Mount Douglas Secondary	**Principal's Name:** Tammy Sherstobitoff
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Aviation Fabrication	**Grade Level of Course:** 12
Number of Course Credits: 4	**Number of Hours of Instruction:**

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

- Course is intended to be instructed in a work space facility, with appropriate tooling and specialized aviation equipment to complete assignments and tasks and projects

Course Synopsis: In Aviation Fabrication students will learn about and apply the knowledge of aviation fabrication tools, techniques and procedures to repair, manufacture, inspect and test aircraft sheet metal structures.

Goals and Rationale:

The goals of Aviation Fabrication focus on the development of skills in the fabrication and repair of metal skins and structures. Future-ready competencies through authentic personalized inquiry both of which are at the centre of the new curriculum.

Aviation Fabrication will:

- support personalized learning through flexibility and choice
- teach students the skills required to scaffold experienced-based learning and problem solving both individually and collaboratively
- demonstrate to students that information and learning can come from a variety of sources.
- provide experiences where students build courage and learn from failures in their design work.
- prepare students to meet the needs of the modern workforce by developing skills in critical thinking, creativity, collaboration, communication, information literacy and initiative.
- introduce students to a variety of ways of thinking and learning.
- expose students to multiple tools that can be used to share their ideas and demonstrate their learning

Indigenous Worldviews and Perspectives:

Aboriginal Worldviews and Perspectives: Declaration of First People's Principles of Learning:

- Learning is embedded in story and can enhance understanding of human factors and pilot decision making.
- Interpersonal relations are essential within aviation and are enhanced when personal connection and relationships are at the forefront of learning and teamwork.
- An understanding of meteorology combined with an engagement with nature allows for more successful flight planning.
- Having a local focus and utilizing community members creates more meaningful understanding of the local aviation industry.
- Experiential, hands-on learning, is essential to learning how to create flight plans, and for success in flight training.

Declaration of Aboriginal Worldviews and Perspectives: The First People's Principles of Learning are inherent in the aspects included in Aviation Fabrication 12. Introduction and is inseparable from connectedness and relationships; specifically:

- The power of story
- Connectedness and relationship
- Engagement with the Land, Nature, the Outdoors
- Local focus
- Community involvement
- Experiential learning
- The role of the teacher

BIG IDEAS

Design for the life cycle includes consideration of social and **environmental impacts**.	Aviation design interests require the evaluation and refinement of skills.	Aviation tools and technologies can be adapted for specific purposes.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Applied Design** ***Understanding context*** • Engage in a period of **user-centred research** and **empathetic observation** to understand design opportunities ***Defining*** • Establish a point of view for a chosen design opportunity • Identify potential users, intended impact, and possible unintended negative consequences • Make decisions about premises and **constraints** that define the design space, and develop criteria for success • Determine whether activity is collaborative or self-directed ***Ideating*** • Critically analyze how competing social, ethical, and sustainability considerations impact design • Generate ideas and add to others' ideas to create possibilities, and prioritize them for prototyping • Evaluate suitability of possibilities according to success criteria and constraints • Work with users throughout the design process ***Prototyping*** • Identify, critique, and use a variety of **sources of inspiration** • Choose an appropriate form, scale, and level of detail for prototyping, and plan procedures	*Students are expected to know the following:* • complex metalworking and design • operation and safety of **Aviation Fabrication equipment** • cutting, forming and joining **methods** • incorporation of **different materials** in metalwork products • **finishing** purposes and processes • metal selection for specific applications • sequence of steps when working with powered and non-powered equipment • dimensional tolerance • operation, **maintenance, and adjustment** of stationary powered and non-powered equipment • criteria for selection of materials for specific aviation purposes • areas of **metal specialization** • sheet metal layout, forming, and fabrication • heat treatment purposes and processes • **aircraft flying control alignment** and **balancing techniques** • **design for the life cycle** • ethics of **cultural appropriation** in design process

• Analyze the design for the life cycle and evaluate its **impacts** • Visualize and construct prototypes, making changes to tools, materials, and procedures as needed • Develop an appropriate test of the prototype, conduct the test, and collect and compile data • Record **iterations** of prototyping ***Testing*** • Identify and communicate with **sources of feedback** • Evaluate design according to critiques, testing results, and success criteria to make changes ***Making*** • Identify appropriate tools, **technologies**, materials, processes, cost implications, and time needed • Create design, incorporating feedback from self, others, and testing prototypes • Use materials in ways that minimize waste ***Sharing*** • Decide on how and with whom to **share** or promote design, creativity, and processes • Share the product with users and critically evaluate its success • Critically reflect on their design thinking and processes, and identify new design goals • Identify and analyze new design possibilities, including how they or others might build on their concept **Applied Skills** • Apply safety procedures for themselves, co-workers, and users in both physical and digital environments • Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time • Demonstrate competency and proficiency in skills at various levels involving manual dexterity and complex metalworking techniques **Applied Technologies** • Explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for their design interests • Evaluate impacts, including unintended negative consequences, of choices made about technology use • Examine and analyze the role that changing technologies play in aviation metalworking contexts	• future career options and opportunities in metalworking contexts • interpersonal and consultation skills to interact with clients

Big Ideas – Elaborations

environmental impacts: including manufacturing, packaging, disposal, and recycling considerations

Curricular Competencies – Elaborations

- **user-centred 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
- **empathetic observation:** aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by

experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders

- **constraints:** limiting factors, such as task or user requirements, materials, expense, environmental impact
- **sources of inspiration:** may include personal experiences, First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, and professionals
- **impacts:** including social and environmental impacts of extraction and transportation of raw materials; manufacturing, packaging, transportation to markets; servicing or providing replacement parts, expected usable lifetime; and reuse or recycling of component materials
- **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
- **technologies:** tools that extend human capabilities
- **share:** may include showing to others, use by others, giving away, or marketing and selling

Content – Elaborations

- **fabrication equipment:** for example, shears, benders, cutting and joining tools.
- **methods:** for example, layout, rivet forming, bending and shaping, deburring.
- **non-metal material:** for example, glass, plastic, wood.
- **finishing:** for example, paint, clear coat
- **maintenance, and adjustment:** for example, changing blades, and rivet sets, dolly dressing.
- **metal specialization:** for example, selection of different types of aircraft grade metals
- **design for the life cycle:** taking into account economic costs, and social and environmental impacts of the product, from the extraction of raw materials to eventual reuse or recycling of component materials
- **cultural appropriation:** using or sharing a cultural motif, theme, "voice," image, knowledge, story, or practices without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
- **tools and equipment:** for example, fuel pressure gauge, separating tool, flying control alignment and balancing techniques
- **modifications:** for example, installation, testing and recording of weight and balance data
- **interpersonal skills:** for example, professional communications, active listening to identify potential problems, courtesies
- **interpersonal and consultation skills:** for example, professional communications, collaboration, follow-ups, courtesies, record keeping, ways to present visuals

Recommended Instructional Components:

- Integrated online and digital information management. Example: Google Classroom
- Talks and presentation by Aviation professionals
- Teacher lead instruction and demonstrations of techniques and procedures
- Class located in a computer lab and/or maker space environment

- Learning opportunities for both individual and collaborative work
- Frequent check-ins, conversations and monitoring of student work during individual project phase of the course
- Collaboration with teacher-librarian or learning-commons teacher

Recommended Assessment Components:

- Use of competency based assessment rubrics/charts with the following levels of proficiency: emerging, developing, proficient, extending.
    - Competency charts can support the wide variety and individualization of student learning, projects and work.
    - Competency charts can support and promote an environment where failure (during prototype/testing) is expected, accepted, and learned from
- Practical assessment of finished projects
- Student self-assessment and reflection as they work through the design process
    - students will self-assess and reflect on the progress of their design solution while they are developing it
    - students will reflect on the design thinking process as they implement each step
    - students will reflect on their learning throughout the process
- Formative assessment throughout the skills phase and learning (part 1) and project process (part 2).
- Summative assessment of the final project and student sharing of that learning, idea, or design solution to an audience.
- On-going and individualized 1-1 feedback provided by the instructor

Learning Resources:

- Online research and investigation
- Aviation design and fabrication publications
- Aviation manuals and procedures
- Canadian air regulations

Aviation Systems & Design

School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Greater Victoria School District	SD61
Developed by: John Sumner	**Date Developed:** December 2018
School Name: Mount Douglas Secondary	**Principal's Name:** Tammy Sherstobitoff
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Aviation Systems & Design	**Grade Level of Course:** 12
Number of Course Credits: 4	**Number of Hours of Instruction:**

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Aviation Systems and design in intended to be taught in an inclusive learning environment with access to tooling, materials and a range of aircraft components and equipment.

Course Synopsis: In Aviation Systems and Design students will learn about aircraft design and development, they will apply this learning to design and create flying machines. Through investigation and learning students will gain an understanding of the construction and operation of individual aircraft systems and their components.

Goals and Rationale:

The goals of Aviation Systems and Design focus on the development of future-ready competencies through authentic personalized inquiry both of which are at the centre of the new curriculum. By facilitating student learning through exploration of their curiosities, Design and Innovation will:

- support personalized learning through flexibility and choice
- teach students the skills required to scaffold experienced-based learning and problem solving both individually and collaboratively
- demonstrate to students that information and learning can come from a variety of sources.
- provide experiences where students build courage and learn from failures in their design work.
- prepare students to meet the needs of the modern workforce by developing skills in critical thinking, creativity, collaboration, communication, information literacy and initiative.
- introduce students to a variety of ways of thinking and learning.
- expose students to multiple tools that can be used to share their ideas and demonstrate their learning

Indigenous Worldviews and Perspectives:

The foundations of Aviation Systems & Design are cross-cultural, encompass multiple aspects in society (holistic in nature), and encourage exploration of connectedness to oneself, community, culture and the natural world.

- **Connectedness and Relationship**: Systems & Design requires one to be curious about the world and fosters empathy. The integration of knowledge, content, and ways of being are integral to the design process and problem solving that are key components of this course.

- **Awareness of History:** Awareness of the importance of historical concepts of design in pre-colonial era. Understanding the use of "mental templates" that would have guided indigenous designs.

- **Emphasis on Identity:** Personal curiosity is a critical element in learner-centered design work. Awareness of one's presence in the natural world amongst a multicultural atmosphere is emphasised in this course.

- **Local Focus:** Opportunities are available for students to explore design solutions that consider local indigenous culture and/or consultations with local knowledge keepers.

- **Engagement with the Land, Nature, and the Outdoors:** Design opportunities often require building knowledge of natural environments and materials.

- **Experiential Learning:** The main concept and goal of this course is to promote learning by doing: ideate, make and test designs. Learning is formative, collaborative and is on-going during this process.

- **Principles of Learning:** the following First Peoples Principles of Learning are essential when teaching the Aviation Systems & Design curriculum:
  - 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 recognizes the role of indigenous knowledge
  - Learning is embedded in memory
  - Learning involves patience and time

- Learning requires exploration of one's identity

Declaration of Aboriginal Worldviews and Perspectives: The First People's Principles of Learning are inherent in the aspects included in Aviation systems and design. Aviation Systems and Design is inseparable from connectedness and relationships; specifically:

- The power of story
- Connectedness and relationship
- Engagement with the Land, Nature, the Outdoors
- Local focus
- Community involvement
- Experiential learning
- The role of the teacher

BIG IDEAS

Aircraft operation, service, and maintenance include consideration of **social and environmental impacts**.	Personal service and maintenance interests require the evaluation and refinement of skills.	Tools and **technologies** can be adapted for specific purposes.	**Design for the life cycle** includes consideration of social and **environmental impacts**

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Applied Design** ***Understanding context*** • Interpret circumstances of or factors in a particular aviation situation or challenge • Engage in a period of **user-centred research** and **empathetic observation** to understand design opportunities • ***Defining*** • Identify potential issues and troubleshoot • Identify requirements, intended impacts, and possible unintended negative consequences of service • Determine whether activity is collaborative or self-directed • Establish a point of view for a chosen design opportunity • Identify potential users, intended impacts, and possible unintended negative consequences • Make inferences about premises and **constraints** that define the design space, and develop criteria for success ***Ideating*** • Generate ideas to create a range of possibilities and add to others' ideas in ways that create additional possibilities • Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions • Evaluate suitability of plans, products and processes according to intended impact of service	*Students are expected to know the following:* • complex aviation repair and maintenance • aircraft inspection standards • advanced aviation **tools and equipment** • aircraft structures • gas turbine engines and engine systems • aircraft diagnostic and inspection methods • aircraft transmission and gearing functions • aircraft electrical and control systems • aircraft landing gear systems • aircraft fuel systems • aircraft hydraulic systems • aircraft flight controls • aircraft environmental systems • aircraft electronic systems • aircraft radar systems • aircraft serviceability, overhaul, and repair • design for the life cycle • aircraft designs • career options and opportunities in Aviation • **interpersonal skills** for interacting with clients and

• Identify and examine gaps for potential design improvements and innovations • Generate ideas to create a range of possibilities and add to others' ideas in ways that create additional possibilities • Evaluate suitability of possibilities according to success criteria, constraints, and potential • Work with users throughout the design process ***Prototyping*** • Evaluate and apply appropriate sources of information to develop a plan that includes key stages and resources • Analyze the **design for the life cycle** and evaluate its **impacts** • Consider a variety of materials for effective use and their potential for reuse, recycling, and biodegradability • Choose an appropriate form, scale, and level of detail for prototyping, and plan procedures • Visualize and construct prototypes, making changes to tools, materials, and procedures as needed • Record **iterations** of prototyping Make changes to tools, materials, and procedures as needed ***Testing*** • Identify and communicate with sources of feedback • Develop an **appropriate test**, conduct the test, and collect and compile data • Evaluate ideas based on information from feedback and testing results to make necessary changes • Evaluate design according to critiques, testing results, and success criteria to make changes ***Making*** • Identify appropriate tools, technologies, materials, processes, and time needed • Carry out updated plan, incorporating feedback from self and others and from testing results • Use materials in ways that minimize waste • Identify appropriate tools, technologies, materials, processes, cost implications, and time needed • Create design, incorporating feedback from self, others, and results from testing of the prototypes ***Sharing*** • Decide how and with whom to **share** their processes, creativity, or share and promote design or product and processes to solicit and generate feedback and critically evaluate its success • Share final plans, products and processes and critically evaluate their success • Critically reflect on plans, products and processes, and identify new design goals	customers

• Identify and analyze new possibilities for plans, products and processes, including how they or others might build on them • Evaluate new possibilities for plans, products and processes, including how they or others might build on them **Applied Skills** • Apply safety procedures for themselves, co-workers, and operators in both physical and digital environments • Individually or collaboratively identify and assess skills needed for automotive service plans, products and processes • Demonstrate competency and proficiency in skills at various levels involving manual dexterity and complex mechanics and maintenance • Develop specific plans to learn or refine identified skills over time • Apply safety procedures for themselves, co-workers, and users in both physical and digital environments • Individually or collaboratively identify and assess skills needed for design interests • Demonstrate competency and proficiency in skills at various levels involving manual dexterity and design, and production **Applied Technologies** • Explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for aviation maintenance and repair interests • Evaluate impacts, including unintended negative consequences, of choices made about technology use • Explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for design interests • Analyze the role that changing technologies play in industrial design and production • Analyze the role that advancing technologies play in automotive contexts	

Big Ideas – Elaborations

- **social and environmental impacts:** including operator and public safety; emissions and effects on the environment; manufacturing, packaging, disposal, and recycling considerations related to vehicle parts and products
- **technologies:** tools that extend human capabilities
- **Design for the life cycle:** taking into account economic costs, and social and environmental impacts of the product, from the extraction of raw materials to eventual reuse or recycling of component materials
- **environmental impacts:** including manufacturing, packaging, disposal, and recycling considerations

Curricular Competencies – Elaborations

- **design for the life cycle:** taking into account economic costs and social and environmental impacts of the product, from the extraction of raw materials to eventual reuse or recycling of component materials
- **impacts:** including the social and environmental impacts of extraction and transportation of raw materials; manufacturing, packaging, and transportation to markets; servicing or providing replacement parts; expected usable lifetime; and reuse or recycling of component materials
- **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
- **share:** may include showing to others or use by others, giving away, or marketing and selling
- **user-centred 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
- **empathetic observation:** aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders
- **constraints:** limiting factors such as task or user requirements, materials, expense, environmental impact
- **impacts:** including social and environmental impacts of extraction and transportation of raw materials; manufacturing, packaging, and transportation to markets; servicing or providing replacement parts; expected usable lifetime; and reuse or recycling of component materials
- **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
- **share:** may include showing to others or use by others, giving away, or marketing and selling

Content – Elaborations

- **tools and equipment:** for example, sheet metal forming , cutting and joining tools, systems testing and inspection equipment
- **modifications:** for example, installation, inspection and weight and balance calculations and recording
- **interpersonal skills:** for example, professional communications, active listening to identify potential problems, courtesies

Recommended Instructional Components:

- Integrated online and digital information management. Example: Google Classroom
- Class located in a computer lab and/or maker space environment
- Learning opportunities for both individual and collaborative work
- Communal learning: Mini-tutorials presented by both the teacher and student experts
- Design challenges to build design thinking skills and strategies
- Many connections to authentic problems, users, and/or challenges in the local community
- Frequent check-ins, conversations and monitoring of student work during individual project phase of the course

Recommended Assessment Components:

- Use of competency-based assessment rubrics/charts with the following levels of proficiency: emerging, developing, proficient, extending.
    - Competency charts can support the wide variety and individualization of student learning, projects and work.
    - Competency charts can support and promote an environment where failure (during prototype/testing) is expected, accepted, and learned from
- Student self-assessment and reflection as they work through the design process
    - students will self-assess and reflect on the progress of their design solution while they are developing it
    - students will reflect on the design thinking process as they implement each step
    - students will reflect on their learning throughout the process
- Formative assessment throughout the skills phase and learning (part 1) and project process (part 2).
- Summative assessment of the final project and student sharing of that learning, idea, or design solution to an audience.
- On-going and individualized 1-1 feedback provided by the instructor

Learning Resources:

- Online
- Jeppesen books and manuals
- AME Training Manuals
- Aircraft components and equipment
- A & P Technician General
- A & P Technician General Test guide and oral study guide
- A & P Technician Airframe
- Helicopter maintenance, Jeppesen, Joseph Schafer
- Sheet Metal, ATP publication, Leo A. Meyer
- Viking Air training manual

Design & Innovation

School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Greater Victoria School District	SD61
Developed by: Alexis McKean and Graham McLaren	**Date Developed:** December 2018
School Name: Mount Douglas Secondary School	**Principal's Name:** Tammy Sherstobitoff
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Design & Innovation	**Grade Level of Course:** 11 & 12
Number of Course Credits: 4	**Number of Hours of Instruction:**

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Design & Innovation is intended to be taught in a maker-style learning environment with access to a variety of tooling and basic electronics equipment, high-end computers, CAD software, robotics, 3D printing technology, computer assisted manufacturing, advanced creative design software etc.

Course Synopsis: In Design & Innovation students will learn about and apply the process of design thinking to creatively solve authentic problems through meaningful project-based learning experiences. The course is structured in two parts. In part 1, students develop the necessary planning, creativity, problem-solving, collaboration and multi-disciplinary thinking skills necessary for the successful design and implementation of a student generated project. In part 2, students will identify a real-world challenge or problem, then conceptualize, design, prototype, test and share meaningful solutions.

Goals and Rationale:

The goals of Design & Innovation focus on the development of future-ready competencies through authentic personalized inquiry both of which are at the centre of the new curriculum. By facilitating student learning through exploration of their curiosities, Design and Innovation will:

- support personalized learning through flexibility and choice
- teach students the skills required to scaffold experienced-based learning and problem solving both individually and collaboratively
- demonstrate to students that information and learning can come from a variety of sources.
- provide experiences where students build courage and learn from failures in their design work.
- prepare students to meet the needs of the modern workforce by developing skills in critical thinking, creativity, collaboration, communication, information literacy and initiative.
- introduce students to a variety of ways of thinking and learning.
- expose students to multiple tools that can be used to share their ideas and demonstrate their learning

Indigenous Worldviews and Perspectives

The foundations of Design & Innovation are cross-cultural, encompass multiple aspects in society (holistic in nature), and encourage exploration of connectedness to oneself, community, culture and the natural world.

- **Connectedness and Relationship**: Design & Innovation requires one to be curious about the world and fosters empathy. The integration of knowledge, content, and ways of being are integral to the design process and problem solving that are key components of this course.

- **Awareness of History:** Awareness of the importance of historical concepts of design in pre-colonial era. Understanding the use of "mental templates" that would have guided indigenous designs.

- **Emphasis on Identity:** Personal curiosity is a critical element in learner-centered design work. Awareness of one's presence in the natural world amongst a multicultural atmosphere is emphasized in this course.

- **Local Focus:** Opportunities are available for students to explore design solutions that consider local indigenous culture and/or consultations with local knowledge keepers.

- **Engagement with the Land, Nature, and the Outdoors:** Design opportunities often require building knowledge of natural environments and materials.

- **Experiential Learning:** The main concept and goal of this course is to promote learning by doing: ideate, make and test designs. Learning is formative, collaborative and is on-going during this process.

- **Principles of Learning:** the following First Peoples Principles of Learning are essential when teaching the Design & Innovation curriculum:
  - 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 recognizes the role of indigenous knowledge
  - Learning is embedded in memory
  - Learning involves patience and time
  - Learning requires exploration of one's identity

BIG IDEAS

User needs and interests drive the design process.	Social, ethical, and sustainability considerations impact design.	Personal design choices require self-exploration, collaboration, and evaluation and refinement of skills.	Tools and technologies can be adapted for specific purposes.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Applied Design** **Understanding context** • Conduct **user-centred research** to determine design opportunities and barriers **Defining** • Establish a point of view for a chosen design opportunity • Identify potential users, intended impact, and possible unintended negative • consequences • Make inferences about premises and **constraints** that define the technologies **Ideating** • Identify gaps to explore a design • Critically analyze how competing social, ethical, and sustainability considerations impact design • Generate ideas and add to others' ideas to create possibilities, and prioritize them for prototyping • Work with users throughout the design process **Prototyping** • Identify and apply **sources of inspiration** and **information** • Choose an appropriate form, scale, and level of detail for prototyping, and plan procedures for prototyping multiple ideas • Analyze the design for life cycle and evaluate its **impacts** • Construct prototypes, making changes to tools, materials, and procedures as needed • Record **iterations** of prototyping	*Students are expected to know the following:* • history of design and innovation • the benefits of collaboration in design work • steps of the **design thinking** process • application of the design thinking process to solve problems • identification of an authentic problem and the opportunities that it presents • **data collection,** management and application techniques as related to a defined problem. • appropriate selection and use of **available technologies** as required by unique design needs and specifications • **project design** and **development** • **project management** • appropriate methods of **communication** to present learning, an idea, or design solution to a given **audience**

Testing ● Identify most appropriate feedback 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, and where/how these could be available ● Use **project management processes** when working individually or collaboratively to coordinate production **Sharing** ● **Share** progress while creating to increase opportunities for feedback ● 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 **Applied Skills** ● Apply safety procedures for themselves, co-workers, and users in both physical and digital environments ● Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time	

BIG IDEAS

User needs and interests drive the design process.	Social, ethical, and sustainability considerations impact design.	Personal design choices require self-exploration, collaboration, and evaluation and refinement of skills.	Tools and technologies can be adapted for specific purposes.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Applied Design** **Understanding context** • Conduct **user-centered research** to determine design opportunities and barriers **Defining** • Establish a point of view for a chosen design opportunity • Identify potential users, intended impact, and possible unintended negative • consequences • Make inferences about premises and **constraints** that define the technologies **Ideating** • Identify gaps to explore a design • Critically analyze how competing social, ethical, and sustainability considerations impact design • Generate ideas and add to others' ideas to create possibilities, and prioritize them for prototyping • Work with users throughout the design process **Prototyping** • Identify and apply **sources of inspiration** and **information** • Choose an appropriate form, scale, and level of detail for prototyping, • and plan procedures for prototyping multiple ideas • Analyze the design for life cycle and evaluate its **impacts** • Construct prototypes, making changes to tools, materials, and procedures as needed • Record **iterations** of prototyping	*Students are expected to know the following:* • design and innovation theory throughout history and across cultures • the benefits of collaboration in design work • steps of the **design thinking** process and successful application and usage of this process to solve problems both in school and the real-world • identification of an authentic problem and the opportunities that it presents • methods of applying cross-curricular solutions to design problems • a variety of **data collection,** management and application techniques as related to an defined problem. • appropriate selection and use of **available technologies** as required by unique design needs and specifications • properties of different materials and their impact on use in the manufacturing and creation of prototypes • large scale **project design** and **development** • methods for sharing and conveying knowledge and individual expertise to peers • **project management** and leadership • appropriate methods of **communication** to present learning, an idea, or design solution to a given **audience**

Testing • Identify most appropriate feedback 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, and where/how these could be available • Use **project management processes** when working individually or collaboratively to coordinate production **Sharing** • **Share** progress while creating to increase opportunities for feedback • 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 **Applied Skills** • Apply safety procedures for themselves, co-workers, and users in both physical and digital environments • Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time	

Big Ideas – Elaborations

User - the person or group of people for which a design solution is being developed.

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

sources of inspiration: may include experiences, users, experts, First Nations, Métis, or Inuit community experts and thought leaders

information: may include professionals as experts, secondary sources, collective pools of knowledge in communities and collaborative atmospheres

both online and offline

impacts: including the social and environmental impacts of extraction and transportation of raw materials, manufacturing, packaging, transportation to markets, servicing or providing replacement parts, expected usable lifetime, and reuse or recycling of component materials

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

iterate: to create a refined version of a prototype based on the results of testing and feedback.

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

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

technologies: tools that extend human capabilities

Content – Elaborations

design thinking: a means of scaffolding problem solving through empathizing, defining, ideating, prototyping, testing

data collection techniques: interviews, research, surveys

available technologies: Pencil and paper, CAD, 3D Printers, CNC Machines, Vinyl Cutters, Adobe CC, Robotics (Sphero, VEX), electronics (Arduino), coding (programming, web design, app development)

project planning: scope, goal setting, establishment of timelines

project management: time allocations, tracking, task delegation and management, and collaboration, use of tech tool for tracking of work (Trello)

communication: academic poster creation, pitch presentations, project proposals, project reports, authentic displays of learning

audience: idea gallery, community members (entrepreneurs, researchers, parents, etc.), classmates, teachers.

Recommended Instructional Components:

- Integrated online and digital information management. Example: Google Classroom
- Team teaching with other subject area experts to encourage cross-curricular collaboration
- Class located in a computer lab and/or maker space environment
- Learning opportunities for both individual and collaborative work
- Communal learning: Mini-tutorials presented by both the teacher and student experts
- Design sprints and challenges to build design thinking skills and strategies

- Many connections to authentic problems, users, and/or challenges in the local community
- Frequent check-ins, conversations and monitoring of student work during individual project phase of the course
- Collaboration with teacher-librarian or learning-commons teacher
- Cross-curricular connections and access (example, science labs, tech education facilities) when needed

Recommended Assessment Components:

- Use of competency based assessment rubrics/charts with the following levels of proficiency: emerging, developing, proficient, extending.
    - Competency charts can support the wide variety and individualization of student learning, projects and work.
    - Competency charts can support and promote an environment where failure (during prototype/testing) is expected, accepted, and learned from
- Student self-assessment and reflection as they work through the design process
    - students will self-assess and reflect on the progress of their design solution while they are developing it
    - students will reflect on the design thinking process as they implement each step
    - students will reflect on their learning throughout the process
- Formative assessment throughout the skills phase and learning (part 1) and project process (part 2).
- Summative assessment of the final project and student sharing of that learning, idea, or design solution to an audience.
- On-going and individualized 1-1 feedback provided by the instructor

Learning Resources:

Maker-Environment:

- Access to a variety of tooling and basic electronics equipment, high-end computers, robotics, 3D printing technology, computer assisted manufacturing, and advanced creative design software is recommended
- Regular access to media level computer lab
- Maker/prototyping supplies: glue guns, cardboard, pipe-cleaners, paper-plates, tape, popsicle sticks, scissors etc.

Design Thinking Resources:

- Standford d.school
- Future Design School

Teaching Innovation Resource:

- Cult of Pedagogy interview with Dan Wettrick: "What is an Innovation Class... and Why Do You Need One?"

Access to library databases and resources for research purposes

Community Connections

- School and District Career Coordinators
- Post-Secondary
- Local business community
- Sponsors of community design challenges

ELL Learning Strategies

School District/Independent School Authority Name: Greater Victoria School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** 61
Developed by: ELL Metro Group, Sara Wright and Terry O'Flynn	**Date Developed:** June 4th, 2018
School Name: ELL District Program	**Principal's Name:** Simon Burgers / Denise Wehner
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: ELL Learning Strategies 10	**Grade Level of Course:** 10
Number of Course Credits: 4	**Number of Hours of Instruction:** 90 - 120

Board/Authority Prerequisite(s):

District Requirements: University Coursework in Second Language Acquisition (3 Credits)

Special Training, Facilities or Equipment Required:

A thorough understanding of the SIOP Framework and TPRS is highly recommended

This course is designed for the student who:

- demonstrates and imbalance between reading, writing and oral language skills
- is acclimating to the Canadian school culture, expectations and routines
- is new to Canada and/or at a receptive level of English language acquisition
- has been identified in their AIP as requiring additional time in completing academic tasks
- understands and uses common vocabulary but is unfamiliar with academic vocabulary
- lacks confidence in social language skills to participate effectively in groups
- has a limited repertoire of strategies to be an independent learner in content based courses

Course Synopsis:

This course is designed to familiarize and extend a student's abilities to use various strategies independently to meet the Learning Standards and Big Ideas, concurrently being successful in content based courses such as English Language Arts, Social Studies and Science. Emphasis will be on the comprehension of important concepts, linking current information to prior knowledge and the application of strategies and skills learned. Students will become familiar with a variety of learning skills and Canadian assessment techniques. As well, through 1:1 and small group collaboration, students will develop their voice in English and a sense of self as a Canadian high school student.

Goals and Rationale:

All students, regardless of their language and cultural background, will have the opportunity to develop their academic potential to the fullest extent. 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, not only learn essential academic content and language, but also become independent and self-directed learners through their increasing command over a variety of strategies for learning.

Aboriginal Worldviews and Perspectives:

This course will incorporate the following aspects of the Declaration of First Peoples Principles of Learning through written responses, discussion, exercises, projects and debate activities.

- Learning is reflective, reflexive, holistic, experiential and relational
- Learning is in history, memory and story of one's culture and the world
- Learning requires exploration of one's identity and the country one lives in
- Learning another language involves patience and time
- Becoming an English Language Learner involves recognizing that some information is culturally delicate and needs to be shared with permission and in certain situations is sacred

Course Name: Strategies for Academic Success ELL **Grade: 10**

BIG IDEAS

A belief in one's **abilities** enables growth	**Learning strategies** provide greater access to academic success	Exploring stories and other **texts** helps us understand ourselves and make connections to others and to the world	**Language** shapes ideas and influences others.	**Voice** is powerful and evocative.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Receptive (reading and listening)** Reading - identify keywords in **text** and apply **reading strategies** to find meaning - connect, summarize, infer, predict, evaluate, and comprehend most appropriately levelled **reading materials** - connect reading material to personal experiences (via discussions, debates, persuasive writing, research) - appreciate reading and being read to for information and pleasure - develop a repertoire of strategies to aid comprehension Listening - understand colloquial expressions, idioms, figurative language, 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	*Students are expected to know the following:* **Strategies to support independent learning** - **Listening** - **Speaking** - **Reading** - **Writing** - **Numeracy** **Stages of Cultural Adjustment** - that learning takes different amounts of time for each learner - idioms, figurative language, connotations, denotations - practical discourse - **academic discourse** - learning requires exploration of one's identity - awareness of **acculturation process** **Genres**

Expressive (speaking and writing/representing) Speaking - use varied vocabulary, including content-specific language, colloquial, idiomatic and figurative language appropriately in various social settings - 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** 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 - develop **voice** in writing - appropriate word choice and usage according to text genres - use information **ethically** **Evaluation** - become familiar with and be able to demonstrate competency using a variety of **assessment tools and techniques**	- structures of various genres - linear nature of genres **Skills and Strategies** - **organization** - **social, emotional, and metacognitive** - **text features** - responsibility - test-taking - study and note-taking - collaborative learning - plagiarism awareness - **writing process**

Big Ideas – Elaborations
abilities: students will be able to make language connections between their first language and English thereby developing academic and social growth; the awareness of self (self-esteem, self-advocacy, self-reflection, personal strengths, etc.) promotes educational risk-taking and personal

growth
language includes the four domains (reading, writing, speaking and listening)
learning strategies allow students to access curriculum, communicate effectively, and build academic literacy
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)

Curricular Competencies – Elaborations

academic discourse includes understanding meaning through verbal and written language which includes formal instructional language and subject specific terminology
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 (e.g.: bibliography, work cited, textual referencing)
assessment tools and techniques: using and/or creating assessments for self-assessment or peer-assessment (e.g.: 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 (e.g.: 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, humor, 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 by building students' cognitive academic language proficiency (e.g.: the difference between formal and informal speech and when to use each)
communication includes stress, intonation, pace, pitch, articulation, enunciation
problem solving strategies 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 ● **numeracy:** knowing mathematical language **genres** includes specifically knowing the descriptive, informative, expository, explanation, persuasive, technical, etc. genres that may occur in other content areas **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 **the 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)	
review of key concepts	● Provide comprehensive review of key vocabulary: teach, review, assess, and 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

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

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 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.
- 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.

Assessment of learning - Summative:

- Summative assessment may include oral presentations, projects, and in-class writing, self-assessment/reflection and reporting on personal growth.
- 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:

Frameworks

- SIOP (Sheltered Instruction Observation Protocol)
- 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*

Websites

- http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies
- www.empoweringells.com
- https://instructionalservices.sd35.bc.ca/curriculum/english-language-learners-ell/ - SIOP Resources
- http://www.idrinstitute.org/allegati/IDRI_t_Pubblicazioni/47/FILE_Documento_Bennett_DMIS_12pp_quotes_rev_2011.pdf - The Bennet Scale of Intercultural Sensitivity
- http://larryferlazzo.edublogs.org
- http://sramckay.weebly.com/ell---support-for-english-language-learners.html

Additional Information:

Province of British Columbia ELL Standards: https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf

ELL Planning Tool:

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/english-language-learners/ell_planning_tool.pdf

Gender and Sexuality in Society

School District/Independent School Authority Name: Greater Victoria School District	**School District/Independent School Authority Number (e.g. SD43, Authority #43):** #61
Developed by: Anita Roberts and Georgina Hope (developed from Linda Allison's Women's studies)	**Date Developed:** November 28, 2018
School Name: Esquimalt High and Victoria High School	**Principal's Name:** Jason Johnson / Aaron Parker
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Gender and Sexuality in Society	**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:
No special training is required, but a history with counselling, Social studies, Family Studies, and/or post-colonial theory is very helpful.

Aboriginal Worldviews and Perspectives:
While it is important to recognize that Indigenous worldview, pedagogy, and content can and should be embedded in all the BIG IDEAS, there are a few key areas that need attention in this course:

- 2Spirit Identification: This is both a gender and sexuality term specifically used by and in reference to Indigenous experience of the gender spectrum. It is very important that this term be taught appropriately; best practice is to have, whenever possible, an individual who identifies as 2spirited to consult and/or present to the class. Trans Care BC is an organization that has been helpful.

- Missing and Murdered Indigenous Women (MMIW): The inquiry into Canada's MMIW is ongoing. This content is important to cover.

The Indigenous Worldviews and Perspectives in the Classroom document outlines key characteristics of Indigenous pedagogy. The following is an outline of how some of the content of this course can be applied using this framework:

- Connectedness and Relationship: Much of the content of this course is sensitive and at times controversial and may be triggering. Relationship building and a co-created environment of trust and boundary setting is key.
- Awareness of History: When looking at how power structures have been used both historically and contemporarily, Indigenous experience in relation oppression, as well as resistances to it, should be included.
- Local and Land Focus: Bringing in guest speakers from the local territory is a meaningful practice, as is organizing field trips to explore how the roles story, land, and language have interacted with gendered systems.
- Emphasis on Identity: Particularly in the first unit, but throughout the course, identity formation and the processes associated with it are explored. Building in self-reflections, self-assessments, and allowing for and documenting change and growth through a portfolio can help.
- Community Involvement: Reaching out to Indigenous educators, support workers, counsellors, elders, and speakers brings a valuable and authentic experience to the course.
- The Power of Story: Students and teachers alike will benefit from the sharing of both cultural and personal stories in order to explore the big ideas.
- Language and Culture: Practicing a Circle, following protocol and ideally with an Aboriginal facilitator, is a very meaningful and reflective process.
- Experiential Learning: This course really benefits from guest speakers and field trips.

Course Name: Gender and Sexuality in Society **Grade: 10**

BIG IDEAS

Envision gender and sexuality in more expansive, fluid, or egalitarian ways.	Understand gendered structures of power and authority and how these mechanisms silence non-binary and gendered experiences.	Understand how "gendered scripts" for dress, appearance, and behavior emerge among different social groups in different societies and historical periods.	Explain the unequal social status of women and girls, and those activities and roles deemed "feminine" in society.	Participate and contribute effectively to the larger public conversation about the role of gender in society and to take progressive action in this field.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: • Assess how dominant structures of power and authority create and maintain restrictive gender roles. • Examine gender norms and resistance and challenges to those norms. • Explore femininity, masculinity, queer, and transgender politics and identifications. • Discuss how society and culture shape gendered identities and sexual relationships • Identify a range of sexual health and education resources in the community. • Define a range of gender and sexuality terms and issues. • Recognize the role of self-care in sustaining positive social action. • Reflect upon personal histories and how they influence and interact with gendered experiences. • Take action towards making positive change through such things as education, community outreach and participation.	Students are expected to know the following: • Key issues, questions, and debates in gender studies scholarship, both historical and contemporary. • Themes of gendered performance and power in a range of social spheres, such as culture, education, work, family, medicine, social policy, law, economics, and the media. • Key terms associated with gender and sexuality studies. • The role of self-care and activism in promoting gender equity. • Gender is theorized as a social construction as well as a spectrum.

Recommended Instructional Components:
Units can be taught in any order, except for the first introductory unit. It is recommended that the course include the following:

- Introduction: self and society and Intersectionality

- Gender as a construct and spectrum
- Feminism and Femininity across contexts
- Masculinities across contexts
- Transgender and Non-Binary

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

- Balance individual, expressive, exploratory assessments (such as answering writing prompts) with more formal assessments such as terminology quizzes.
- Provide a range of assessments in order to give varied and multiple reflective, learning opportunities.
- Offer a summative, research opportunity (such as Inquiry) to provide for learning tailored to students' individual interests.
- Class generated rubrics for major projects.
- Include self-assessments for the measurement of personal growth.
- Consider a portfolio of learning.
- Consider individual action plans or class/community initiatives.

Learning Resources:

- One tool that needs to be included because it is foundational:
    - "Intersectionality" is a concept used to describe ways in which oppressive institutions, such as racism, sexism, homophobia, transphobia, ableism, xenophobia, classism, etc., are interconnected and cannot be examined separately from one another. The concept first came from legal scholar Kimberle Crenshaw in 1989 and is largely used in critical theories, particularly Feminist theory, when discussing systematic oppression.
- University of Victoria holds the world's largest Trans Archives.

Icons Through Art History

School District/Independent School Authority Name: Greater Victoria School District No. 61	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** SD61
Developed by: Mrs. Dani Guy	**Date Developed:** September 25, 2018
School Name: Oak Bay High School	**Principal's Name:** Mrs. Randi Falls
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Icons Through Art History	**Grade Level of Course:** 12
Number of Course Credits: 4.0	**Number of Hours of Instruction:** 100

Board/Authority Prerequisite(s):

- Completion of Social Studies 10

Special Training, Facilities or Equipment Required:

Special Training suggested: Post-secondary coursework in the area of Art History, and/or credentials as an Art teacher and Social Studies teacher.

- Access to an art room, or a classroom with a sink.
- Access to a projector.
- Access to chromebooks or other computers for research.

Course Synopsis:

This course is an introduction to the many common themes found when studying Art History. It has been designed to be adaptable to many different world regions and times in history, while still being centered on the common themes of power, content (and communication), and issues related to social justice. This design has been chosen so that the content of the course can change with student interest.

Students will be expected to learn about Art History through direct-instruction and guided-research (enquiry-based model), as well as through field trips. An aspect that will make this course unique is that some of the ways students will be asked to respond to artwork will be through a studio-based art activity, in addition to more traditional methods of response, including discussions, presentations, and essays.

Goals and Rationale:

Through this course, students will:

- achieve a greater appreciation and understanding of the role that visual arts has played in society.
- expand their critical thinking skills.
- strengthen their research skills.
- expand their abilities to accurate cite sources.
- gain a greater confidence when defending an argument, either in discussion or in writing.
- be able to identify common aspects of political messaging in artwork.
- achieve a better appreciation for how visuals arts has shaped history and how history has shaped visual arts.
- gain a broader range of knowledge concerning how colonialism impacted the culture of multiple indigenous communities around the world.
- gain a better understanding of what cultural appropriation is and how it had, and is having, lasting impacts on indigenous communities around the world.

This course has been designed to elaborate further on what a student would learn in a studio-based art education classroom and what they would learn in a Social Studies classroom. It has been designed to build greater enquiry skills in students and to assist them in building a solid foundation in research skills. It has also been designed to strengthen a student's ability to think critically, to see symbolism, and to understand the message that the artist is communicating by providing students with a deeper understanding of the history of the time period. Whenever relevant, students will be asked to find the relevancy of what they are studying and link it to our current climate of visual arts, politics, and ever-changing technology.

Aboriginal Worldviews and Perspectives:

One aspect of this course will address the impact colonization had on all indigenous cultures' art-making, selling, and displaying practices. As Canada's policy of assimilation was sadly not uncommon during the 19th century, this course will also look at how the policy of assimilation practiced by our government (and the governments of other countries) disrupted the traditional ways visual arts were created and

celebrated, as well as the long-term consequences of these policies on their cultures. It will also explore the lasting impact found through cultural appropriation, and the economic and social impact it has on indigenous communities throughout the world.

Course Name: Icon Through Art History **Grade: 12**

BIG IDEAS

Patrons have altered the way art has developed (and is developing).	Economic, social, cultural, political, and technological changes have influenced the development and role of visual arts in society.	Many marginalized groups (including indigenous groups impacted by colonialism) have faced barriers when attempting to make, sell and display their artwork.	The definition of what is and is not considered art is always evolving, and it is based on many factors (often political and social).	Art has been used throughout history to communicate political messages to the public.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: • Respond to artwork orally, through writing, and through visual art exploration (studio-based). • Understand how to formulate an argument on a controversial topic related to the art world or art making. • Describe what cultural appropriation is and how it has a negative impact on indigenous communities around the world, (including fabric-making/weaving, fashion, carving, tattooing, scarification...etc.) • Discuss how artists have used the Elements and Principles of Art and Design and various Image Development Strategies to produce artwork that has a particular style, and how this style is used to help communicate the content of their work. • Communicate visually (studio-based), orally, and in writing, how they were inspired by an artist, art movement, or period in art history. • Create artwork (studio-based) that responds to a similar, or parallel, event of the past (political, religious, social, economic…) that has been explored by an artist or art movement, whose content is being echoed in our society today.	*Students are expected to know the following:* • The role of the patron greatly influences (and changes) the style (related to content, composition, materials/processes/application choices, colour and materials choices) of the artist's work. • Artistic style of an artist or art movement (genre) is derived from the content, composition, materials/processes/application choices, colour, use, and emphasis of Elements and Principles of Art and Design and various Image Development Strategies. • Art has played an important role in politics throughout world history and continues to be used for the purposes of furthering political, religious, and consumer agendas (as well as others). • Art theory and aesthetic choices of the established art world are continually being challenged by our evolving social views as well as the changing technological world we live in. • Inspiration for artwork comes from a variety of places, including, but not limited to, other artists' work, media, world events, religion, the (often emotional) zeitgeist of a region, and feelings of social inclusion/exclusion (perhaps based on residual tensions created by colonization, socio-

	economic differences, or gender-politics in the Art World or in the artist's society). • Art movements have developed as a response to changing technology and political power structures, and in response to the previous artists and art movements.

Big Ideas – Elaborations

Patrons have altered the way art has developed (and is developing).

Elaborations:

- Examine the role that the Catholic Church (the Vatican) played in using art to captivate the minds of the illiterate masses prior to the Reformation.
- Compare and contrast the style and content differences between Catholic art produced prior to the Reformation and Catholic artwork produced during the Counter-Reformation Movement. Evaluate whether these new changes helped to ease the religious revolt during the 16th century.
- To what extent did Hitler support the arts and artists during the Third Reich?
- How was art used to communicate political messages throughout the French Revolution?

Economic, social, cultural, political, technological and environmental changes have influenced the development and role of visual arts in society.

Elaborations:

- Explain how the invention of the camera has changed the way artists create their work.
- Explain how the Great Depression changed how art developed throughout the United States.
- Identify how the *red scare* had an impact on artists throughout North America.
- Why did the Pop Art Movement happen when it did?

Many marginalized groups (including indigenous groups impacted by colonialism) have faced barriers when attempting to make, sell and display their artwork.

Elaborations:

- Identify issues of inequalities concerning gender throughout Art History. (Examples, Artemisia Gentileschi, protests by the Guerrilla Girls, Frida Kahlo…etc.)
- Examine issues of discrimination against artists who suffered from issues related to mental health. (Art Brut)
- Examine the artistic and social challenges faced by various indigenous groups during colonial policies of assimilation that limited their ability to teach skills, techniques, and traditional content to newer generations of artists.
- Examine current examples of cultural appropriation that are being committed and dissect the economic and social impact it is having on that particular indigenous group.
- Research and describe the role that colonization played in disrupting the teaching of traditional art practices from generation to

generation.

The definition of what is considered art, and what is not considered art, is always evolving, and is based on many (often political and social) factors.
Elaborations:

- Explain how *Readymades* became identified as art is the 20th century. (Essentially, how does putting a urinal in a gallery make *that* urinal art, whereas a urinal in a washroom is *just* a urinal.)
- Why did art change dramatically throughout the last half of the 19th century?
- Explain why Impressionists were mocked during their first exhibition.

Art has been used throughout history to communicate political messages to the public.
Elaborations:

- Jenny Holzer's *Truisms* were/are used to make people question common statements made in everyday lives in North America.
- Jacques Louis David's many paintings before and during the French Revolutions and during Napoleon's reign all have significant symbolism, which points to an exact political message.
- Research and explore how visual arts were/are used by dictators to control political messaging.

Curricular Competencies – Elaborations

Respond to artwork orally, through writing, and through visual art exploration (studio-based).
Samples:

- Participate in an art critique (written or orally performed) on a particular artist or art movement. (Using the framework of Feldman's Model of Art Criticism).
- Discuss the curation of an art gallery or website gallery, and discuss the role that placement and sequence makes in interpreting a series of artwork as a whole.
- Find inspiration in an artist's style, technique, or content, and experiment through studio-based exploration how that artist used the Elements and Principles of Art and Design to communicate their message.

Understand how to formulate an argument on a controversial topic related to the artworld or art making.
Sample Questions:

- Why are there no great female artists?

- If art is and has been based on mimesis, will it ever not be mimetic?
- Should we colourize film?
- If we are restoring an artwork, should we restore it to its original state, or should we restore the additions made to it over its history?

Describe what cultural appropriation is, and how it has a negative impact on indigenous communities around the world.
Sample Elaborations:

- Which brands/companies have been found to be profiting off of cultural appropriation?
- What impact has cultural appropriation had on the localized economy of an indigenous group?

(Cultural appropriation can include drawing, painting, and sculpture, as well as fabric-making/weaving, fashion, carving, tattooing, scarification...etc.)

Discuss how artists have used the Elements and Principles of Art and Design and various Image Development Strategies to produce artwork that has a particular style, and how this style is used to help communicate the content of their work.
Sample Elaboration:

- While exploring the work of Vincent Van Gogh, students could identify how his elaborate use of texture and colour communicates his struggles with mental health. (Especially when comparing his artworks produced to the letters he wrote to his brother.)
- A student may choose to research the work of Andy Warhol and explain how his use of serialization and bright colours were used to communicate his artwork's message.

Communicate visually (studio-based), orally, and in writing, how they were inspired by an artist, art movement, or period in art history.
Sample Elaboration:

- Students could produce an art piece that uses similar themes, techniques, and content as the artist or art period used, while creating artwork that is original.

Create artwork (studio-based) that responds to a similar, or parallel, event in the past (political, religious, social, economic…) that has been explored by an artist or art movement, whose content is being echoed in our society today.
Sample Elaboration:

- A student may choose to look at Andy Warhol's *Brillo Boxes* showcasing the consumer culture of America in the 1960s. That student can examine our consumer culture of digital consumption as parallel to this Cold-War-era over-consumption.
- A student may choose to explore the Guerrilla Girls movement to examine issues of inequality amongst the sexes in the arts, such as films and the recent sexual harassment controversies in filmmaking.

Content – Elaborations
The role of the patron changes the artist's style of their work.

Sample Topics:

- Propaganda artwork completed by Jacques Louis David when his patron was King Louis XVI, followed by Robespierre's Jacobins, and lastly to Napoleon and the post-Napoleonic era. (Focus on content changes)
- Changes to art and architecture that came about during and after the Reformation movement in Europe.
- Propaganda artwork that came out of Russia (pre and post-revolution). (State-sponsored artwork in paintings, posters, films and sculpture).
- Artistic changes in Germany, during the war, Weimar years, during the rise of the Third Reich, and during a divided and reunified Germany.

Artistic style of an artist or art movement is derived from the content, composition, materials/processes/application choices, colour, use, and emphasis on Elements and Principles of Art and Design, and various Image Development Strategies.

Sample Topics:

- Focus on the changes and evolution of Pablo Picasso's work throughout the 20th century.
- Examine the variation of "styles" within Expressionism, Impressionism, and Pop-Art movements (among others), and define what makes them all connected despite their differing styles.
- Examine the various styles within traditional and contemporary West Coast First Nations artwork. Compare and contrast the similarities and differences in style.

Art has played an important role in politics throughout world history and continues to be used for the purposes of furthering political, religious, and consumer agendas (as well as other agendas).

Sample Topics:

- Art used as a tool of propaganda by the Catholic Church before and during the Reformation and Counter Reformation Movements.
- Hitler's use of art in his propaganda, as well as his exhibitions of *Degenerate Art*.
- Picasso's creation of *Guernica* to politically rebel against Nazi bombings and participation in the Spanish Civil War and Nazi occupation (it was worked on and completed in France during Nazi occupation.)
- Goya's artwork that celebrates the Spanish royal family, and looks at the brutality of Napoleon's occupation and conquest of Spain.
- Art used in Cuba (latter half of the 20th century to present) to openly complain about the government as one of the only legal means of preaching political disagreement due to rules protecting the arts.
- Berlin's *Eastside Gallery* (Berlin Wall's graffiti) and the people's visual response to a divided community and reunification.

Art theory and aesthetic choices of the established Art World are continually being challenged by our evolving social views as well as the changing technological world we live in.

Sample Topics:

- Look at Arthur Danto's work on *The Artworld* and how the modern and postmodern artists challenge previous notions of what is and is not considered art.
- Look at R. Mutt (Duchamp's) *Fountain*, and how this led to the Dada movement at the beginning of the 20th century and its rebellious nature.
- Look at the role of Street Art and the Internet and how the change to a curator-less exhibition spaces are leading to an evolution of the definition of art.
- Look at how the role of photography changed the way visual arts are being used and applied and how it had an impact on the style of visual arts in the 19th and 20th centuries.

Inspiration for artwork comes from a variety of places, including, but not limited to, other artists' work, media, world events, religion, the (often emotional) zeitgeist of a region, and feelings of social inclusion/exclusion (perhaps based on residual tensions created by colonization, socio-economic differences, or gender-politics in the Art World).

Sample Topics:

- Look at how the artists and the Art World in Europe and abroad changed pre and post-World War One.
- Examine the role that colonization played in the development (and regression) of visual arts within indigenous cultures in North, Central, and South America, New Zealand, Australia, Africa, Asia and further afield. (Development could be in regards to different and improved tools and technologies, but regressions could be found in content regarding disease, enslavement, eroding community ties caused from policies of assimilation…etc.)
- Explore issues found within Outsider Art, or *Art Brut*, that include, but are not limited to, mental health, emotional health, community connection, sexual-orientation, and political ties.

Art movements have developed as a response to changing technology, political power structures, and to the previous artists and art movements.

Sample Topics:

- What causes an art movement to develop and change? Look at the development from the Neoclassical period to Romanticism to Realism. What caused the differences between Impressionism and Expressionism?
- In-depth look at Art throughout Germany during the late 19th century, Weimar period, and Third Reich.
- Explore how contemporary art in Africa has changed to address various political structures and agendas (pre and post-Cold War), gender politics, and economic and environmental circumstances.

Recommended Instructional Components:

Delivery Model:

- Direct instruction
- Self-directed learning using the enquiry-based model
- Discussion and critique
- Field trips to local art galleries, and interviewing people working in the arts in the community
- Hands-on learning using materials similar to those of the artists studied
- Watch and respond to videos related to the artist, movement, or time period

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

- Goal setting for skill-based education (improvements in research, presentation, writing, and critical thinking skills).
- Reflective essays for field trips.
- Tests related to art movements, focusing on technique, content, style, and medium/media.
- Art critiques (completed orally and in writing) on an artist's work, or a student's work, using Feldman's Model of Art Criticism (Description, Analysis, Interpretation, and Judgement/Conclusion.)
- Enquiry-based research assignments.
- Self and peer assessment.
- Student-led conferences regarding progress.

Learning Resources:

Videos:

- Simon Schama's *Power of Art* Series
- BBC's *Civilizations* (2018)
- Salvador Dali's *Un Chien Andalou*
- Dziga Vertov's *The Man with the Movie Camera*
- Sergei Eisenstein's *Battleship Potemkin*
- Banksy's *Exit Through the Gift Shop*
- Leni Riefenstahl's *Triumph of the Will*

Essays:

- Arthur Danto's "The Artworld"
- Linda Nochlin's "Why Have There Been No Great Women Artists?"

Indigenous Theatre and Leadership

School District/Independent School Authority Name: Greater Victoria School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** SD61
Developed by: Kai Barker	**Date Developed:** Dec 2018
School Name: Esquimalt High School	**Principal's Name:** Jason Johnson
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Indigenous Theatre and Leadership	**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: The teacher will need facilitation skills for Circle sessions recommended and will need to have experience, knowledge and active involvement with Indigenous culture and traditions. In addition the teacher must develop and foster relationships with Indigenous culture and community members as well as partners in the local arts/performing arts community.

This course requires a functional theatre space as well as access to various outdoor sites.

Course Synopsis: This course has been developed to provide a safe environment for students to explore four foundational areas of study on the path to becoming a more well-rounded student, artist and community member. This course will delve into 1) theatre and performance 2) leadership within the

community 3) connection to oneself and 4) building generosity. With strong ties to the Circle of Courage model, students will develop a better understanding of Indigenous storytelling and connection to the land, as well as build relationships with partners within the art and Indigenous communities.

Goals and Rationale:

Rationale

Performance as a medium is universal and through it, audiences and artists alike can create connection, perspective and a shared experience. This course aims to inspire students from all backgrounds to develop a stronger understanding of the significance of Indigenous worldviews on the lands in which they are most meaningful through the medium of performance. Through this course students will receive training in all aspects of theatre, participate in workshops with local artists and community members, develop leadership skills in multiple environments, and learn how to work collaboratively towards sharing a culturally rooted performance.

Goals:

The Circle of Courage embodies four core values for nurturing all youth in a climate of respect and dignity (Brendtro, Brokenleg, & Van Bockern, 2002):

- The Spirit of Belonging: The universal longing for human bonds is nurtured by relationships of trust so that the child can say, "I am loved."
- The Spirit of Mastery: The child's inborn thirst for learning is nurtured; learning to cope with the world, the child can say, "I can succeed."
- The Spirit of Independence: The child's free will is nurtured by increased responsibility so that the child can say, "I have power to make decisions."
- The Spirit of Generosity: The child's character is nurtured by concern for others so that the child can say, "I have a purpose for my life."

Aboriginal Worldviews and Perspectives: This course has been specifically designed to use Indigenous worldviews and perspectives as a foundation and grounding place in all aspects of delivery and application for students, community members and educators.

BIG IDEAS

Belonging: The universal longing for human bonds is nurtured by relationships of trust.	Mastery: Each person can strives for mastery for personal growth, but not to be superior to someone else.	Independence: The quality of building respect and discipline within oneself as well as modelling growth for others.	Generosity: In helping others, artists create their own sense of worthiness and can make a positive impact on others.	Creation: Preparing a culturally rooted performance requires active engagement, resilience, and commitment.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Explore and create: Mastery** • Explore and develop a range of performance pieces as a **theatre collective** • Develop vocabulary, skills, and conventions through culture, interaction with **the land**, individual and collaborative presentations or performances • Develop theatrical relationships and performances collaboratively • **Take creative risks** to express ideas, meaning, emotions and cultural value • Practice modeling and mentorship in **areas of strength** for others **Reason and reflect: Independence** • Receive and apply constructive **feedback** • Describe and respond to ways in which props, set pieces, technologies, **regalia**, instruments, culturally significant items and environments are used in theatre productions, using discipline-specific and culturally specific languages • Improve performance skills based on self-reflection, audience response, and mentor **feedback** • Spend time in new and familiar spaces to navigate the value of both **place** and history in the work of an artist and leader • Reflect on individual **areas of strengths** as well as areas of improvement as a student, artist and community member • Demonstrate awareness of self in connection to familial history, specifically	*Students are expected to know the following:* • **dramatic elements**, principles, techniques, vocabulary, and symbols • **character development** • stage etiquette • movement, sound, and image • roles and responsibilities in a theatre company and/or theatre production • both western and Indigenous **performance conventions** and movements • **strategies and techniques** to support creative processes, cultural awareness as an individual as well as in connection to the land that one lives, works and creates on • Indigenous artists and work with a specific local focus • Indigenous worldviews and cross-cultural perspectives communicated through theatre productions • leadership and learning is holistic, reflexive, reflective, experiential and relational • the four components of the **Medicine Wheel** as well as the **Circle of Courage** and how this relates to a balance in life. • ethics of **cultural appropriation** and plagiarism • strategies and techniques to develop relationships within the

when connecting to **place** **Communicate and document: Belonging** • Share and respond to theatre productions, time spent connecting to the land and time spent with community mentors • Communicate and interpret ideas through a theatre performance • Express **personal voice**, cultural identity, and perspective through character development • Communicate the value and cultural importance of oral storytelling • Understand the cultural differences and impact it has on one's sense of belonging • Build a greater **sense of self** through community and trust in both oneself and others **Connect and expand: Generosity** • Demonstrate personal, social and cultural responsibility associated with creating, performing, and responding to theatre productions • Explore the personal, educational, cultural and professional opportunities in the performing arts • Connect with other theatre companies on a local, regional, or national scale • Connect to **the land** with the awareness of its historic and current relationship with Indigenous people • Connect with a variety of communities in both cultural and artistic ways • Explore cultural significance as an individual, artist and leader • Weave individual voice and cultural traditions into performances through the concept of generosity • Practice navigating performance as a universal method of connection • Understand the difference between **ceremony** and performance	community as an artist and leader • health and safety protocols and procedures

Curricular Competencies – Elaborations
• **theatre collective:** the process by which a group of theatrical artists working together create a work. The group may include simply actors but may also include a director, a playwright and designers. • **the land/place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and the land/place is foundational for Indigenous perspectives on the world. • **take creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities • **areas of strength:** tasks or actions in which students find success.

- **feedback:** a form of assessment for learning in which the learner is provided with meaningful observations, comments, and ideas from teachers and peers during the creative process.
- **regalia:** refers to the traditional and often sacred clothing, accessories and artifacts worn or carried during various ceremonies, such as powwows, celebrations and pan-national gatherings. The design, type and meaning of regalia varies greatly depending on the individual who wears it, the culture from which it originates and the event where it is worn.
- **respond:** through activities ranging from reflection to action
- **personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview
- **sense of self:** one's idea of who they are
- **ceremony:** practices that are sacred and separate from cultural sharing. These ritual activities vary from family, clans and nations.

Content – Elaborations

- **dramatic elements:** character, time, place, plot, tension, mood, focus, contrast, balance
- **strategies and techniques:** the use of dramatic elements and devices in rehearsal and performance contexts for a desired effect, including but not limited to:
  - skills such as interpretation
  - use of levels, blocking, movement elements, and speaking to the audience
  - speech techniques such as tone, pitch, tempo, accent, and pausing
  - character techniques involving body language, expression, gesture, and interaction
- **character development:** the process of representing or expressing the personal voice, perspective, or worldview of another individual
- **stage etiquette:** the accepted behaviours and attitude required throughout the production process, including auditions, rehearsals, and performances
- **performance conventions:** actions and techniques (strategies) that an actor, writer, dancer, singer, storyteller or director employs to create a desired effect
- **Medicine Wheel:** interpreted in numerous ways the Medicine Wheel is a symbolic circle with four quadrants. Interpretations include but are not limited to:
  - directions: east, south, north and west
    - represented by a distinctive color, black, red, yellow, and white, which for some stands for the human races
  - stages of life: birth, youth, adult (or elder), death
  - seasons of the year: spring, summer, winter, fall
  - aspects of life: spiritual, emotional, intellectual, physical
  - elements of nature: fire (or sun), air, water, and earth
  - animals: eagle, bear, wolf, buffalo and many others
  - ceremonial plants: tobacco, sweet grass, sage, cedar
- **Circle of Courage:** a model of youth development based on the principles of belonging, mastery, independence and generosity. This philosophy emerged from collaboration of Martin Brokenleg and Larry Brendtro.
- **cultural appropriation:** use of a cultural motif, theme, "voice," image, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent

Recommended Instructional Components:

Built on the foundation of 1) the Medicine Wheel 2) the Circle of Courage 3) Community and Cultural Partnerships, this course encourages students to see themselves and others as leaders and artists. Students will be challenged to take responsibility and to make informed decisions based on in-class and community work. The culmination of this work will give students the opportunity to demonstrate their growth to peers and members of the community including friends,

family and mentors. The following instructional components should be implemented to engage students in authentic, culturally rooted work and provide them with skills to move forward on their paths as artists, leaders and community members.

Experiential Learning:

- connection to land and place based learning
- peer teaching
- connection to mentors and guests through workshops
- theatrical/performance based games and exercises
- rehearsal and opportunities for applying feedback

Traditional Learning:

- teachings of circle
- connection to community/indigenous elders
- attending theatre and/or performances
- direct instruction/director notes
- script writing and analysis

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

Formative: 40%

- Based on specific workshops, skill building activities, roleplaying and character development, technical skill building and participation in classroom activities.

Summative: 60%

- Based on a major performance presentation through the lens of the Circle of Courage: belonging, mastery, independence and generosity.

Learning Resources:

Reclaiming Youth at Risk: Our Hope for the Future by Larry K. Brendtro, Martin Brokenleg, Steve Van Bockern

Introduction to Aviation

School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Greater Victoria School District	SD61
Developed by: John Sumner	**Date Developed:** Dec. 2018
School Name: Mount Douglas Secondary	**Principal's Name:** Tammy Sherstobitoff
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Introduction to Aviation	**Grade Level of Course:** 12
Number of Course Credits: 4	**Number of Hours of Instruction:**

Board/Authority Prerequisite(s): Completion of Grade 10 Math and English

Special Training, Facilities or Equipment Required: Certified AIR CANADA INSTRUCTOR, airport/airplane access, multimedia computer and two-way handheld radios

Course Synopsis:

Introduction to Aviation 12 presents an overview of aviation fundamentals. This course will be taught by a Certified Transport Canada Instructor on site at the Victoria Flying Club. Students will receive course credit for the Ground School component, including 3 flights. Students are eligible to continue pursuing certification for their Private Pilot's License (PPL) on their own time and resources. This frees the school district of any non-arm's length liability concerns. Students will explore the world of aviation through in-class and hands-on training. Ground school time will be spent in combination of lecture, simulation, in-class group work and field trips. Students will cover Air Law, Navigation, Meteorology, Aeronautics and Examinations

Goals and Rationale:

This course will:

1. Explore a variety of career and training pathways in the sector of aerospace and aviation, currently one of the top ten sectors identified as needing skills training and development
2. Provide students with the opportunity to attain their Ground School Certification for a Private Pilot's License (PPL). An additional 10 hours of flight time and cost will position students to sit the exam with Transport Canada for their PPL.
3. Offer students post-secondary credit, laddering to a variety of post-secondary pathways (Aviation, Engineering, Metal Fabrication and Mechanical Trades, Industrial Design)
4. Connect students with industry and employment opportunities, as well as further post-secondary education pathways.

Indigenous Worldviews and Perspectives:

Aboriginal Worldviews and Perspectives: Declaration of First People's Principles of Learning:

- Learning is embedded in story and can enhance understanding of human factors and pilot decision making.
- Interpersonal relations are essential within aviation and are enhanced when personal connection and relationships are at the forefront of learning and teamwork.
- An understanding of meteorology combined with an engagement with nature allows for more successful flight planning.
- Having a local focus and utilizing community members creates more meaningful understanding of the local aviation industry.
- Experiential, hands-on learning, is essential to learning how to create flight plans, and for success in flight training.

Declaration of Aboriginal Worldviews and Perspectives: The First People's Principles of Learning are inherent in the aspects included in Intro to Aviation 12. Introduction to Aviation 12 is inseparable from connectedness and relationships; specifically:

- The power of story
- Connectedness and relationship
- Engagement with the Land, Nature, the Outdoors
- Local focus
- Community involvement
- Experiential learning
- The role of the teacher

BIG IDEAS

Understanding the importance of correct process and procedures whilst piloting an aircraft	Understanding the importance of currency requirements and the attention to detail required to be a pilot	Understanding the importance of patience and accuracy during flying training

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: • Recognize how the design of aircraft affects aerodynamics • Explain how the different internal and external systems function and interact • Assess how psychology of mind affects the safe operation of aircraft • Demonstrate a competence in understanding Aviation rules and regulations • Assess relevant / current meteorological conditions to prepare a flight plan • Demonstrate an understanding of flight operations • Demonstrate an understanding of all navigation processes • Investigate the options in the Aviation Industry • Demonstrate and present a focused area of the Aviation industry • Demonstrate an understanding of aviation radio procedures • Demonstrate an understanding of ACT regulations • Demonstrate an understanding of the of the theories to attain the PPL • Prepare a flight plan including all navigation	*Students are expected to know the following:* • The effects of different airflow structures and how they differ with respect to aerodynamics • The complexity and interactivity of each aircraft system and subsystem • The impact of the psychology on the safe operation of an aircraft • Know the “CARS” related to the private pilot qualification • The effects of meteorology in flight planning • How to compile a navigation flight plan • How to communicate using aviation radio procedures • How to apply an understanding of ATC procedures

Recommended Instructional Components:

Note that this course assessed by an outside agency namely the Victoria Flying Club

They are bound by transport Canada rule and regulations

Instructional Component:

1. Direct Instruction
2. Group Work
3. Independent Instruction - Homework will be essential
4. Self and Peer Evaluation
5. Project based
6. Simulation
7. Practical and Hands on Application

Recommended Assessment Components:

Credit assessment	Category	Details	Weight
Credit for Introduction to Aviation	Practical Applications	Assignments Project/Presentation Participation Attendance *Minimum of 50% in course work and PPL Exam to receive credit*	**60%**
PPL ground school Certification	Final Assessment (3 hours)	Minimum of 60% in each of four areas: Air Law, Navigation, Meteorology. and Aeronautics, with an overall minimum of 60% on the final exam *Supervised by a transport Canada Instructor*	**40%**

Learning Resources:

1. PPL ground school package (Supplied by Victoria Flying Club).
2. The Ground Up Book (supplied by Victoria Flying Club).
3. Students will have access to the computer lab and library at Mount Douglas secondary School to prepare for projects, presentations, assignments, tests and exams.
4. Online example exams and questions.
5. Online APP's.

Introduction to Hairstylist

School District/Independent School Authority Name: Greater Victoria School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** SD61
Developed by: Pam Murray and Niki Lukat	**Date Developed:** December 2018
School Name: Victoria High School	**Principal's Name:** Aaron Parker
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Introduction to Hairstylist 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: This course introduces you to the creative dynamic and FUN world of hair design. Your classroom is a modern, fully equipped hair salon that provides an environment for you to learn the basics of how to operate as a professional hairstylist. With the help of professional styling tools and products you will learn and practice various styling techniques to achieve classic, contemporary and Avant Garde looks.

Course Synopsis: This course focuses on the idea that traditions, perspectives, and stories can be shared by individual or societal expression through hair. Your skills and knowledge will be expanded through units of basic salon safety, technical styling skills, the evolution of fashion and beauty through the 20th century as well as modern trends. This course also aims to help you develop the language and ability to evaluate and describe design choices in the world of Hair Design. In addition, you will be encouraged to develop the personal and interpersonal skills such as creativity, enthusiasm and work ethic needed to succeed as a hairstylist.

Goals and Rationale:

The goal of this course is to serve as a foundational course for the comprehensive Hair Design 11-12 program.

Indigenous Worldviews and Perspectives:

- **Connectedness and Relationships**: Develop the personal and interpersonal skills such as creativity, communication, enthusiasm and work ethic needed to succeed as a hairstylist.
- **Local Focus:** Working professionals come in on a regular basis to share their knowledge and expertise. Students often make connections through these presentation for future work experience placements.
- **Emphasis on Identity:** Through the creative work of hair design students gain the skills to develop design decisions to enhance various facial features, personalities, and styles of their future clients. In other words, while gaining the skills in hair design students are helping their future guests learn more about themselves through their hair styles.
- **Language and Culture:** The role and politics of hair design across cultures.
- **Experiential Learning:** The foundation of this course is based on hands- on learning with the focus being practical real-world applications of skills used in the hair industry today.

Course Name: Introduction to Hairstylist **Grade: 10**

BIG IDEAS

Hygiene and sanitation play an integral role in maintaining a safe and healthy salon space.	Hair and fashion evolve over time can be connected to broader societal themes	Students become familiar with and proficient at handling professional styling tools used in the hair salon.	Provide students with the opportunity to practice basic styling techniques used in classic contemporary and Avant Garde looks.	Professionalism plays an important role in acquiring the skills, attitude and appearance of a successful hairstylist.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Salon Safety:** ● Be able to recognize the importance of hygiene, sanitation and disinfection as a means to protect the client/stylist safety in the workplace. ● Demonstrate the practice safe salon hygiene, sanitation and disinfection practices. ● Be able to work ergonomically. **Use and Maintenance of Tools and Equipment:** ● Demonstrate the application of professional styling tools and products used in thermal styling, wet styling and long hair styling. ● Demonstrate the sanitation, disinfection and storage practices to maintain tools. **Basic Styling Skills:** ● Recognize the hairstyles and fashions through the 20th century as well as modern trends. ● Demonstrate the technical styling skills to achieve classic, current and Avant Garde looks. **Research:** ● Research hairstyles of the 20th century and the Avant Garde and develop the language and ability to evaluate and describe design choices in the world of hair design. **Professional Development:** ● Develop the personal and interpersonal skills such as creativity, communication, enthusiasm and work ethic needed to succeed as a hairstylist.	**Students are expected to know the following:** ● The theory of hygiene, sanitation and disinfection procedures required for professional styling tools and salon equipment, as well as personal wellness. ● Safe practices and ergonomics when operating in the hair salon. ● First aid procedures while operating in the hair salon. ● The theory different types of thermal, wet styling and long hair tools and the application of each tool. ● Professional product use and application. ● The technical styling skills used in classical, current and Avant Garde looks. ● The ways in which fashion and beauty through the 20th century are influenced by historical, social and cultural contexts. ● Guidelines for professional development and the introduction to the elements of effective communication

Big Ideas – Elaborations

Curricular Competencies – Elaborations

- professional styling tools: tools of the trades such as curling irons, flat irons, blow dryers, magnetic rollers, bendy rods, hair extensions, hair supports and bobbi pins.
- professional products: styling products used in the salon such as; jell, mouse, hairspray, pomade, thermal protectant, hair oil
- technical styling skills: combining technical skills with design decisions.
- classical, current and Avant Garde: vintage styling techniques, modern trends and creative application of technical skills often seen in competition or couture work

Content – Elaborations

- theory of hygiene, sanitation and disinfection practices: students are required to pass a safety quiz specific to the tools and salon environment.
- first aid procedures: for burns as they are using thermal tools
- ergonomics: as this is a physically demanding job students learn safe ways to hold their body and tools to avoid strain, fatigue and injury.
- historical, social and cultural contexts. Students research hairstyles through the decades of the 20th century.
- professional development, communication: students learn the importance of maintaining a healthy lifestyle as a means of balancing personal and career life. Students begin to develop the language to communicate their ideas in hair design.

Recommended Instructional Components:

- Theory
- Practical
- Projects
- Participation

Recommended Assessment Components:

- are fair, transparent, meaningful and responsive to all learners
- focus on all three components of the curriculum model – knowing, doing, understanding
- provide ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provide varied and multiple opportunities for learners to demonstrate their learning
- involve students in their learning
- promote development of student self-assessment and goal setting for next steps in learning

- communicate clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported
- written work, safety, quizzes, in-class assignments
- hands on skills, completion of skills checklist
- decade project, contessa research project
- daily participation, self-evaluation of general trade practices

Throughout the learning process, teachers and students intentionally gather evidence to inform teaching and learning. The teacher creates rich tasks, engages with the students in setting criteria, establishes exemplars, and leverages the power of questioning to allow for ongoing, timely, descriptive feedback to the student. This process assists students in moving forward toward their learning targets and goals. Students are encouraged to reflect and self-assess to build important meta-cognitive skills. Personalization lends itself to assessment as learning, where students participate in the setting of criteria and the design of inquiries, and self- and peer-assessment.

Teachers document student learning over time using collections of student work and demonstrations to create a profile of his or her strengths, areas of growth, and areas for further development. Students, teachers, and parents, use criteria and rubrics to determine the standards met and the level of performance attained. Through multiple means and varied strategies, the students learning is made visible, and their successes celebrated. In this process, new learning goals and targets are established and ways to support the students learning described.

Learning Resources:

- Primary recommended text: St. Germain, Clif. Salon Fundamentals
- Various YouTube tutorials on long hair styling: http://www.cutegirlshairstyles.com/
- Pivot Point Books and DVDS on : Hair Design and Long Hair
- Great Hair: Elegant Styles for Every Occasion by Davis Biton
- practical work on mannequins and models

Yoga For Mindfulness

School District/Independent School Authority Name: Greater Victoria School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** SD61
Developed by: Grace Leigh and Chelsea Mason	**Date Developed:** November 2016-March 2019
School Name: Mount Douglas Secondary	**Principal's Name:** Tammy Sherstobitoff and Aaron Parker
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Yoga For Mindfulness	**Grade Level of Course:** 10 & 12
Number of Course Credits: 4	**Number of Hours of Instruction:** Semester: 6 hours/week, Linear: 3 hours/week

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Yoga instructor who has completed a 200 hour Yoga Alliance Approved Program. This course would require the use of a warm, comfortable, open room and yoga mats and a music system. Additionally, yoga props (blocks, straps, bolsters and/or blankets), and access to watch relevant movies or video clips using a projector would be beneficial, but not mandatory.

Course Synopsis: Through the practice of mindfulness/meditation and breathing techniques, physical yoga postures, and focus and relaxation strategies, students will improve their holistic wellbeing. Not only will students receive the immediate benefits of these practices, but they will also develop personal management skills. Students will expand their physical literacy and develop greater self-awareness which will help them to identify the precursors of stress and know how to manage it. They will learn the unique benefits of different postures and techniques and how each of these can benefit them personally. The philosophies and practices taught in this course will encourage and help students to make responsible personal choices and demonstrate the attitudes and behaviours of ethical, open-minded and compassionate members of the community. Students may experience all or some of the following physical benefits: increased strength, muscle tone, balance, flexibility, athletic performance, improved posture, injury prevention, weight management, reduced tension, pain, blood pressure and stress, detoxification of muscles and organs, improved digestion, circulation, immunity and sleep regulation, encourages a healthy diet, deep

relaxation and improved energy levels. Students may experience all or some of the following mental benefits: improved concentration, focus, self-awareness and self-esteem, stress and anxiety management, greater intuition, memory, confidence and calmness, impulse control, mood/emotional management, self-regulation and greater academic success.

Goals and Rationale: The goal of this course is to teach students yoga postures and mindfulness techniques that they can use throughout the rest of their lives. Students will develop personal management skills that will equip them to face the increasing difficulties of living in a fast paced, technology driven and sometimes challenging world. As we see the number of students dealing with anxiety and other mental health issues increase, the practice of yoga has become more valuable now than ever before. There are numerous studies that have shown that practicing mindfulness can help manage mental health issues such as anxiety. It is also commonly known that physical exercise helps reduce stress. Other common problems we know that our students face are bullying and a lack of self-esteem, and as mentioned above, the practice of mindfulness and physical yoga postures helps to increase empathy, compassion and self-esteem. Being physically active is part of living a healthy lifestyle and offering a yoga class provides opportunity for daily physical activity for students who do not enjoy traditional physical education classes. Finally, we know that the human brain, in particular the prefrontal cortex, continues to develop throughout adolescence. Mindfulness practices teach students how to create space between their emotions and reactions, which can then help them to make more thoughtful and responsible decisions.

Aboriginal Worldviews and Perspectives: Connectedness and Relationship: The foundations of the practice of yoga are based on making connections between self, others, community and the world through a holistic approach and these philosophies will be weaved into every aspect of the course. Engagement with the Land, Nature, and the Outdoors: Yoga is rooted in a connection and respect for all natural things and promotes wellness and health through natural remedies such as physical postures and mindfulness. Much of this course will be focused on understanding the benefits of and practicing techniques that can help us deal with our ailments in natural ways. In addition, similar to aboriginal worldviews, part of the yoga philosophy is the belief that we can practice kindness and compassion to all living things and this will be addressed in the curriculum. Emphasis on Identity: Yoga is a personal practice that encourages greater self-awareness and an exploration of one's identity. Students will have the opportunity to build greater self-awareness through daily practice and explore their identity through journaling and research projects. Experiential Learning: Yoga is a hands-on learning experience that emphasizes practical applications. The course will be primarily learner-centered as students will be given opportunities to explore the poses and techniques and discover what works best for them. Principles of Learning: the following principles will be addressed as part of the yoga curriculum:

-Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors

-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 patience and time

-Learning requires exploration of one's identity

Course Name: Yoga for Mindfulness — Grade: 10

BIG IDEAS

There are numerous benefits in practicing yoga and these benefits can meet our own unique personal needs	Yoga is a personal practice that develops greater self-awareness and increases our understanding of identity	Yoga encourages positive connection with self, others, community, and the world	Yoga is a life-long practice

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Development of the Physical Practice** • perform, safely practice and experience the benefits of basic **yoga postures**, **breathing exercises** and **mindfulness techniques**. • develop an increased understanding of **alignment** and mechanics of beginner postures. • identify a variety of **yoga props** (if available) and use safely with prompting • demonstrate modifications in order to make poses more accessible. • explore and safely challenge their individual limitations in their own yoga practice, in a healthy and non-competitive way **Development of Self-Awareness and Self-Regulation** • develop increased body awareness, connection and confidence • demonstrate a greater sense of well-being, self-care and self-awareness • develop **self-regulation techniques** that encourage more positive social behaviours and improve personal relationships • develop a greater connection to self, others and the community both within and outside of the school • develop well-being practices and skills that can be used outside of the classroom • reflect on identity, personal needs, feelings, thoughts and how yoga can be beneficial	*Students are expected to know the following:* **Physical Practice** • benefits of beginner **postures** and techniques • how different techniques can alter energy levels and emotional states • purpose of using **props** (if available) • personal strengths and limitations • **postures** and techniques that benefit them personally depending on their present physical, mental and emotional state **History and Theory** • basic **yoga history and philosophies** • benefits of a **mindfulness** practice • benefits of **breathing techniques** • functional interrelationships exist among the musculoskeletal system. • how different practices increase well-being (exercise, **mindfulness**, healthy eating etc.)

Course Name: Yoga for Mindfulness — Grade: 12

BIG IDEAS

There are numerous benefits in practicing yoga and these benefits can meet our own unique personal needs	Yoga is a personal practice that develops greater self-awareness and increases our understanding of identity	Yoga encourages positive connection with self, others, the community and the world	Yoga is a life-long practice

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Development of the Physical Practice** • perform, safely practice and experience the benefits of basic **yoga postures**, **breathing exercises** and **mindfulness techniques**. • develop an increased understanding of **alignment** and mechanics of advanced postures. • align breath with movements while practicing and transitioning through postures with greater consistency • demonstrate the safe use of **yoga props** (if available) independently. • select and demonstrate modifications that are tailored to the individual's needs. • explore and safely challenge their individual limitations in their own yoga practice, in a healthy and non-competitive way • experiment with postures and techniques to understand how each affects them personally • identify and practice specific postures and techniques that benefit their personal needs whether they be physical, mental or emotional **Development of Self-Awareness and Self-Regulation** • develop increased body awareness, connection and confidence • demonstrate a greater sense of well-being, self-care and self-awareness • develop **self-regulation techniques** that encourage more positive social behaviours and improve personal relationships • develop a greater connection to self, others and the community both within and outside of the school • develop well-being practices and skills that can be used outside of the classroom • reflect on identity, personal needs, feelings, thoughts and how yoga can be beneficial • connect, compare and contrast experiences on the mat with experiences elsewhere in life	*Students are expected to know the following:* **Physical Practice** • benefits of advanced **postures** and techniques • how different techniques can alter energy levels and emotional states • purpose of using **props** (if available) • personal strengths and limitations • postures and techniques that benefit them personally depending on their present physical, mental and emotional state • ways to monitor and adjust physical exertion levels • ways to modify physical postures to suit a variety of bodies and unique individual's needs. **History and Theory** • basic **yoga history and philosophies** • benefits of a **mindfulness** practice • benefits of **breathing exercises** • functional interrelationships exist among the musculoskeletal, fascial and nervous systems • the **Polyvagal theory** provides scientific explanations for why certain poses and breathing exercises create a calm sensation in the body • how particular **yoga postures** can be used to prevent and/or care for specific injuries • how different practices increase well-being (exercise, **mindfulness**, healthy eating etc.) • influences of physical, mental, socio-emotional changes on identity and relationships • how the history and philosophy of Ancient India is similar and different to other cultures, including Aboriginal ideologies

Curricular Competencies – Elaborations	
Yoga postures	• Warm Ups • Back bends & forward folds • Twists

	• Hip openers • Arm balances & inversions • Complementary & counter poses • Alternate poses & modifications for poses
Mindfulness and self-regulation techniques	• increase awareness of "the mind chatter" and learn to still it • experience mind body connection (what happens to our body when we are more mindful, what happens to our mind when our bodies are still etc.) • walking meditation • learning to be present (anchor breathing, counting the breath, mindfulness of sound, mindful eating etc.) • consciously pausing before reacting to a situation • practicing positive self-talk and affirmations
Breathing exercises	• use breath to stimulate the parasympathetic nervous system • link breath to movement • use the breath to slow the mind and calm emotions • discussion of prana (life source/energy) • name and practice the different types of breath: lion breath, kapalbhati breath, ha kriya, alternate nostril breathing, heart and belly breath, langhana and brahmana breath (lengthening inhale and exhale) etc. • describe the difference between the sympathetic and parasympathetic nervous system and how they are connected to breath
Alignment	• understand the importance of the foundation of poses • understand how all parts of the body are involved when practicing a pose • notice what muscle groups are engaged in each posture • gain knowledge of the benefits of poses, how to make adjustments to compensate for body differences, injury, illness or ailments • demonstrate correct posture of the spine and alignment of the pelvis
Yoga props	• straps • blocks • blankets • bolsters • eye pillows • sand bags

Content – Elaborations	
Polyvagal Theory	• understanding the difference between the sympathetic and parasympathetic nervous system
Yoga History and Philosophy	• discuss ancient yogic philosophy and how it relates to mindfulness and one's own life experiences. • study of the yamas and niyamas (10 guidelines for life) • discuss how the mind and body are affected by what we eat

Recommended Instructional Components:

- participation
- class and small group discussions
- research projects
- self-directed projects
- field trips
- classrooms guests
- reflections
- journaling

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

- Assessment will be done through a competency chart based on the curricular competencies and content. ***A sample rubric is copied below.***
- Assessment will be based on observation, assignments, discussions and self-assessment

	Emerging	Developing	Proficient	Extending	How will this be assessed?
Topics	***I'm just starting to learn this concept/topic/idea***	***I'm starting to get this concept/topic/idea with support***	***Most of the time I can handle this concept/topic/idea by myself. I understand it thoroughly and could teach it in detail to someone else.***	***I can use this concept/idea/topic as a springboard to create new projects, work through new problems. I know the topic well enough to innovate with it beyond the level of this course.***	
Movement					
Practicing yoga poses	Sometimes performs, safely practices and experiences the benefits of basic yoga poses.	Often performs, safely practices and experiences the benefits of basic yoga poses.	Consistently performs, safely practices and experiences the benefits of basic yoga poses.	Performs, safely practices and experiences the benefits of basic and complex yoga postures.	Participation in class
Makes modifications	Modifies poses and uses props safely when directed by the teacher.	Modifies poses and uses props safely with some guidance from the teacher.	Modifies poses and uses props safely with little to no guidance from the teacher.	Consistently modifies poses and uses props safely and independently.	Participation in class
Challenging limitations	Sometimes explores and safely challenges their individual limitations in their own yoga practice, in a healthy and non-competitive way.	Often explores and safely challenges their individual limitations in their own yoga practice, in a healthy and non-competitive way.	Almost always explores and safely challenges their individual limitations in their own yoga practice, in a healthy and non-competitive way.	Has made significant improvements in their practice due to challenging their individual limitations.	Participation in class

Benefits of the poses	Can identify the benefits of various postures.	Experiments with postures to understand how each affects them personally.	Identifies and practices specific postures that benefit their personal needs whether they be physical, mental or emotional.	Demonstrates an understanding of the poses that goes beyond what has been taught in class.	Design your own practice
Alignment and mechanics	Understands the alignment and mechanics of 3 or more poses.	Understands the alignment and mechanics of 7 or more poses.	Understands the alignment and mechanics of 10 or more poses.	Understands the alignment and mechanics of 15 or more poses.	Quizzes
Breathing					
Linking the breath to the movement	Sometimes aligns their breath with their movements while practicing and transitioning through poses.	Often aligns their breath with their movements while practicing and transitioning through poses.	Almost always aligns their breath with their movements while practicing and transitioning through poses.	Able to guide others in aligning their breath with their movements while practicing and transitioning through poses.	Participation in class
Breathing exercises	Sometimes performs, safely practices and experiences the benefits of breathing exercises.	Often performs, safely practices and experiences the benefits of breathing exercises.	Consistently performs, safely practices and experiences the benefits of breathing exercises.	Performs, safely practices and experiences the benefits of complex breathing exercises.	Participation in class
Benefits of breathing exercises	Can identify the benefits of various breathing techniques.	Experiments with breathing techniques to understand how each affects them personally.	Demonstrates a clear understanding of how the nervous system works and practices specific breathing techniques that benefit their personal needs whether they be physical, mental or emotional.	Demonstrates an understanding of how the nervous system works and why breathing techniques are beneficial that goes beyond what has been taught in class.	Design your own practice
Mindfulness					
Mindfulness practice	Sometimes performs, safely practices and experiences the benefits of mindfulness techniques.	Often performs, safely practices and experiences the benefits of mindfulness techniques.	Consistently performs, safely practices and experiences the benefits of mindfulness techniques.	Performs, safely practices and experiences the benefits of complex mindfulness techniques.	Participation in class

Benefits of mindfulness	Can identify the benefits of a mindfulness practice.	Experiments with mindfulness techniques to understand how each affects them personally.	Demonstrates a clear understanding of how the mind works and practices specific mindfulness techniques that benefit their personal needs whether they be physical, mental or emotional.	Demonstrates an understanding of how the mind works and why a mindfulness practice is beneficial that goes beyond what has been taught in class.	Design your own practice
Reflection	Sometimes reflects on their identity, personal needs, feelings, thoughts and how yoga can benefit them.	Often reflects on their identity, personal needs, feelings, thoughts and how yoga can benefit them.	Almost always reflects on their identity, personal needs, feelings, thoughts and how yoga can benefit them.	Reflects on their identity, personal needs, feelings, thoughts and how yoga can benefit them at a level that goes beyond the expectations of the class.	Daily journal reflections
Personal Management Techniques	Sometimes uses personal management techniques to encourage more positive social behaviours and improve personal relationships.	Often uses personal management techniques to encourage more positive social behaviours and improve personal relationships.	Almost always uses personal management techniques to encourage more positive social behaviours and improve personal relationships.	Uses personal management techniques to encourage more positive social behaviours and improve personal relationships that go beyond the expectations of the course.	Participation in class
Theory					
History and philosophy	Has demonstrated a basic knowledge of the history and philosophy of yoga taught in this course by completing the assignments.	Has demonstrated a basic knowledge of the history and philosophy of yoga taught in this course by completing the assignments with some effort.	Has demonstrated a basic knowledge of the history and philosophy of yoga taught in this course by completing all of the assignments with a high degree of quality.	Has demonstrated a knowledge of the history and philosophy of yoga that goes beyond what has been taught in the course.	Class assignments and projects
Anatomy	Demonstrates a basic understanding of anatomy.	Demonstrates a good understanding of anatomy.	Demonstrates a clear understanding of anatomy.	Demonstrates an understanding of anatomy that goes beyond what has been taught in the class.	Quizzes
Self-awareness	Demonstrates greater confidence and body awareness.	Demonstrates greater awareness of their physical, mental and emotional state.	Demonstrates greater well-being and self-care in response to their physical, emotional and mental	Demonstrates self-awareness that goes beyond the expectations of the class.	Participation in class

			state.		
Connection	Demonstrates a greater connection to self.	Demonstrates a greater connection to self and others.	Demonstrates a greater connection to self, others and the community both within and outside of the school.	Demonstrates a greater connection to self, others and the community that goes beyond the expectations of the class.	Participation in class

Learning Resources:

- Little Flower Yoga teacher training manuals and curriculum
- Mindfulschools.org teacher training manuals
- Yogaworks teacher training manuals
- The Heart of Yoga: Developing a Personal Practice by T.K.V. Desikachar
- Light on Yoga by B.K.S. Iyengar
- Yoga Mind, Body & Spirit: A Return to Wholeness by Donna Farhi
- The Yoga Sutras of Patanjali-Translation and commentary by Sri Swami Satchidananda
- The Concise Book of Muscles by Chris Jarmey
- Once Upon A Pose by Donna Freeman
- Brainstorm: The Power and Purpose of the Teenage Brain by Daniel Segel
- The Whole Brain Child by Daniel Segel and Tina Payne Bryson
- Little Flower Yoga for Kids by Jennifer Cohen Harper
- Eastern Body, Western Mind by Anondea Judith
- How to Talk so Kids Will Listen and How to Listen so Kids Will Talk by Adele Faber and Elaine Mazlish
- 30 Essential Yoga Poses for Beginning Students and Their Teachers by Judith Lasater
- The Secret Power of Yoga by Nishala Joy Devi

Greater VICTORIA School District

OFFICE OF THE
SECRETARY-TREASURER
556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8
PHONE (250) 475-4108 FAX (250) 475-4110

TO: Operations Policy and Planning Committee

FROM: Mark Walsh, Secretary-Treasurer

DATE: January 14, 2019

RE: 2018-2019 Funding Update

On December 7, 2018, the District received the recalculated funding allocations for 2018-2019 based on our actual September 30, 2018 enrolment and educator salary data. The difference between the preliminary grant calculated in April 2018 and the final grant calculated in December 2018 is $3.3 million. The final funding amount will be reflected in the 2018-2019 Amended Annual Budget that will be presented at the February 2019 Board meeting.

2018/2019
Funding Update

OPPs Committee Meeting
January 14, 2019

Funding Update – Preliminary versus Final

Prelim 2018/19 Operating Grant	**$173,604,633**
Final 2018/19 Operating Grant	**$176,913,427**
Total Change	**$3,308,794**

Funding Update – Preliminary versus Final

221.708 FTE More School-Age Students than Forecasted	$1,598,777
Decreased Adult Enrolment (11.75) FTE	(55,178)
Increased Teacher Salary Differential	710,581
Net Increased Targeted Funding (ELL, SPED, ANED, SS)	1,054,614
TOTAL CHANGE	**$3,308,794**

Greater VICTORIA School District

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PHONE (250) 475-4108 FAX (250) 475-4110

TO: Operations Policy and Planning Committee

FROM: Mark Walsh, Secretary-Treasurer

DATE: January 14, 2019

RE: 2019-2020 Partner Group Budget Input

Prior to developing the budget for the next school year, an invitation was sent to school PACs and educational partner groups in December 2018 to provide input by responding to the following questions:

1. What areas should be given priority in order to support success of all students?
2. What areas do you feel progress is being made and should be continued?
3. How do you feel the budget process could be improved for greater public participation and ease of understanding?
4. Do you have any general comments you would like to add?

The input submitted on or before January 13, 2019 will be summarized and handed out at the January 14, 2019 Operations Policy and Planning Committee meeting. There will be a second request for budget input to be submitted by February 8, 2019. The input received on or before February 8, 2019 will be summarized and presented at the February 11, 2019 Operations Policy and Planning Committee meeting. All partner group budget input will be used to guide decision making for the 2019-2020 budget process.

Greater VICTORIA School District

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PHONE (250) 475-4108 FAX (250) 475-4110

TO: Operations Policy and Planning Committee

FROM: Mark Walsh, Secretary-Treasurer

DATE: January 14, 2019

RE: Funding Model Review Update

Background:

On December 19, 2018, the Ministry of Education released the final report from the Independent Funding Model Review Panel titled *Improving Equity and Accountability*. The report can be located on the Ministry of Education website, as well as on the Meetings of the Board webpage on the District website under Operations Policy and Planning Committee Meeting - January 14, 2019.

Discussion:

The purpose of this update is to provide some initial feedback on the potential impacts on our District in the event that the recommendations in the report are implemented. It is also to provide an opportunity for Trustees to ask questions of clarification.

It is important to note that, given the lack of specifics in the report, this update is intended to be broad in nature.

Greater VICTORIA School District

OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8
Pieter Langstraat, Superintendent
Phone (250) 475-4162
Fax (250) 475-4112

TO: Operations Policy and Planning Committee

FROM: Shelley Green, Superintendent of Schools

RE: **Trustee Questions**

DATE: January 14, 2019

During this portion of the Committee Meeting, Trustees will have the opportunity to raise questions. Where possible, an immediate response will be provided. In the event that research is necessary before a response is provided, the matter will be postponed until a researched response can be provided.